

Presdales School



‘Achievement for All’

Title	BEHAVIOUR FOR LEARNING POLICY
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Author/Title	Deputy Headteacher Pastoral
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Trust Link	Maddie Waller
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Enquiries & comments

Any enquiries and comments about this publication may be made to:

Telephone: 01920 462210

/

Email: admin@presdales.herts.sch.uk

Presdales School Behaviour for Learning Policy

Statement of Behaviour Principles

At Presdales School, we are committed to ensuring that all of our students achieve their very best. We strive to create a safe and stimulating learning environment where exemplary behaviour is at the heart of productive learning. We seek to embed a culture of praise, encouragement and self-discipline in our students and provide early intervention to prevent issues escalating. Our approach to behaviour management is aligned with the Therapeutic Thinking training. We place a heavy emphasis on positive relationships between staff and students, and endeavour to ensure fairness of treatment for all by encouraging consistency of response to both negative and positive behaviour.

The Trust Board expects any policy or actions to be in accordance with their responsibility under Equality legislation. Principles:

- All students, staff and visitors have the right to feel safe at all times at school.
- Our school is inclusive. All members of the schools' communities should be free from discrimination of any sort. Measures to protect students should be set out in the Behaviour and Equality policies.
- School rules should be clearly set out in the Behaviour Policy. The Trust Board expect these rules to be consistently applied by all staff.
- The Trust Board would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward valued behaviour around school.
- Sanctions for detrimental behaviour should be known and understood by all staff and students and consistently applied. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual student and that school staff will use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.
- The Trust Board expects students and parents to cooperate to maintain an orderly climate for learning.
- The Trust Board wishes to emphasise that violence, threatening behaviour or abuse by students or parents towards staff will not be tolerated.
- The Trust Board expects the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

‘Achievement for all’

Presdales School aims to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential.

We are committed to the development of independent minded young women who have active and creative minds. We expect our students to acquire a sense of understanding and compassion for one another and to have courage to act on their beliefs.

We will equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society.

Objectives

To ensure:

- The highest achievement for all students
- Inspirational teaching that supports and stretches all learners
- Quality pastoral care that nurtures and develops each child
- Effective leadership and management that enables continual school improvement
- The resources and environment to optimise student learning

Values

Ambition

Set personal goals
Have a ‘can do’ attitude
Be committed to all that you do

Integrity

Be honest
Be trustworthy
Show loyalty to others
Do the right thing

Resilience

Take ownership of your own learning
Believe in yourself
Demonstrate courage in adversity
Never give up

Creativity

Seek inspiration
Use your imagination
Take risks

Kindness

Friendship: treat others as you expect to be treated yourself
Show empathy for others
Be a team player
Seek ways to support your community

Equality

Be inclusive
Respect yourself and others
Celebrate diversity
Understand rights and act on responsibilities

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff - GOV.UK](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010 and schools , May 2014](#)
- [Keeping Children Safe in Education September 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of Reasonable force in schools advice April 2026](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Links to Other Policies

The Behaviour for Learning policy should not be read in isolation. It should be viewed in the context of the aims of the school and reflect positively the core values implicit in those aims. It should be seen to relate directly to all areas of school life.

Anti-bullying policy

Attendance policy

Drug and substance abuse policy

Online safety policy

Policy for supporting students with medical conditions

Safeguarding policy

SEND Policy

Code of Conduct

Our system is based on respect, rewards and consequences. Any behaviour that is not in keeping with the three Rs is likely to result in a consequence. Respect should be shown in the following ways:

- *Respect for Learning*
- *Respect for Ourselves and Others*
- *Respect for our Environment*

Rewards

A school ethos of encouragement and praise is central to the promotion of valued behaviour. Rewards are one way of achieving this. Encouragement and verbal praise are also seen as central to promoting good behaviour, as is the celebration of success. This may be done through display material, assemblies, postcards home and a variety of other means. (See Appendix 1)

Consequences

Our consequences system (see Appendix 2) is designed, first and foremost, to enable us to teach valued behaviour. It assumes that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant punishment (although the latter will be necessary in some situations). In the classroom the C1/C2/C3 progression underpins this idea: students are reminded of the protective and educational consequences for them if they continue with detrimental behaviour, and so they have the chance to stop.

Roles and Responsibilities

The Trust Board will establish, in consultation with the Headteacher and staff, the policy for the promotion of valued behaviour and keep it under review. The Headteacher is responsible for the implementation and day-to-day management of the policy. All staff in the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour, they are responsible for the consistent use of this policy whether this be in the classroom or around the school at any time. Presdales School and its Trust Board are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation. Any sanction issued to a student must be made by a paid member of staff or person authorised by the Headteacher, be made on the school premises or while the student is under the charge of a member of staff, and not breach any other legislation (in respect of disability, SEN, race or other equalities and human and it must be reasonable in all circumstances. The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. This will be shared with students and their parents via edulink at the start of the academic year and through the sharing of values and reinforcement of standards of behaviour in form time, assemblies and lessons. Students will also be clear on what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Students transferring to the school either in year 7 or mid-year are supported at the point of admission, and in some cases prior to starting with us if a particular need is emerging.

Parents/Carers

Parents/carers and carers will take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with us any issues arising from the operation of the policy

The implementation of this policy is supported by staff in the following ways:

Form Tutors:

- Play a key role in the pastoral care system and in the promotion of positive behaviour in the school, they teach and model valued behaviour
- Should be the first person to whom a student will turn to for help or advice
- Will encourage students to be fully involved in the life of the school, in form activities and to take pride in their form room
- Will contact parents as needed and are the first point of contact for parents who have concerns that are not subject related

- Will accurately maintain the register of attendance for their form. They monitor punctuality and are alert to emerging patterns of absence and refer any attendance concern to the Pastoral Support Assistant and Head of Year
- Will monitor the personal appearance and behaviour of students in their form. They check the uniform of students in their form on a daily basis, including jewellery.
- Will listen to and support students and refer them on to others as needed, particularly if they notice signs of anxiety or stress
- Will attend assemblies with their forms, monitor behaviour during the assembly and supervise their form's movement to the place of assembly. They are also expected to supervise their form's production of Year Assemblies on the rota drawn up by the Head of Year
- Will monitor the progress of the students in their forms and after school tracking point data has been collected, they will play a key role in action plans decided on by Heads of Year

Subject Teacher

All members of the teaching staff have responsibility for discipline both within their classroom and in the corridors, dining rooms and other areas of the school. It is expected that lessons are planned to promote valued behaviour and teachers should seek to motivate students by issuing reward points. If a student is not behaving in an acceptable manner, the subject teacher should follow this policy as appropriate. They should also liaise with the Head of Department if the detrimental behaviour is ongoing. Staff member's responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the student should be doing.
- Non-verbal intervention – moving closer to the student(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those students who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the student's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the student's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the student's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'
- Limited choice – provides two options of equal value to give the student an element of control over what happens next, within the boundaries set by the adult.
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the student.
- Intervene – gain the student's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable a change in behaviour

Head of Department

Heads of Department have an oversight of the behaviour of students in lessons in their subject area. They will do this through analysing the weekly behaviour report (produced by the Pastoral Support Assistant) identifying any patterns of behaviour within classes and then taking the appropriate action. Students whose behaviour is an ongoing cause for concern for staff in their department, will be referred to the Head of Department who will take appropriate action in line with this policy

Head of Year

Heads of Year have an oversight of the behaviour of students in their year group and seek to motivate students in having positive behaviour for learning as well as addressing concerns regarding the behaviour of students when it is unsatisfactory in more than one subject area. They liaise with Form Tutors, parents and the SENCO to assess the different needs of the student and provide appropriate support.

Heads of Year will analyse Consequence Points for students in their year group on a weekly basis and any student who has been given more than a set number of consequence points may be placed on an appropriate Behaviour Report or given a detention. If students reach 3 behaviour incidents in a week they will be placed in a 30-minute lunchtime Pastoral detention, 5 will mean a 1 hour after-school Pastoral detention and 10 will mean a 1 day in internal inclusion. Heads of Year will ensure that detentions longer than 30 minutes are set when appropriate to do so. During this detention a restorative thinking, reflection activity will take place. If a student continues to accrue Consequence points, they will move through the behaviour pathway. (Appendix 6)

When school Tracking Point data is collected, Heads of Year will reward good achievement by issuing appropriate achievement points, certificates in Year assemblies, sending letters home and organising a celebratory breakfast. They will also analyse students' core skills causing concern (behaviour, homework, organisation) and organise for these individuals to be placed on appropriate Behaviour Reports. On a weekly basis Heads of Year will analyse the attendance of their year group and report this back to the relevant Pastoral Manager with appropriate follow up actions.

Assistant Headteacher with Key Stage lead/Deputy Headteacher Pastoral

AHTs have oversight of the behaviour of students in their designated Key Stage. They meet with Heads of Year on a weekly basis and deal with serious issues. AHTs formulate behaviour action plans and Pastoral Support Plans for students whose behaviour is a serious cause for concern. AHTs also make referrals to the School Counsellor and outside agencies when needed. They manage the attendance of students who are persistent absentees, and liaise with the appropriate professionals who support the student and their family. The Deputy Headteacher Pastoral has oversight of all AHT Key Stage leaders.

Students who consistently fall short of the expected standards of behaviour

Students who consistently fall short of the expected standards of behaviour will work closely with the relevant AHT, DHT and the SEND team in an attempt to modify and amend these behaviours. In consultation with parents/carers, an individualised action plan will be put into place. It could involve some or all of the following

- Subject or Head of Year report
- Pastoral support plans
- Enrolment onto the school's Restorative Behaviour Programme
- Individualised lunchtime provision
- Referral to the Schools Family support worker
- Referral to the Attendance team

- Referral to the Rivers ESC outreach team
- Referral to the Rivers ESC for respite support

Where a student's behaviour gives cause to suspect that they are suffering, or are likely to suffer significant harm, the schools safeguarding procedures will be followed and appropriate referrals to Children's Services will be made. If appropriate, a multi-agency assessment including input from teachers, Pastoral team, social workers, educational psychologists and representatives from the safer schools team will be undertaken to identify if a student has any SEND and/or health needs.

Implementation of the Policy

While the policy sets out a level of response that is normally appropriate to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual circumstances might lead to a lower punishment being set. Repeat offending may lead to the listed punishment being increased. Reasonable adjustments will be made to support a student with characteristics protected by the Equality Act 2010. Continuing professional development for all staff is embedded practice within the school and where there is a perceived need for staff training to assist in achieving the aims of the policy, such training will be delivered. All staff new to the school will undertake behaviour training during their induction.

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site, for example on lunchtime exeat, or when allowed off site if not being taught or in transit to another institution. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school. In addition to this policy, further details are given in school policies on anti-bullying, equality, and drugs and substance abuse related incidents.

This policy applies to students of other institutions when they are on site as part of consortium teaching arrangements, as well as our students whilst attending other institutions for educational purposes, including school trips and off site visits.

Behaviour in the Classroom

In lessons students are to follow the start of lesson routine and to be seated whilst the register is being taken, be silent and respectful whilst the member of staff or nominated student is addressing the class, and when answering or asking a question, students will put their hand up and not call out. Students are expected to work sensibly, follow all instructions given by the class teacher and not distract or annoy other students. Any incidents of detrimental behaviour, will result in a consequence being given. Classroom disruption will not be tolerated as it disrupts the learning of others.

Offensive language

There is no excuse for rudeness, disrespect or insolence towards any other member of the school community. Any student caught swearing or using offensive, inappropriate language will be issued with a consequence. A more serious consequence will be applied if such language is directly aimed at a member of our community.

Offensive Conduct to Students

Students are expected to treat each other in the way they would like to be treated themselves. There is no excuse for rudeness, disrespect or aggression to any member of the school community. Racist, homophobic, sexual or abusive remarks and abusive bullying behaviour will not be tolerated and will be dealt with severely. All students are expected to play their part in maintaining high standards of behaviour and if serious misconduct has occurred, students are expected to be helpful to staff investigating.

Child on Child Abuse

Children and young people may pose a risk to each other in the school setting. Child on child abuse will never be tolerated and passed off as "banter," "having a laugh" or "part of growing up." It can manifest itself in many ways. Severe harm may be caused by the abusive and bullying behaviour of other children; this may be physical, sexual and emotional. This is most likely to include, but may not be limited to: bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), sexual violence, sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse), upskirting (which typically involves taking a picture under a person's clothing without them knowing)

If a student is physically or verbally assaulted by another student within school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

Use of electronic or telephone means to harass, alarm or distress, such as by email, website or social networking sites, social media or text message, comes within the remit of this policy and will lead to a serious consequence.

Following an incident, all students will be interviewed and a course of action agreed upon. Parents will be informed. The situation will be monitored and any further actions by students involved may result in a more serious consequence.

Offensive Conduct to all other members of the school community

Students should be respectful to all staff and visitors. Instructions given to students should be carried out at once and without argument. If students do not do so, they will be given an appropriate sanction. Deliberate defiance, swearing at staff and threatening or aggressive conduct towards staff will result in a serious consequence.

Attendance and Punctuality

Good attendance is a prerequisite for success in school and Presdales School carefully monitors the attendance of students. If a student is absent from school parents/carers are asked to ring the school on each day of absence. The school needs to be notified in advance of any planned absence. The school strongly recommends appointments to be made out of school hours wherever possible. Students who display persistent absence will be discussed and in some cases the school, working alongside HCC Attendance team, may decide to issue the parents with a fixed penalty notice (FPN) or refer the family to the attendance team for further support. Students are expected to arrive on time for school, and be on time for each lesson throughout the day. Students who are persistently late to registration or lessons can expect to receive a consequence.

Illness during the school day

If students feel ill during the school day they should ask their teacher if they can go to the First Aider/Reception. Students may not go home unless this is arranged by the First Aider/Reception, their Head of Year or a member of the Senior Leadership Team. If a student needs to take medication during the school day, it must be kept in the medical office and permission given by parents/carers for it to be administered.

Uniform

Students in Years 7 to 11 are expected to wear the correct uniform (see Appendix 3). Sixth Formers are expected to follow the Sixth Form dress code. Students can expect to receive a consequence for not adhering to the school uniform code. It is essential that students attending public examinations attend properly dressed in full uniform. A student who repeatedly fails to wear the required uniform may not be admitted to the examination.

Jewellery/Make-up/Hair

- Sixth form students are expected to follow the sixth form dress code
- Students who have their ears pierced may wear only a single pair of small studs in the lower earlobe; there should be no facial studs or rings at all. The only ear rings permitted are those that have a butterfly back. If a student wishes to have any piercings other than a single piercing in the lower earlobe, then she will be required to remove these during school time regardless of whether the piercing has healed or not
- Students are permitted to wear a necklace
- Acrylic nails or any other type of false nails are not allowed
- Students are not allowed to wear coloured nail varnish
- No make-up should be worn by students in Years 7 and 8. Discreet natural make-up is permitted thereafter (but no eye make-up or false eye-lashes)
- Hair dyed other than a completely natural colour is unacceptable and hair below shoulder length should be tied back during practical sessions for safety reasons. Hairstyles should be appropriate for a smart office environment and must not be extreme in style or length. No shaved patterns are permitted, and the length should not be shorter than a 'number two' Afro-textured hair worn in styles including, but not limited to, afros, locks, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, and weaves and wigs are permitted.

Mobile Phones

Mobile phones can be a useful tool when used appropriately and can be of benefit to the student. Inappropriate use of a mobile phone can be very disruptive. When students arrive at school, they will need to ensure their mobile phone is switched off before they enter the school building, mobile phones will then need to be left in the students own locker. At the end of the school day at 3.25pm, students can collect their phone from their locker and place it in their bag. Students are not permitted to carry their phone around in their hand inside the school building. Students are allowed to turn their phone on once they have left the school building at the end of the school day at 3.25pm. Mobile phones are not allowed to be **seen** or **heard** from when a student arrives at school until the end of the school day at 3.25pm, this includes at break and lunchtime.

Sixth form students are permitted to use their mobile phone during their study periods but only for work purposes and only in the Sixth form Mansion, Sixth form study centre and Sixth form café.

If a student's mobile phone is seen or heard, then it will be confiscated until the end of the day and in the first instance a C3 will be given. If this is repeated the sanctions will escalate.

If a student refuses to hand over their mobile phone when requested by a member of staff, it will be considered a serious breach of the Behaviour policy. If the mobile phone was used to film/ photograph any student or member of staff without their consent, a member of SLT will ask to see the footage and expect the student to delete it as soon as possible. If the student refuses to show the footage the mobile phone will be confiscated and the parents/ carers will be required to collect the phone at the end of the day. In serious cases of student misconduct, the police may then be informed in order to gain access to this information.

Please refer to Appendix 2 Consequences for a detailed breakdown of sanctions.

Misuse of computer equipment

The school has a clear policy on the appropriate use of school computers. Misconduct in this area, such as “hacking” or improper use of the internet, which could involve posting or sharing photos or videos online of any member of the school community without their consent. This can result in a range of sanctions from simple loss of privileges to suspension from school, which may be used in aggravated cases where the conduct is repeated or involved real or potential harm.

Equipment

Students are required to have the correct books and equipment for each lesson, each day.

Plagiarism

Any work submitted by a student for assessment must be the student’s own work. This applies to both coursework and any examination situation. Students who submit work copied from elsewhere as their own, be it from a peer, text source, internet or use of Artificial Intelligence (AI) without referencing its use from any other source, should expect a consequence and will be required to repeat the work. In the case of work for public examination, the school will follow the actions required by examination boards, including reporting the student to the examination board. Students who assist a peer by knowingly allowing their work to be copied will face an appropriate consequence.

Valuables and Theft

Students are expected to take care of their own property and respect the property of others and the school. Students’ belongings should be named and valuables/devices stored securely in their lockers or kept on their person at all times. Expensive items and large sums of money should not be brought into school since the school cannot be liable for loss or damage. Any cases involving theft will be investigated by Heads of Year and/ or a member of the Senior Leadership Team. Students caught stealing should return or replace the property. Students involved in theft can expect to receive a serious consequence.

Alcohol, Drugs and Illegal Substances

All incidents suspected to involve alcohol, drugs, legal highs or substance abuse should be dealt with as described in the school Drugs and Substance Abuse Policy. Any student in possession of alcohol, legal highs or illegal substances on school premises will be given a fixed term suspension or permanent exclusion. Consuming, purchasing or being under the influence of alcohol, drugs, legal highs and illegal substances while under school jurisdiction are all serious offences (this includes school trips and exchanges where students are under the ‘loco parentis’ of their exchange family). In cases where illegal substances are involved, and a criminal offence has been committed the police will be informed. Any involvement in the supply of illegal substances, or legal highs is exceptionally serious and is likely to lead to permanent exclusion.

Smoking /Vaping

Smoking or Vaping is not allowed on the school site, in school uniform or when on a school trip or exchange where students are under the “loco parentis” of their exchange family. If students are caught smoking or vaping or are part

of a group in which people are smoking or vaping, or are in possession of smoking materials they will be subject to the following sanctions:

- | | |
|--|----------------------------------|
| • Being in the vicinity of smokers/ vapers | C5 2 hour after school detention |
| • Possession of smoking/ vaping equipment | C5 Internal Suspension |
| • Smoking or vaping | C5 Fixed term Suspension |

Parents will be invited in to discuss the matter with the Head of Year or the Assistant Head of Key stage. Students and parents may need to attend a talk delivered by the local community police

Offensive Weapons

An offensive weapon is anything used as a weapon towards another person or used to intimidate others. This includes replica items. Possession by students or use on school premises of offensive weapons is very serious. The weapon will be confiscated, the police will be contacted and it may lead to permanent exclusion. Items within the category of offensive weapons include knives and blades of any length; bringing either of these into school is likely to lead to permanent exclusion. *Where a student is using a sharp object to harm themselves special procedures and consideration are followed.*

Damage to property

Any wilful damage to school property will not be tolerated.

- The teacher at the scene should assess if the act was accidental or deliberate
- Damage should be dealt with by the subject teacher/head of department in charge of that teaching area
- Students should be billed for any subsequent costs incurred for replacement or repair by the Head of Department/Site Manager/School Business Manager
- Staff should deal with students caught vandalising property around the school and a warning or consequence will be issued depending on the severity of the incident. Punishment will range from detention to exclusion for aggravated offences

Malicious discharge of a fire alarm or fire extinguishing equipment

This is highly dangerous and places others at risk of harm. This will be dealt with by a member of the Senior Leadership Team: the usual sanction will be a fixed term exclusion.

Going out of bounds

Students are expected to be in designated areas during break and lunchtimes and before and after school. Clear guidelines to the forbidden areas are displayed around the school, but such areas include:

- The area behind the main teaching block, this includes the area behind the school kitchen, rooms 19 and 20, the Art and Science block and the path that leads to the back gate (unless entering or leaving the school at the beginning or end of the day)
- The area just outside the front path leading into the school site
- The bothy, secret garden and turning circle
- The area behind and to the side of the Sports hall

- Any of the wooded areas in any part of the school

Obstruction of justice

- If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal or withhold important information or knowingly give inaccurate information will face sanction up to fixed term exclusion. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed
- Students who are present in situations where poor behaviour is demonstrated and knew that such behaviour was going to take place are likely to receive a sanction

General

- Students are allowed into the school building from 7.45am and can go to their form room. All students need to leave the school site by 4.30pm unless they are participating in an organised after school activity and are being supervised by a member of staff. At the end of the school day, students can only wait in the dining room
- Sixth form students are permitted to leave the school site during lunchtime, but not at any other point during the school day (unless on study leave)
- Students are not permitted to have chewing gum in school
- Aerosols are not permitted to be used within the school building, including the Sports Hall and PE changing rooms
- Students will not consume food, either purchased or brought into school, inside the school building, unless they are in the canteen, hall or their designated food room / zone
- Students are not allowed to consume 'fast food' on site. These types of food should not be delivered to students by parents, family friends or delivery companies.

Interviewing of students by staff

In taking a place at Presdales School, parents and students accept that there will be occasions when a student needs to be spoken to by a member of staff because the student is a witness, complainant, or otherwise a person of interest when investigating a breach of this school discipline policy. This acceptance is a condition of being a student at Presdales School. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the student's choice will attend when this is done. Staff are required at all times to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any student being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a student is suspected of involvement in very serious misconduct which might lead to permanent exclusion, an interview with the student concerned will always be done by a senior member of staff, with a further member of staff designated to support and advise the young person, and notes will be taken, sometimes by a third party. Interviews are not taped.

Student statements

When giving a statement or account of events students are expected to provide a full and accurate account of events as they have witnessed. Students must not provide a witness statement based on what others said happened. When relaying what others have said took place students must make this clear in their statement.

Confiscation

This will apply to items which are forbidden in school, contrary to uniform rules, items which are harmful to others, or which are being used in a way contrary to rules or in an inappropriate place or time. Low value items, such as foodstuffs being consumed in a corridor, will be confiscated and discarded. Other items will normally be kept until the end of the day but this may be extended for repeat offenders. Mobile phones will always be returned at the end of the day, unless there are circumstances where the phone needs to be passed to the Police.

Detentions

Whilst parental consent is not required for a member of staff to impose a detention, staff will take the individual circumstances into account. Detentions (C3/C4) will be set by the subject teacher/Head of Department / Head of Year for lunchtime or after school. Any after school detentions will be communicated to parents with at least 24 hours' notice, usually by email. -Students may be required to sit in silence or work as decided by the subject teacher/Head of Department. If a student is absent from school then the detention will be held on the day that they return, or another day in agreement with the member of staff who set the detention.

Students who do not attend their lunchtime or after school detention (without prior notification from a parent/carer), will be automatically placed into a SLT after school detention on the Friday of the week the detention was missed, until 5pm. Students are permitted to complete homework or revision during this time. Parents/ carers and students will be informed of this escalation on their original detention notification email and will also be sent a reminder ahead of the Friday detention.

C5 detentions will be set by the Senior Leadership Team. These will be served after school. Parents will receive at least 24 hours' notice of any after school detention, usually by email or phone call.

Removal from current lesson/series of lessons

If a student receives a C3 then they may be removed from the lesson by the Head of Department/or other member of staff and placed in another classroom. If a student reaches a C4 then they will be removed from the lesson by a member of the senior leadership team/staff on-call and placed in isolation for the remainder of that period, or longer if deemed appropriate.

There may be occasions where a student is removed from a series of subject lessons over a short period of time

Behaviour/attendance reports

Students whose behaviour has led to them being given more than a set number of consequence points will be reviewed by their Head of Year and placed on an appropriate Behaviour Report. Behaviour Reports require students to get subject teachers in every lesson to account for their behaviour in a particular focus area and then report on a daily basis to a member of staff, be it their Form Tutor, Head of Year or a member of the SLT depending on the seriousness of the behaviour problem.

Students who are persistently late to school/lessons or who have truanted will be placed on an attendance report. Attendance reports require students to get subject teachers/form tutors in every lesson/form time to account for their punctuality or attendance. This report will be checked on a daily basis by a member of staff, be it their Form Tutor, Head of Year or a member of the SLT depending on the seriousness of the behaviour problem.

Behaviour Interventions

Students who are persistently poorly behaved will be further supported by the Pastoral team. They will attend small group intervention sessions on a weekly basis. These sessions will focus on reflective and restorative practice and will aim to reduce the number of behaviour incidents for these students.

Suspension/ Exclusion

The school will follow all procedures and processes described in the latest version of the DfE exclusions guidance. Further details in Appendix 3.

Pastoral Support Programmes / Risk Reduction Plan

The Pastoral Support Programme (PSP) or Risk Reduction Plan (RRP) can be used to support students who have had numerous suspensions or are at risk of permanent exclusion as a result of their continued detrimental behaviour in school. The aim of any PSP / RRP is to offer students and their parents/ carers a framework of support and guidance as well as a strong message to indicate the seriousness of their position.

The relevant Pastoral AHT, together with the students' Head of Year and SENCO will draft an individualised PSP/ RRP. Areas for concern will be identified as well as areas of strength or success. In discussion with the student and their parents/ carers, targets will be set and a programme of support to assist the student in meeting these targets will be agreed. These targets should relate to the concerns that have been raised and should be specific, measurable, achievable, realistic, and time related. Support might be from home, school, or where appropriate, external agencies. The PSP/ RRP will be reviewed at 4, 8 and 12 weeks.

Power to Search

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please see appendix 3 Confiscation and searches.

Restrictive interventions and reasonable force

On rare occasions, school staff may need to use restrictive interventions to safeguard students or maintain discipline within the school environment. Department of Education, *Keeping children safe in education, 2025 Statutory guidance for schools and colleges* recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims and states that schools must not have a no contact policy as this can put staff and students at risk.

Restrictive interventions and reasonable force should only be used when they are necessary and proportionate, after de-escalation strategies have been attempted where appropriate and when there is a clear risk of serious harm to the students or others, or serious damage to property or to prevent disorder.

Decisions on when to use restrictive intervention is a matter of professional judgement, and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the student's best interests

Section 93 of the Education and Inspections Act 2006 gives schools the power to use reasonable force to:

- prevent a student from hurting themselves or others
- prevent a student from causing serious damage to property
- remove a disruptive student from a classroom
- prevent a student from causing disorder among pupils during school activities, including during off-site visits
- prevent a student from leaving a classroom where there is a risk to their safety or the safety of others.

Section 93A of the Education and Inspection Act (“the 2006 Act”), states schools must have procedures for recording and informing parents of significant incidents when force is used against students.

Additionally, ‘The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025’ which requires written record where a student is secluded or immobilises a student and supplying a record to the parent as soon as possible.

- Ideally, staff should not have to deal with incidents requiring restraint alone for any period of time and it is recommended that other staff attend the incident as soon as possible to reduce risk.
- Where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this.
- When using restraint, staff should remain calm and continue to talk to the pupil calmly throughout to reassure them and let them know what is happening and why.
- The restraint should:
 - only involve the minimum of force necessary to restrict movement
 - only be used temporarily until the risk has passed
 - should not restrict breathing or blood supply
 - should avoid bringing pupil to the ground
 - should not involve any contact that may amount to a criminal offence such as assault.
- The child or young person should be released slowly and safely when it is felt they are sufficiently in control of their emotions.
- If the restrictive intervention appears to escalate rather than reduce the risk, staff should reassess the situation and modify or cease the intervention where safe to do so.

The school **must** keep a written record of every significant incident involving use of force the same day, and always as soon as possible thereafter, including all details required by statutory guidance. See Section: Reporting the use of force (statutory guidance) Page 15: *DfE Restrictive interventions, including use of reasonable force, in schools, April 2026*.

Statutory guidance makes it clear that restrictive interventions and restraint cannot be used as a punishment

Serious breach of School’s behaviour policy where a parallel police proceeding is taking place

If a student is suspected of a serious breach of the school’s behaviour policy which is also being investigated by the police, the Headteacher need not necessarily postpone a decision to exclude a student because of the possibility that criminal proceedings may be brought in respect of the same incident. The Headteacher may proceed to take a decision to exclude if they feel the sanction to be an appropriate one to be applied as described in the school’s behaviour policy

Appendix 1 – Rewards

At Presdales we believe in celebrating and rewarding success, endeavour and achievement. We do through numerous ways including:

- Reward points system
- Phone calls home
- Certificates
- Letters/emails/postcards home
- Recognition in assembly
- Verbal praise
- Annual awards
- Acknowledgement in Presdales

Reward points are given for the following: (this list is not exhaustive)

	Reason for Reward	Reward	Staff Actions
R1	Ambition/Creativity/Integrity/Kindness/Resilience/ Equality Improved classwork/ homework Positive contribution to class/form discussions Exceptional effort shown in classwork/homework Commendable behaviour Attendance at a revision/booster session Contribution to form activities Contribution to form assemblies 3 Language stars Reading Service to department/Service to school	1 achievement point	Log on SIMS
R2	Representing Presdales at an extra-curricular event Commitment shown to a sporting team, Music club or Drama club over a half term period including being awarded "Artist of the month" Outstanding work over a series of lessons Outstanding effort shown consistently Exceptional performance on extended projects/assessment Service to school	3 achievement points Could also include: Departmental reward, (e.g. communication with home)	Log on SIMS
R3	Head of Year awards for:- Outstanding effort across the curriculum Academic progress 100% termly attendance Highest Achievement points total within Year group	5 Achievement points Certificate presented in Year assembly	Log on SIMS Pastoral Assistant to send In- touch letter to inform parents
R4	Departmental recognition of achievement	5 Achievement points	Log on SIMS HOD to send In-touch letter to inform parents
R5	Exceptional service to the School or Community 100% Yearly Attendance	10 Achievement points Certificate presented in assembly	Log on SIMS Letter of congratulations from Head Teacher

The School encourages students to strive to achieve as many points as possible and in celebration of their efforts will be rewarded in the following way. At the start of each school year students will start afresh in collecting points.

Other rewards may include early lunch passes or other privileges

Level of Award	Points required	Prize
Bronze	100 Achievement points	School certificate of congratulations. 5 day early lunch pass and entry into prize draw
Silver	200 Achievement points	School certificate of congratulations. 10 day early lunch pass and entry into prize draw
Gold	300 Achievement points	School certificate of congratulations. Entry into prize draw
Platinum	400 Achievement points	School certificate of congratulations. Entry into prize draw

Appendix 2 – Protective and Educational Consequences

	Example of behaviour (not an exhaustive list)	Consequence
C1	Uniform/appearance Eating/drinking/chewing gum in class Lack of equipment Disruption of learning (e.g.: talking, preventing others learning, arguing with students) Answering back Not getting on with set work Lateness to lessons Lack of homework Disruption to the environment Homework not completed to the required standard Inappropriate lunchtime behaviour No reading book	Verbal warning C1 on SIMS 1 Behaviour point
C2	Continuing inappropriate behaviour/C1 behaviour	2 nd verbal warning - C2 on SIMS 2 Behaviour points
C3	Continuing inappropriate behaviour/C2 behaviour Mobile phone seen or heard Plagiarism / cheating Use of offensive language not directed at anyone Persistent lack of homework Failure to attend a detention Failure to attend an agreed intervention session Refusing to follow staff instructions Continuing inappropriate behaviour/C2 behaviour Use of offensive language not directed at anyone	C3 on SIMS 30-minute detention Removal of student to another class within the department or removal by SLT if more serious 3 Behaviour points Mobile phone confiscated - end of the day
C4	Continuing inappropriate behaviour/C3 behaviour – <i>the student will be removed from the lesson by SLT/staff on-call and placed in isolation for the rest of that period, or longer if deemed appropriate</i> Failure to attend C3 detention/Inappropriate behaviour in C3 detention Use of offensive language towards a student Truancy a lesson Mobile phone seen or heard - repeat Plagiarism / cheating Bullying (dependent on the severity and frequency of the incident) Refusing to follow staff instructions Out of bounds Dangerous behaviour in a lesson Graffiti or vandalism	C4 on SIMS 60 minute after school detention 4 Behaviour points Mobile phone confiscated - end of the day 1 hr after school detention Phone handed in to the office at the start of each day and collected at end of the day for 1 week
In the case of incidents that are more serious the following will apply (these examples are in no hierarchical order and are not an exhaustive list)		
C5	Refusing to leave a lesson when requested to do so by SLT Persistent C4 behaviour Poor behaviour in C4 detentions/failure to attend C4 detentions Walking away from a member of staff when being spoken to about their behaviour Taking photographs/video without permission in school and/or on school activities Posting inappropriate material online (including audio/video/photos) Mobile phone seen or heard – repeat Theft, Graffiti or vandalism Truancy on or off site of more than one period Plagiarism / cheating Bringing the School into disrepute Swearing directly at staff Child on Child abuse Sexual Harassment/Sexual abuse Racist, homophobic or discriminatory behaviour Physical altercations with other students Being in possession of or the use of alcohol/legal highs Setting off fire alarms/using fire extinguishers Being in the vicinity of smokers/ vapers Possession of smoking/ vaping equipment Smoking or vaping Malicious allegations against school staff	Sanctions will range from a two-hour after school detention, a fixed period of time in inclusion or a fixed term external suspension depending on the severity of the incident 5 Behaviour points Mobile phone confiscated - end of the day 2 hr after school detention Phone handed in to the office at the start of each day and collected at end of the day for 4 weeks Further repeat will result in the phone handed in to the office at the start of each day and collected at end of the day for rest of the Term Further repeat will result in 1 day Fixed term suspension Phone handed in to the office at the start of each day and collected at end of the day for rest of the school year
C6	Persistent C5 offences Malicious allegations against school staff/ Violence towards a member of the school community/possession of an offensive weapon/Possession of drugs/ illegal substances Supplying an illegal drug/illegal substances/ Bomb threat	These incidents are likely to lead to Permanent Exclusion

Appendix 3

Exclusions

The school will follow all procedures and processes described in the latest version of the DfE exclusions guidance

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

The decision to exclude

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a student, either permanently or suspend for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- Consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- Not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision. Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
- Consult with relevant professionals before a taking a decision to suspend or permanently exclude a student

In certain circumstances, a school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, the local authority must arrange education for the student if the school itself or the student's parent does not do so. This is not an exclusion on disciplinary grounds.

Reintegration strategy

Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

Following a fixed-term suspension, a reintegration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term suspension:

- Pastoral support plan or Risk Reduction Plan will be written in conjunction with the student and parent/carers and SENCO, targets set and a review date agreed upon

- It may also be appropriate for a student to be placed onto a monitoring report for a fixed period of time
- It may also be appropriate for us to make a referral to the Rivers ESC for outreach support or Respite support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

The school expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

Appendix 4

Searching, Screening and Confiscation

We will consider that all students have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by us will be justified and proportionate.

We will only search a student if we have good reason to, considering that, for the student, it could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a student's dignity or reputation if they are unduly searched or suspected of possessing prohibited items

Only the headteacher and members of staff authorised by the headteacher have the power to search a student for a prohibited or banned item, regardless of whether the student agrees (sections [550ZA and 550ZB](#) of the Education Act 1996) A search can take place if

- The student agrees to the search, **or**
- The authorised staff member has 'reasonable grounds' to suspect that the student may have a prohibited or banned item

Under law:

- The person carrying out the search **must** be the same sex as the student being searched
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the student

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Psychoactive substances
- Drugs Paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Vapes / E cigarettes
- Fireworks / Flares
- Pornographic images
- Solvents or hazardous substances
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including to the student) or damage to property

Any searches for **prohibited items** conducted by school staff or police officers will be recorded on the schools CPOM's systems. The record will reflect whether or not any items were found. Parents / carers of the student being searched will be contacted as soon as possible to inform them of the search, this might be after the search has taken place.

Authorised staff members may examine any data or files on an electronic device that has been confiscated, if there is good reason to do so, for example if it will undermine the safe environment of the school, disrupt teaching, will cause harm or if an offence has been committed.

Strip searches

School staff are not allowed to conduct a strip search for any student. Whilst a strip search can be carried out by the police, we would not allow this to take place on school site without a parent/carer/responsible adult consenting to the strip search and being present with the student at the time of the strip search.

The police can only carry out a strip search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the student might have concealed such an item

Appendix 5

School uniform

Years 7-11

Uniform can be purchased from Kids Connection. Our PE kit is also available from Henry Tilley and can be ordered online by going to <http://shop.htsports.co.uk>

Indoors

1. A Presdales School jumper.
2. A short-sleeved open-necked white blouse with flat revers.
3. A simple dark navy box-pleated skirt, which must sit no more than 2 inches above the knee and not rolled up at the top.
4. A pair of tailored navy trousers
5. Navy or black tights or short white socks, or, if wearing trousers black socks. Please note that no socks at all is unacceptable for hygiene reasons.
6. Black, brown or navy low-heeled shoes. Please note that trainers, boots, canvas or fabric shoes are unacceptable (except for medical reasons, in which case a doctor's note must be brought as evidence). Shoes have to be polishable although suede shoes are acceptable. Logos on shoes are not permitted

Outdoors

Students may wear any plain coloured coat provided that it is undecorated. Leather or Denim coats are not acceptable.

Sports Wear

1. Navy, red T shirt with school logo / or a plain Navy polo shirt with a collar
2. Navy, red PE skort (skirt and shorts in one) / or shorts
3. Navy, red half zip sweatshirt with school logo
4. Navy PE leggings with school logo (optional)
5. Navy Tracksuit bottoms with school logo (optional)
7. Red football socks
8. A pair of trainers and white socks
9. A pair of Astro Football boots

NB All students should have a pair of shin pads and a gum shield for hockey.

Where the colour navy is specified, this means DARK navy

Year 12 and 13

- Skirts and dresses - the hem of the skirt/dress must not be higher than where the student's fingertips reach when their arms are flat against their side. Skirts/dresses must not be made from a thin, stretch fabric (the fabric must be thick enough to not become translucent when stretched).
- Tailored shorts are allowed but the hem of the shorts must not be higher than where the student's fingertips reach when their arms are flat against their side.
- Trousers - tailored suit trousers or navy, black, or neutral chinos are allowed.
- Tights should be plain in colour and pattern free - they should not be torn.

- Tops - no spaghetti straps allowed; necklines of tops should not be lower than the collar bone; suit shirts are allowed; smart, polo shirts are also allowed (no large logos), though they should be navy, black, or neutral in colour.
- Ties - optional but **must** be worn for school events, e.g. Open Evening.
- Blazers - **must** be worn for all assemblies and school events; smart jumpers/cardigans can be worn instead of a blazer at other times.
- Shoes - should be smart, closed-toe shoes or ankle boots (with a low heel for health and safety reasons); smart Chelsea boots are also allowed.
- No jeans, leggings, jeggings, hoodies, sweatshirts, or vests allowed.
- No denim allowed.
- No trainers, canvas shoes, platform boots or Dr Marten boots allowed.

Summer Term Uniform

- Chino shorts are allowed - they should be navy, black, or neutral in colour.
- Loafer shoes are allowed instead of suit shoes.

Other Important Information

- Sixth Form lanyard must be worn at all times. Students will be issued with a photo ID card and lanyard in their House colour when they join in September. A fee of £2.50 may be charged for replacing any lost or damaged IDs and lanyards. If you lose your ID card and/or lanyard, you must report this loss to Mrs Preshous and IT immediately so that they can suspend the card's access rights. If permanently lost, you will need to pay for a replacement.
- No facial or visible body piercings.
- Maximum of two piercings in the lower earlobe allowed plus one elsewhere in the ear.
- No visible tattoos.
- Hair dyed other than a completely natural colour is unacceptable, hairstyles should be appropriate for a smart office environment and must not be extreme in style or length. No extreme hair colours or hair styles. Afro-textured hair worn in styles including, but not limited to, afros, locks, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, and weaves and wigs are permitted.
- Midriffs are not to be exposed.

Sixth Form PE Kit

- Sixth Form PE kit must be black, grey, or navy in colour. PE kit is not just casual clothing - it should be sports clothing (e.g. sports leggings/shorts, sports tops), not cargo pants and a t-shirt.
- You are allowed to wear your PE kit to school for the day on the days you have PE lessons.
- Trainers should be sporting trainers (no canvas shoes allowed, e.g. converse, vans).
- Tops should not be cropped - no midriffs should be exposed.
- No jewellery should be worn for PE lessons.

Our aim is to establish a clear distinction between what is worn socially at weekends, and in the evenings, and what is worn during the working week. Remember that sixth formers set an example to the rest of the school. The judgement of the Head of Sixth Form in matters of interpretation of the Sixth Form dress code is final.

Students' appearance will be monitored by their tutors; they will be reminded of our regulations and expected to conform. Where there is a problem, students will be issued with a behaviour point in accordance with the behaviour system.

Appendix 6

