Behaviour Report Academic year 25-26

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Behaviour categories

Across Arbor we have 7 main categories we monitor and submit into data, in these categories we have subcategories where staff submit a behaviour incident onto Arbor. Below are the categories and what is included in each off these categories.

General Defiance

- Refusal to attend lesson
- Refusal to complete work
- Leaving Lesson without permission
- General Defiance
- Stealing

Mobile Phone/Vaping

- Refusal to hand in phone
- Caught vaping

Inappropriate Comments

- Inappropriate comments to staff
- Verbally aggressive towards students
- Verbally aggressive towards staff
- Making threats of violence to students
- Making threats of violence to staff

School Damage

- Causing damage to staff property
- Tampering with mag locks
- Damaging school property

Physical Violence

- Physical violence towards staff
- Touching Staff
- Physical violence towards students

- Pushing past a staff member
- Throwing Objects

Racial Abuse

- Racial comments
- Racial Motivated events

Absconding

- Leaving site without permission

Behaviours Incidents

Below is a table for the academic year off incidents reported on Arbor. General defiance is the biggest reported occurrence. Racial comments being the lowest reported occurrence. Absconding, mobile phone/vapes, school damage, physical violence and inappropriate comments. Are all in the middle off the report's incidents reported.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Totals
General Defiance (GD)	165	213	141	106	81	161	867
Mobile Phone/Vapes (MPV)			37	122	55	46	260
Inappropriate Comments (IC)	92	72	50	39	34	74	361
School Damage (SD)	24	32	41	41	51	74	263
Physical Violence (PV)	44	37	27	35	26	57	226
Racial Abuse (RA)	2	0	5	9	5	9	30
Absconding (ABS)	21	7	9	13	42	39	131

Autumn Term 1

	WC 08/09/2025	WC 15/09/2025	WC 22/09/2025	WC 29/09/2026	WC 06/10/2025	WC 13/10/2025	
General Defiance (GD)	31	26	24	18	45	21	165
Inappropriate Comments (IC)	9	21	7	17	19	19	92
School Damage (SD)	4	0	0	4	11	5	24
Physical Violence (PV)	5	11	3	6	17	2	44
Racial Abuse (RA)	0	0	0	2	0	0	2
Absconding (ABS)	1	0	2	4	11	3	21
	50	58	36	51	103	50	

Autmn Term 2

	WC 03/11/2025	WC 10/11/2025	WC 17/11/2025	WC 24/11/2025	WC 01/12/2025	WC 08/12/2025	WC 15/12/2025	
General Defiance (GD)	57	34	25	28	25	35	9	213
Inappropriate Comments (IC)	9	15	5	9	11	13	10	72
School Damage (SD)	1	4	3	3	9	8	4	32
Physical Violence (PV)	4	3	2	9	5	12	2	37
Racial Abuse (RA)	0	0	0	0	0	0	0	0
Absconding (ABS)	3	0	2	0	0	2	0	7
	74	56	37	49	50	70	25	

Sprint Term 1

	WC 06/01/2026	WC 12/01/2026	WC 19/01/2026	WC 26/01/2026	WC 02/02/2026	WC 09/02/2026	
General Defiance (GD)	9	37	31	22	21	21	141
Mobile Phone/Vapes (MPV)			1	1	9	26	37
Inappropriate Comments (IC)	3	10	12	7	13	5	50
School Damage (SD)	1	8	7	12	6	7	41
Physical Violence (PV)	2	2	9	5	6	3	27
Racial Abuse (RA)	0	2	1	0	0	2	5

Absconding (ABS)	0	2	1	1	4	1	9
	15	61	62	48	59	65	

Spring Term 2

	WC 23/02/2026	WC 02/03/2026	WC 09/03/2026	WC 16/03/2026	WC 23/03/2026	
General Defiance (GD)	17	34	15	18	22	106
Mobile Phone/Vapes (MPV)	38	28	15	28	13	122
Inappropriate Comments (IC)	11	9	2	14	3	39
School Damage (SD)	6	10	4	14	7	41
Physical Violence (PV)	9	8	9	5	4	35
Racial Abuse (RA)	2	1	0	6	0	9
Absconding (ABS)	0	2	2	3	6	13
	83	92	47	88	55	

Summer Term 1

	WC 13/04/2026	WC 20/04/2026	WC 27/04/2026	WC 04/05/2026	WC 11/05/2026	WC 18/05/2026	
General Defiance (GD)	10	4	19	15	18	15	81
Mobile Phone/Vapes (MPV)	8	7	12	6	16	6	55
Inappropriate Comments	7	1	11	5	7	3	34

(IC)							
School Damage (SD)	3	14	6	12	12	4	51
Physical Violence (PV)	4	2	2	2	11	5	26
Racial Abuse (RA)	0	2	1	0	2	0	5
Absconding (ABS)	4	7	4	10	5	12	42
	36	37	55	50	71	45	

Summer Term 2

	WC 01/06/2026	WC 08/06/2026	WC 15/06/2026	WC 22/06/2026	WC 29/06/2026	WC 06/07/2026	WC 13/07/2026	WC 20/07/2026	
General Defiance (GD)	14	32	11	10	11	20	39	24	161
Mobile Phone/Vapes (MPV)	4	15	10	5	2	1	8	1	46
Inappropriate Comments (IC)	4	9	5	15	5	12	15	9	74
School Damage (SD)	0	11	16	5	8	17	12	5	74
Physical Violence (PV)	5	11	8	4	3	16	6	4	57
Racial Abuse (RA)	4	0	1	1	0	0	2	1	9

Absconding (ABS)	4	8	7	2	4	9	2	3	39
[redacted]	35	86	58	42	33	75	84	47	[redacted]

Enhanced Scheme

Throughout the academic year we trailed different strategies with the students to earn enhanced status and earn different rewards. Some did not work and students did not engage well with the rewards earned. What we found best that worked was offering students a chance to earn an offsite trip on Fridays throughout the week. This engages students in work and general behaviour improved in the school. The behaviour team started to track which students where engaging and earning enhanced status. Sprint term 2 was the first term tracking and monitoring students that were gaining enhanced status, only 28% off students earnt enhanced, we looked and trailed a new approach being the offsite reward trip and in summer term 1 tracking shown 40% off students earned the enhanced status every week and in summer term 2 and increase by 3% to 43% earned enhanced status each week.

Positive & Negative Daily reports

Over the academic year, we recorded daily positive and negative reports each term. This was then put into daily tracking off how many positive and negatives we see each day to help notice any trends in days that are more negative for students. The data shown that Monday are days that show more negative trends for students. Another big spike is the first week back after half terms shown spikes in behaviours for students. When looking at the WHY's of this, we come to conclusion that students are used to routine and when this is broken, we see a spike in behaviours that are challenging. So, on Mondays, the weekend has just passed, at the start off each term, routine is broken and they are adjusting back into school hours. Below is the average between each term from positive and negatives being recorded.

Autumn Term 1
Positive – 5
Negative -13

Autumn Term 2
Positive – 10
Negative 18

Spring Term 1
Positive – 10
Negative – 17

Spring Term 2
Positive – 6
Negative – 16

Summer Term 1

Positive – 9
Negative – 11

Summer Term 2
Positive -5
Negative - 13

Verbal Abuse towards Students	Absconding	Leaving Lesson/Refusing to Attend lesson	General Defiance	Damaging School Prop	Physical Violence towards Students	Smoking/ Vaping	Use off mobile Phone	Acts or threats to staff
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	Level 1	-	-	-	-	Level 1	-	-
Level 2	Level 2	Level 1	Level 1	Level 2	-	Level 2	Level 2	-
-	-	-	-	-	-	Level 1	Level 2	-
-	Level 1	Level 2	Level 2	-	-	-	-	-
-	-	-	-	-	-	Level 1	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	Level 1	Level 1	Level 1	Level 3	-	-	-	Level 4
-	-	-	Level 1	-	-	-	-	-
Level 1	Level 2	-	Level 1	Level 2	-	-	-	-
-	-	-	Level 1	-	-	-	-	-
-	-	-	-	Level 1	-	-	-	-
Level 2	Level 2	Level 1	Level 2	Level 1	-	Level 3	-	-
-	-	Level 2	Level 2	-	-	Level 2	Level 2	
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	Level 3	Level 2	Level 2	Level 3	level 3	Level 2	-	-
-	-	-	=	-	Level 2	-	-	

-	-	-	=	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	=	-	-	-	-	-
-	-	-	=	-	-	-	-	-
-	-	-	-	Level 1	-	-	-	-
-	-	-	=	-	-	-	-	-
-	-	-	=	-	-	-	-	-
-	Level 1	Level 2	Level 1	Level 2	-	Level 2	-	-

Tier System

Above is a Tier system we use to look at student's levels for each category, this goes from Level 1 to Level 4, we use each area to monitor students for behaviours, the higher the level to more frequently this issue is happening with that student this. Above are the levels for students on the last week off summer term 2 academic year 25-26.

Interventions

Ad-Hoc - 211

AD-Hoc interventions are being tracked more thoroughly now. We fund most staff were undertaking an intervention and not submitting that they have done one. Assistant Behaviour Lead is undertaking the tracking off this for the academic year off 26/27. What we sound with AD-Hoc is that they have be having a positive impact on students. They have been received positively, and student is more engaged after having a session with a staff member.

Targeted - tracking for these is being worked on to affectively track how we support and monitor targeted interventions each week with our students. This will be added to the reports moving forward. Weekly tracking sheet are submitted through email to head of school to monitor and regular impact review meetings are being held to make sure students undertaking targeted interventions are being met and worthwhile.