

## Behaviour Policy

It is widely recognised and accepted that good teaching and learning is a way of improving behaviour in schools and at St Bernard's Catholic Grammar School we value good behaviour to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships that exist between teachers and students. At St Bernard's, we encourage and expect the highest standards in collective and self-discipline from all our students. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions. As a Catholic school, we are inspired and motivated by our mission to love and value everyone in our community, a key element of this is to educate our students to love and value one another and this is the basis from which we encourage good behaviour. Our Mission Statement is:

*"At St Bernard's School, students are educated in a nurturing community where each person is loved and valued. We aim to follow the example of the Bernardine Sisters in having prayer and worship at the centre of our lives. With God as our shelter, we strive to be of service to others and uphold the Christian values of love, forgiveness and compassion that Jesus taught us."*

The ethos and environment of the school has a profound influence on our students and we promote a friendly, calm and low stress atmosphere to create an ordered environment which helps to build healthy, resilient students free from health and mental wellbeing issues. We want our students to experience a happy and caring environment, where they feel valued and respected for whom they are and have every opportunity to achieve to the very highest standards in relation to their ability. Our school is to be a safe, secure environment where good behaviour is both promoted and rewarded.

During an inspection, the School will need to be able to demonstrate the impact of anti-bullying strategies and policies relating to behaviour and discipline. From September 2019, the latest Ofsted school inspection handbook has a new emphasis on the 'Behaviour and attitudes' of how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact it has on the behaviour and attitudes of the pupils. They will look for:

- A calm and orderly school environment.
- Clear routines and expectations of pupil behaviour.
- A focus on attendance and punctuality.
- Clear and effective behaviour and attendance policies.
- Pupil motivation and positive attitudes to learning.
- A positive and respectful school culture.
- An environment in which pupils feel safe from bullying, discrimination and peer-to-peer abuse.

Ofsted inspectors also consider what steps schools have taken under their prevent duty to report incidences of potential radicalisation or extremism. Thus schools should be alert to changes in the behaviour of pupils which might suggest that they are being radicalised either within the school or elsewhere.

The Education Act 2011 strengthened the authority to school staff when handling matters of discipline. This policy takes account of the guidance issued by the DFE which:

- Increases the authority of teachers in all schools by strengthening their powers to search pupils without their consent for any dangerous or banned items.
- States that schools no longer need to give 24 hours' written notice to parents for detentions.
- Confirms the guidance to all schools on the use of reasonable force on pupils. School staff have legal powers to use force on pupils without parental consent.
- Grants anonymity to teachers when accused by pupils and enables schools to speed up investigation. Teachers should not be subject to automatic suspension while an investigation is conducted, although suspension may be used if there is no reasonable alternative.
- Strengthens the Headteacher's authority to maintain discipline beyond the school gates.
- Expects schools to take a stronger stand against bullying.
- States that maintained schools are no longer required to enter into behaviour and attendance partnerships with other local schools, but they may continue to do so if they wish.
- Updates advice on tough but proportionate sanctions for misbehaviour, as well as ensuring a school's decision on exclusions can no longer be overruled.
- Ensures that all teachers are equipped with the skills to tackle both the serious behaviour issues that compromise the safety and wellbeing of pupils, as well as know how to deal with low-level disruption that stops children from learning properly.

The Government expects:

- All students to show respect and courtesy towards teachers, other staff and each other.
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils.
- Headteachers to help to create the culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school.
- Governing bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student(s) and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving students' behaviour.

The School's student behaviour and discipline policy sets out what is expected of students in the school and also sets out the sanctions that will be taken against students who are subject to disciplinary action and those who are found to have made malicious accusations against school staff. It also states what action the school will take after items have been confiscated from students. A student is subject to the School's Behaviour Policy and may be disciplined for:

- any misbehaviour when the student is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school

- wearing school uniform
- in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to or bullies another student or member of the public
  - could adversely affect the reputation of the school.

### **Responsibilities of the Governing Body**

In drawing up its principles, the Governing Body will:

- Consult with the Headteacher and other stakeholders as appropriate to ensure that staff have ownership and confidence in the behaviour policy.
- Agree the School's behaviour and discipline policy and a code of conduct.
- Ensure that these are available to all staff, students and parents via the school's website.
- Oversee the Headteacher's management of behaviour and discipline in the school in line with the policy.
- Advise the Headteacher on ways of promoting good behaviour.
- Review and amend their policy regularly.
- Take account of any guidance from the DFE.
- Ensure that registers of admittance and attendance are kept.
- Include information on pupil attendance when required.
- Include principles of prevention of bullying, in whatever form.
- Ensure that staff have received training on the reasonable use of force to control or restrain students.
- Publicise the policy in writing, to staff, parents and students at least once a year.

### **Responsibilities of the Headteacher**

Working with the Governing Body in developing a behaviour policy which promotes good behaviour, self-discipline and respect, the Headteacher will decide:

- The standard of behaviour expected of students at St Bernard's catholic GS.
- How that standard will be achieved.
- The School's rules.
- Which members of staff may discipline students and issue detentions.

- Which members of staff may use force against students or search them without consent.
- The disciplinary penalties for breaking the rules. This may include choosing to isolate a student internally, where they would spend time in the school's inclusion room, or exclude externally for a fixed period, or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.
- The rewards for good behaviour.

### **Responsibilities of Teachers and other paid Staff**

All staff have the responsibility for maintaining good behaviour within our school and to reward or sanction our students as appropriate, according to policy. They are expected to take positive action to correct the behaviour of students who do not follow the code of conduct, but equally remember to reward good behaviour. All staff are charged with identifying and reporting any change in behaviour from any of our students, particularly if it may indicate a wider issue, such as a safeguarding or radicalisation concern.

Teachers, teaching assistants and other paid staff with responsibility for our students have the power to reward or discipline and impose reasonable sanctions (for example, confiscation of items) for students:

- Whose behaviour is considered unacceptable.
- Who break the School's rules, including those that relate to COVID-19 restrictions that are outlined in the Addendum to the Behaviour Policy.
- Who fail to follow reasonable instruction.

This power extends outside school, in certain circumstances.

Any member of the School's staff is permitted to search a student, with the student's consent, for any item which is banned by the School's rules. The Headteacher, or any member of staff authorised to do so by the Headteacher, is permitted to search a student or their possessions, without consent, in the presence of another member of staff, where they suspect the student has a prohibited item, for example:

- Knives or other weapons.
- Alcohol, illegal drugs or any other banned substance, such as tobacco, solvents or Nitrous Oxide.
- Drug use paraphernalia, such as lighters, matches, cigarette papers, a pipe, a bong (makeshift or otherwise) or needles.
- Stolen items.
- Fireworks or any other explosive material.
- Pornographic or indecent images.
- Any item or article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the School's rules which has been identified as an item for which a student may be searched.

Staff may use such force as is reasonable when searching a student without consent for any prohibited items, such as those listed above. All school staff have the power to use reasonable force to prevent a student committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Any item that is confiscated from a student will be taken to the School Office, where it will be marked with the student's name (e.g. in an envelope bearing the student's name) and stored safely for the period of time indicated by the member of staff submitting the item. If the confiscated item falls under the remit of the Use of Electronic Devices in School Policy, the procedures outlined in this policy will be followed.

## **General Management**

At St Bernard's, we aim to ensure that all get the best out of the school, irrespective of gender, ethnicity, physical or mental ability, age or religious belief. This will be achieved when all pupils:

- Help to maintain a calm and orderly environment within the school by following clear routines and expectations of their behaviour.
- Attend regularly and arrive on time at school and for lessons.
- Show motivation and a positive attitude to learning by giving their best in all of their work and to listening attentively.
- Respect, understand and co-operate with each other.
- Are polite to each other and respect each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property.
- Work and play safely, looking after those with learning and physical disabilities.
- Look after school buildings and equipment.
- Help each other and our local community.

At St. Bernard's, we believe that:

- all students have the right to work in a calm, supportive and purposeful atmosphere;
- all students have the right to come to school without the fear of being bullied (see 'Anti-bullying' policy);
- guidelines should be issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These are kept in each student's homework planner. These rules prepare students for their eventual position in a place of work where procedures have to be followed;
- the School Council helps to give the students a sense of involvement and citizenship;
- the Senior Prefects on duty each day around the school also help to give the students a sense of involvement and citizenship.
- students should be seated in each lesson within a structured, working group. This helps to provide a safe, disciplined environment.
- class lists and details of students with special educational needs should be available for all teachers to quickly identify and resolve problem areas;

- each agenda for Year Meetings has a regular slot for the Head of Year to discuss problems that they have been informed of with specific students, information about the students and strategies for dealing with the specific problems/individuals.
- records of unacceptable behaviour will be kept in case there is a need to exclude a pupil. These records will also be helpful in highlighting individual emotional and behavioural problems which need to be addressed further.

### **General behaviour – Student Code of Conduct**

This code of conduct for student behaviour is made available to all students at the start of each school year; it can be found in the homework diary. Students are reminded regularly about what is expected of them through assemblies, PHSE and lessons. The School Council will be asked to make suggestions for improvement of the code in relation to rewarding good behaviour and being punitive of poor behaviour.

Students should:

- take full responsibility for their own behaviour and work.
- not cause offence to others, including the use of foul, racist, homophobic, biphobic, transphobic or sexist language. Repeated offense would lead to some form of exclusion.
- show courtesy and sensitivity to everyone.
- respect others' beliefs and opinions.
- be patient, considerate and listen to others.
- be prepared to say sorry when they have caused offence or behaved inappropriately and accept apologies when offered.
- appreciate other's effort and achievements.
- wear the correct school uniform, as outlined in the Homework Diary, when in school or on the way to or from school.
- not have a hairstyle that may be considered extreme in the opinion of the Headteacher. Repeated offense would lead to some form of exclusion.
- attend school regularly and on time.
- bring all the equipment that they need each day.
- not bring to school dangerous implements of any kind (including knives, any sort of firearm, any other weapon, fireworks, any other explosive material or harmful chemicals) – such behaviour may lead to some form of exclusion.
- not use a mobile phone whilst on the school site without the permission of a member of staff, with the exception of Sixth Form who must not use a mobile phone in the corridors or other general areas, such as the canteen at break times.
- not threaten or use physical violence to a student or adult – such behaviour may lead to some form of exclusion.
- not bully another student or other member of the school community in any form (for example, physical, verbal, cyber or relational); bullying of any sort will not be tolerated and repeated bullying would lead to some form of exclusion.

- not make untruthful or malicious allegations against other students or members of staff. Any student found to have done so would be reprimanded. Sanctions may include choosing to isolate a student internally, where they would spend time in the school's inclusion room, or exclude externally for a fixed period, or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.
- respect other people's property.
- not take property that does not belong to them; theft of property belonging to the School or other students may lead to some form of exclusion.
- treat school buildings, grounds, equipment and property with respect. The School may seek reimbursement for the cost of repair of any damage from the parents/guardians of the student(s) involved.
- not act in a manner that would disparage the good name of the school, no matter whether on or off-site.
- not deliberately damage school equipment or property — such behaviour may lead to some form of exclusion. The School will seek reimbursement for the cost of repair of any damage from the parents/guardians of the student(s) involved.
- treat private premises in the locality of the school with respect.
- follow health and safety rules, which can be found in the Homework Diary.
- not bring into school or use cigarettes, e-cigarettes, illegal drugs, alcohol or any other mood or performance changing substances, whether legal or illegal. This applies when in school or on the way to or from school - such behaviour may lead to some form of exclusion.
- not chew gum whilst on the school grounds or whilst representing the school.
- not eat in the corridors, classrooms, study areas or library unless given permission to do so.
- not drop litter; but rather deposit rubbish in to any of the bins located around the site.
- not get involved in any sort of buying or selling between students.
- not show disrespect towards, use violence against, bully or in any way undermine the good standing of a member of staff or other adult in the role of a staff member (such as adult volunteers or visitor to the school), this includes the use of social media; such behaviour will be considered as serious and may result in isolating a student internally, where they would spend time in the school's inclusion room, or exclusion externally for a fixed period, or to permanent exclusion in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

The school reserves the right to involve the police in cases where students' actions would be considered illegal if they happened outside of the school. The school reserves the right to use CCTV evidence in identifying students involved in poor behaviour. Any student who repeatedly breaks the rules, or who is violent, racist, homophobic, sexist, biphobic, transphobic or abusive, or who brings prohibited items into the school, may be isolated, where they would spend time in the school's inclusion room, or excluded either for a fixed period of time or permanently in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

## On the school site:

Students should:

- Comply with the behaviours that are outlined in the Addendum to the Behaviour Policy as part of the school's response to COVID-19 restrictions.
- Keep to one side while moving around the building and behave in an orderly fashion in the corridors.
- Not use corridors or staircases or access areas of the school that are out of bounds to them.
- Wait outside a teaching room until the class teacher arrives, unless specifically instructed to do otherwise.
- Not leave a classroom without permission.
- Arrive on time for registration and lessons.
- Concentrate in class and listen to the teacher's instructions.
- Bring books and equipment needed for each class.
- Always try to do their best.
- Set out work as required by the teacher.
- Work in groups without raising the sound level to disturb others.
- Wait in turn to speak in discussion groups or question and answer sessions.
- Not call out but raise their hand and wait to be asked.
- Record all relevant information in their school planner, particularly homework.
- Hand homework in by the set deadline. Where this is not the case, the School's Missed Deadline Procedure will be followed.
- Be helpful to other students, teachers and any other visitors to the lesson.
- Not rush around the classroom.
- Not leave the school site until the end of the school, except for students accompanied by a member of staff or those who have written permission from their parent/guardian. Sixth Form students are permitted to leave the site at lunchtime or to attend lessons at UCGS only.
- Not enter teaching areas during lunch or break times without a member of staff, unless, as a student in Yrs 9, 10 or 11, they are accessing their own form room.
- Change into trainers to access the field during the winter months.
- Abide by the terms and conditions of the ICT acceptable usage agreement which they have signed.
- Not use the internet or other resources to access sites that others may find offensive or that may air extremist views or sites that are unrelated to work being undertaken.



- Not give others access to their password or school computer account.
- Not print unnecessarily.
- Not attempt to access the school's internet connection from any device other than a computer provided by the school, with the exception of students in the Sixth Form who are permitted to access the school's connection via Wi-Fi in the supervised study area.
- Not use a computer or other electronic device to harm other people or interfere with other students' work — such behaviour may lead to some form of exclusion.
- Not send offensive or indecent images or messages via any means — such behaviour may lead to some form of exclusion.
- Not attempt to access the school's server — such behaviour may lead to some form of exclusion.
- Not attempt to bypass the network security systems or firewalls by direct means or with the use of internet proxy servers — such behaviour may lead to some form of exclusion.
- Not attempt to access folders other than those stored in their 'My documents' folder or those allocated on shared areas.
- Notify a member of staff if they discover materials, files or folders that violate any of the above.

Please also refer to the ICT policy and the ICT Acceptable Usage policy.

Students should be prepared to be held accountable for their actions. Students that regularly and repeatedly contravene the code of conduct outlined above may be subject to the school's disciplinary measures, such as detention, parents being informed, periods of formal monitoring or other appropriate strategies of intervention, including forms of exclusion.

#### **Away from the school site:**

Students should:

- Not congregate around the school's entrances at the beginning or end of the day.
- Use the pavements rather than walk in the road.
- Not shout in the nearby streets.
- Walk in small groups so as not to cause an obstruction.
- Be polite to members of the public with whom they come in to contact.
- Be sensible and polite on public transport.
- Treat private premises in the locality of the school with respect.
- Never enter gardens or premises near the school site for any reason.
- Not use a computer or other electronic device to harm other people or interfere with other students' work — such behaviour may lead to some form of exclusion.

- Not send offensive or indecent images or messages via any means — such behaviour may lead to some form of exclusion.

## The Teacher

The aim of this Behaviour Policy is to promote self-discipline among students, as well as the Christian values of love, forgiveness and compassion. Its objectives are:

- To ensure that students show respect, tolerance and understanding for other people and for property.
- To achieve the highest possible standards of appearance, behaviour, work, attendance and punctuality.
- To provide an orderly working environment in which students can learn.

All members of staff should be alert to any changes in the behaviour of pupils which might suggest that they are being radicalised, either within the school or elsewhere, and report any such behaviour to the Designated Safeguard Lead so that it can be followed up by the appropriate authorities.

INSET training is given to newly-appointed staff and to all staff on a regular basis and as changes are made by legislation. Student discipline is also regularly an item at half-termly year meetings that involve most teachers; any cause for concern regarding the behaviour and/or welfare of a student can be raised at these meetings but also at any time via the Form Tutor, Head of Year or Designated Safeguard Lead. Where there are particular problems, guidance is given to a teacher and support staff by members of the Pastoral Team, such as the Deputy Headteacher or Head of Year.

The discipline of each year group is the direct responsibility of the Head of Year supported by the team of tutors, the SLT and all teachers. Form tutors check students' uniform each day and Homework Diaries most weeks. Subject staff deal with minor breaches of the code of conduct on the spot but may request the support of senior staff for more persistent or serious problems. Staff must take positive action to correct the behaviour of students who do not follow the code of conduct, but must equally remember to reward good behaviour. Teaching staff, students and parents need to work together to maintain our high standards.

Form tutors and subject teachers have prime responsibility for pastoral care. This includes:

- giving rewards and sanctions - a balance should be struck between the two.
- being sensitive to students who are behaving out of character.
- looking for signs of distress and upset.
- talking and listening to students. Suspected occurrences of non-accidental injury or child abuse will be picked up and reported to the Designated Lead for Child Protection as soon as possible for further investigation.

Some areas of the school, such as the library, have designated staff who are responsible for its supervision and the students in those areas. This includes the time before school starts, after it finishes and during break times. Discipline during morning break times is monitored by the staff on duty. Lunch time is the responsibility of the midday supervisors and those staff on duty.

## Rewards

Rewards are a very powerful tool for teachers to use and this is to be encouraged. The general practice of classroom management involves many rewards being given to children on a daily basis. Where pupils work within this code of conduct, their work in school and in the community will be celebrated by:

- verbal praise, written remarks about good work, sending children to the tutor, Head of Year or the Head/Deputy for praise, reference to impressive performance in assemblies.
- using the ClassCharts App which helps to give the students a sense of achievement and a chance to share their successes with their parents.
- using the Homework Planner which helps to give the students a sense of achievement and a chance to share their successes with their parents.
- the issue of merit marks.
- displays of exemplar work.
- reports and E&A grade sheets, which are vehicles for constructive comment and praise.
- certificates and effort prizes.
- prizes at Presentation Evening (Year 13 only).

## Sanctions

However, failure to comply with the above code of conduct may lead to sanctions being applied, which may involve isolation, where the student would spend time in the school's inclusion room, or exclusion either for a fixed period of time or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance, for repeated or serious offences. Other sanctions that may be applied by teachers or tutors include:

- talking the matter over with the child.
- moving the student to another seat to facilitate learning/good behaviour.
- awarding negative behaviour points on ClassCharts.
- submitting a yellow slip via ClassCharts to indicate low-level disruption. Two yellow slips in a period of 7 days result in an after school detention. Persistent appearance on a yellow slip will result in increased sanction.
- moving the student to work in another supervised classroom away from the usual group for a cooling off period.
- withdrawing one student from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of students.
- using the SLT support to remove the child from the classroom. Following removal by SLT the following sanction is imposed:

1<sup>st</sup> removal – Headteacher's detention

2<sup>nd</sup> removal – one day in the school's inclusion room

3<sup>rd</sup> removal – two days in the school's inclusion room

4<sup>th</sup> removal – one day fixed term exclusion

Subsequent removals – escalated fixed term exclusion

Following the removal of a student from a classroom by a member of SLT for rudeness to the teacher or poor behaviour, an apology from the student to the member of staff is expected; this can be verbal, in the presence of the member of staff and appropriate HOY, or written. Where a written apology is offered, a signature from both the student and

their parents is required. The student will not be allowed to return to the class from which they were removed until an apology has been offered.

- talking to the Tutor or Head of Year/Key Stage Coordinator about the student.
- talking to parents, with permission from the Tutor or Head of Year/Key Stage Coordinator.
- in consultation with the Head of Year, placing the student on report. Here the behaviour is monitored throughout the day.
- withdrawal of school privileges, including involvement in extra-curricular activity that takes place during lesson time and/or school trips.
- denial of break or lunch times.
- awarding a litter pick at a lunch time.
- completing work that has been 'avoided' at break or lunch time under direct supervision.
- awarding a lunch time detention for uniform, lack of equipment, a first confiscation of an electronic device, missing homework, lateness or gum.
- an after school detention, with minimum notice of 24 hours for parents; these can be awarded for one-off behaviours but also may be issued as an escalation of sanction for repeated behaviours.
- a detention with the Headteacher on a Friday after school, with minimum notice of 24 hours for parents.

Students can expect an escalation in sanction for repetition of the same behaviour that contravenes the student code of conduct or Addendum to the Behaviour Policy. The level of escalation will depend on the seriousness of the behaviours displayed and the individual circumstances relating to the context of the behaviours. For example, a student that has received three lunchtime detentions for lateness can expect the next sanction for the same offence to be a detention after school, whereas a student that has received a Headteacher's Detention for a more serious offence could expect to be internally excluded for a repetition of the same behaviour in the future or failing to attend the Headteacher's Detention.

If a child is performing or behaving badly, then the Form Tutor and/or Head of Year will be informed. The child will be warned officially to stop offending and a suitable punishment/strategy will be employed where appropriate; parents will be involved in this process.

Minor offences may be recorded in the Homework Diary or on ClassCharts in order to inform parents. More serious offences will be recorded on the school's Incident Record and kept as a central record. This method of recording concerns makes it an invaluable tool in highlighting individual emotional and behavioural problems which might need addressing further. Where appropriate, either because of the seriousness or the level of repetition of misbehaviour, parents or carers will be invited to school to discuss matters. The use of isolation, where the student would spend time in the school's inclusion room, or exclusion either for a fixed period of time or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance, will be considered for serious offences or repeated, persistent misbehaviour.

### **Interventions to support those at risk of repeat exclusions**

Although very few students are ever at risk of fixed-term exclusion, some do present behaviours that may warrant this sanction, occasionally more than once. Where this is the case, the school

look to support the student to help them understand their actions and the potential consequences, in an attempt to minimise the possibility of further exclusion. There are a number of support interventions available to the school and any implemented support plan will be tailored to the needs of the student at risk. Interventions include:

- Reintegration meeting – this takes place after any fixed-term exclusion, before the student reintegrates into the school community. The meeting is between the Headteacher (or appointed member of the Senior Leadership Team to act on behalf of the Headteacher), at least one parent/guardian and the student. The factors that contributed to the fixed-term exclusion are explored and strategies to prevent them reoccurring are agreed upon, with all present providing a signature to confirm their endorsement. How the strategies will be monitored and by whom is also documented as part of this Behaviour Management Plan.
- Pastoral Support Plan (PSP) - a school based programme which aims to help the student to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the student to work towards, which will have been agreed by the member of staff representing the school (such as a Head of Year), the parents/guardians and the student.
- Referral to the Educational Psychologist – where appropriate, parents/guardians can grant permission for their child to work with the Educational Psychologist that is allocated to the school, to consider the underlying causes that result in the behaviours that warrant such serious sanction, the impact that it has on others and strategies to help prevent further offence.
- Referral to SEBDOS – this is the Local Authority's behaviour support programme, offering a range of interventions depending upon need.
- Referral to Haybrook College - Haybrook College and Pupil Referral Unit provides an alternative education in Slough for students aged 11-19 who have been excluded, are at serious risk of exclusion or who exclude themselves from mainstream education. It is able to offer a range of courses, from short-term to permanent alternative education. In an attempt to prevent further fixed-term exclusion, referral to Haybrook College may be considered for any student at St Bernard's that is at distinct risk of further exclusion, particularly those that may be approaching permanent exclusion. Courses such as Momentum, a two week course designed for young people who are at risk of exclusion, have proven successful as appropriate intervention in the past. The course offers young people a chance to develop their own skills in behaviour management and provides a supportive environment in which they can identify where they may need additional support, and work on these areas in a small group setting.
- Managed Moves – where a student is at distinct risk of permanent exclusion, a managed move to an alternative mainstream school will be offered as an option to parents/guardians. Often the opportunity to make a fresh start will be all that is needed to help the student avoid the behaviours of the past. The Headteacher will liaise with the parents over possible alternative schools and will do all they can to help facilitate the move for the student to a new school.
- Agreed Behaviour Contract – after several contraventions of the School's Behaviour Policy that have led to repeated fixed-term exclusions, the Headteacher will insist upon a student at risk of permanent exclusion and their parents/guardians signing an agreed behaviour contract. This will outline very specifically what is expected from the student as a member of this School's community and that should they contravene the School's Behaviour Policy in such a way that warrants fixed-term exclusion again, that they will face permanent exclusion.

### **Related Policies**

This policy should be read in conjunction with:

Addendum to the Behaviour Policy; Anti-bullying policy; Behaviour principles written statement; CCTV policy; Drugs and substance abuse policy; Equalities policy; E-safety policy; Exclusions policy; Home School Agreement; Homework policy; ICT acceptable usage policy; Managing

allegations against other pupils policy; Pastoral care policy; PSE policy; Preventing extremism and radicalisation policy; Pupil restraint policy; and the Safeguarding and child protection policy.

Section 89 of The Education and Inspections Act 2006

The Education Act 2011

School Discipline and Exclusions October 2016

DFE guidance Behaviour and discipline in schools – Guide for Headteachers and school staff 2020

DFE guidance Mental health and behaviour in schools November 2018

Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, DfE 2021

Use of reasonable force in schools: advice for headteachers, staff and governing bodies. DfE 2013

Screening , searching and confiscation: advice for headteachers, staff and governing bodies. DfE January 2018

**Approved by the Catholic Life of the School Committee: 5<sup>th</sup> May 2021.**

**Review Date: May 2023**

