

Behaviour Policy and Statement of Behaviour Principles

Person responsible	Deputy Headteacher
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1. Mission Statement

Thornleigh Salesian College is a community rooted in faith in Jesus, where all are valued, loved and cherished so they can aspire for academic excellence in an atmosphere of compassion and forgiveness which seeks to reach out in service and gratitude.

The school follows Don Bosco's mission of transforming young people, discovering their spiritual potential. Don Bosco believed in a formal and informal approach to supporting young people. He wanted a preventive system not a repressive system.

He was convinced in the early pre-adolescent interventions to support the development of young people. Don Bosco is indeed a model: he embodies himself the educator, the confessor and the spiritual director. He wisely integrated and adopted St Francis de Sales' belief that holiness is for all and innovatively brought this vision one step further and incorporated adolescents to holiness. All of our school behaviour policies adhere to these profound principles as we attempt to make your child the best version of themselves.

'Give me souls, take away the rest'

Don Bosco

2. Aims

At Thornleigh Salesian College, a high standard of behaviour is expected at all times. This standard enhances the good reputation of the school and is based on the Catholic values of the school and in particular Jesus' commands that we should:

'Love God and our neighbour as we love ourselves'

Luke 10:27

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Promote a culture of praise and encouragement in which all students can achieve.
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Encourage positive relationships with parents.
- Develop positive relationships with students to enable early intervention.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the Curriculum for Life programme is used to develop student's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for student's' health and wellbeing. Whysup is an agency used to mentor and support young people with difficulties, while counselling is also available within school.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Thornleigh Salesian College is embarking on a programme to develop staff's knowledge of trauma informed practice. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

3. General Principles of our Behaviour Policy

The Behaviour Policy at Thornleigh Salesian College is based upon the preventive system created by Don Bosco, generating a positive environment for those who work and learn within it. During his life as a priest, he sought to imitate Christ as the Good Shepherd and he drew inspiration from the Gospel message and was struck at the high esteem in which Jesus held children.

Based upon the principles of Don Bosco, at Thornleigh Salesian College, all students are expected to behave in a way that creates an environment where:

- All members of the school community can work in a safe environment and be proud of their association with Thornleigh Salesian College;
- Staff can deliver engaging lessons enabling students to achieve;
- Students can become the best version of themselves.

'Be good, this will make your angels happy, when sadness and pain afflict you, turn to your guardian angel who will show you love and keep you strong.'

Don Bosco

4. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate student's property

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including student movement'

5. Definitions

Thornleigh Salesian College's attitude to learning is based upon the principles of RUAH:

- **Respect** – valuing yourself, others, the environment and resources.
- **Understanding** – have an awareness and tolerance of others and forgive mistakes.
- **Affection** – care for, appreciate and be positive towards others.
- **Humour** – smile, be cheerful and celebrate your own and others achievements.

We work in partnership with parents/carers to ensure that students achieve their academic and personal best. The attitude to the learning policy is divided into three different areas of the school.

Classroom

- Arrive within 5 minutes of the bell sounding, settle and focus on the task.
- Listen to instructions and cooperate by following them.
- Work without disrupting learning or distracting others.
- Participate willingly in learning activities.
- Respond to teacher feedback positively and proactively.
- Complete classwork and homework to the best standard.

Character

- Be prepared by bringing all equipment for learning.
- Have the highest standard of uniform and appearance.
- Use manners, be polite and be kind to everybody.
- Take part in extracurricular opportunities.
- Celebrate the beliefs and unique individuality of others.
- Take care of and encourage others.

Community

- Attend school every day and arrive at 8:40.
- Travel safely to and from school.
- Mobile phone switched off and in bag.
- Take care of the environment.
- Act safely and responsibly – especially no prohibited items.

- Be a TSC role model in the wider community.

“Do not try to excuse your faults, try to correct them”

St John Bosco

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Lateness
- Low-level disruption and talking in class
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Serious vandalism
- Theft
- Fighting and aggressive behaviour
- Smoking
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member
- Theft
- Tobacco and cigarette papers
- Possession of any prohibited items. These include:

*Knives or weapons

*Alcohol

*Illegal drugs

*Vapes

*Fireworks

*Pornographic images

*Any article a staff member reasonably suspects have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including to the student themselves)

6. Bullying

The overall aim of RUAH is to safeguard and promote the welfare of the children in our care and provide our students and staff with a safe and secure environment in which to learn and achieve success. However, we recognise that bullying may take place, and therefore this policy outlines our strategies for dealing with it.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The **AIMS** of our anti-bullying policy are:

- To provide a safe and secure environment for our students and staff.
- To encourage respect for the individual at all times, celebrating the differences between us.
- To prevent all forms of prejudice-based bullying, including homophobia, racism and transphobia.

Positive Action

Awareness raising of bullying is included in our work with students through:

- assemblies;
- curriculum work in the classroom;
- tutor time in the classroom;
- one to one talking with a student or group of students either by staff members, pastoral staff or trained peer mentors;
- dealing with situations as and when they occur;
- promotional materials in key areas of the school in the form of posters/display/leaflets, via the School Council;
- raise awareness through the Curriculum for Life programme.

In the classroom, consideration is given to:

- room layout;
- availability of resources;
- explicit and consistent use of the Behaviour Policy;
- student involvement and management of individual classroom rules and routines;
- use of rewards and consequences;
- developing our students' self-image so they feel confident to speak up for themselves;
- monitoring and stopping inappropriate behaviour;
- flexible learning practices;
- group work.

Out of the classroom, consideration is given to:

- positive promotion of our Code of Conduct through the Behaviour Policy to encourage all to respect themselves as well as others;
- encouraging students to engage in a wide variety of extra-curricular activities and be occupied in a positive manner;
- supervision of all areas, including toilets, particularly during break times helping to minimise bullying opportunities;
- adults and elder students as role models;

- use and profile of sanctions in school;
- policy in relation to disabilities, religion and sexual orientation;
- practice in relation to gender, race, citizenship, special educational needs.

Monitor and Review

The Governors of the Care, Guidance and Support Committee is primarily responsible for monitoring the implementation of this policy.

Governor Approval and Review dates

This policy will be reviewed each academic year. All CGS staff are trained in preventing and handling bullying. This practice is disseminated to all staff in CPD sessions and relayed to governors at the anti-bullying policy review meeting.

7. Roles and responsibilities

The positive behaviour management of our young people at Thornleigh Salesian College is most effective when a true partnership exists between school and home. Our school community consists of our students, staff, Governing body, parents, carers and the wider community, who all have different responsibilities in contributing to the success of the school.

8.1 The Governing Body approves and promotes the school policy for the promotion of positive learning. The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.

8.2 The Headteacher and SLT ensure that the policies are implemented on a day to day basis and support staff faced with challenging behaviour. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

8.3 All Staff in the school are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff are responsible for creating high quality learning environments, teaching positive behaviour and upholding the school's expectations of students. Staff will model positive behaviour, providing a personalised approach to the specific behavioural needs of particular students.

8.4 Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership with the school supporting their child in adhering to the student code of conduct. They must also inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

8.5 Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Students have a responsibility to ensure that any incidents of disruption, violence, damage or harassment are reported. They must show respect to members of staff and each other and wear the correct uniform at all times, accepting sanctions when given.

8.6 The Senior Mental Health Lead will be responsible for overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.

8.7 The SENCO will be responsible for Collaborating with the Governing Body, Headteacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school. Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

8. Student Code of Conduct

A set of the school rules will be clearly displayed in each classroom.

Dealing with behavioural problems is primarily the responsibility of teaching staff.

- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment

Stage 1 – the **classroom teacher** will manage behaviour strategies, sanctions and the three-step process outlined above with their Head of Department.

Stage 2 – if poor behaviour persists, **Care Guidance and Support staff** will become involved in managing the behavioural incident.

Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the **member of SLT with responsibility for the year group, or by the Deputy Headteacher.**

Whilst using the school corridors and surrounding area of the school building, students are expected to act in a responsible and respectful manner, as would be expected in a classroom.

'Nothing is so strong as gentleness, nothing so gentle as real strength.'

St. Francis de Sales

9. Staff Induction, Development and Support

All new staff will be inducted clearly into Thornleigh Salesian College's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student's wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

10. Sanctions

List of Sanctions

If students fall below the high standards of the school, the C system (See below) will be implemented:

- C1: 5 minute detention – guaranteed follow up conversation with the student and a colleague
- C2: Lunch time detention
- C3: SLT detention (hall at lunch, after school)
- C4: Referral to IU
- The school may use one or more of the following sanctions in response to unacceptable behaviour:
 - a verbal reprimand;
 - sending the student out of the class to the HoD;
 - expecting work to be completed at home, or at break or lunchtime;
 - detention at break or lunchtime, or after school;
 - referring the student to a senior member of staff;
 - letters or phone calls home to parents;
 - agreeing a behaviour contract with parents;
 - placing a student 'on report'.

We may use the **inclusion room** in response to serious or persistent breaches of this policy. Students will be expected to complete the same work as they would in class.

Detention System

- When a detention has been issued outside of school hours, the school will ensure that the student's parents/carers are informed, including why it has been given, when, where and the timescale of the detention.
- Parents/carers will be informed of detentions via phone, text, email, post or face-to-face.
- The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

- Please refer to our [Safeguarding policy](#) for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Behaviour Management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- display the student code of conduct or their own classroom rules;

- develop a positive relationship with students, which includes:
- greeting students in the morning/at the start of lessons;
- establishing clear routines;
- communicating expectations of behaviour in ways other than verbally;
- highlighting and promoting good behaviour;
- concluding the day positively and starting the next day afresh;
- having a plan for dealing with low-level disruption;
- using positive reinforcement.

‘Our words must set other people on fire, not by shouts but by an inner warmth and affection Our words need to come from our heart and not from our mouths. We speak well when the heart speaks out.’

Don Bosco

12. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve student’s behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student’s specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching (Whysup)
- White, Amber Purple behaviour report
- Long-term behaviour plans
- The Intervention Unit
- The Bosco Centre
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student’s education will be considered where serious concerns about a student’s behaviour exist.

Behaviour curriculum

Positive behaviour will be taught in year assemblies to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher- student relationships are key to combatting unacceptable behaviour, in whole school CPD and Care Guidance and Support briefings on Mondays and Thursdays. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative Measures for Students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account, the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- A timeout card for a student whose SEND means they find it difficult to sit still for long periods
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

13. Exclusions

- In cases of fixed term and permanent exclusions, the school adheres to the DFE statutory guidance- September 2017, for maintained schools.
- In the event of any type of exclusion, the **Headteacher or a member of SLT** will inform the student's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.
- The decision to exclude is not taken lightly and is invariably done on the grounds that the student's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.
- For extreme breaches of school conduct, the **Headteacher** can place a pupil on fixed-term exclusion, which will be completed by the student from their home. From day 6 onwards the student will be educated off site, generally in another local school's inclusion unit.
- The relevant **Head of Year** and staff members can recommend that a student is excluded; however, it is ultimately the **Headteacher's** decision.
- In the absence of the **Deputy Headteacher**, the **Assistant Headteacher** will make the decisions concerning a student's exclusion.
- The **Headteacher** has the ability to permanently exclude a student who has seriously breached the school's **Code of Conduct**, or who is a persistent offender.
- Permanent exclusions will be considered by the **Governing Body** for authorisation.
- The exclusion process outlined in the **Exclusion Policy**, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

14. Physical Restraint

Trained school staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

In exceptional circumstances, staff may use reasonable force to restrain a student to prevent them:

- causing disorder;

- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents (see appendix 3 for a behaviour log).

15. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

16. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials, vapes or nicotine products to school. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

17. Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. All Senior Staff and Care Guidance and Support staff have been SEARCH trained.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may not be returned to students directly. If appropriate they may be returned to parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

18. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

19. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

20. Student Transition

To ensure a smooth transition to the next key stage students may have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. The CGS team will also be available to support any concerns or worries students may have.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

21. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body every academic year. At each review, the policy will be approved by the Headteacher.

22. Links with Other Policies

This behaviour policy is linked to the following policy:

- [Safeguarding policy](#)
- Exclusion policy

'Observe the rules and never forget to respect your teachers.' Don Bosco