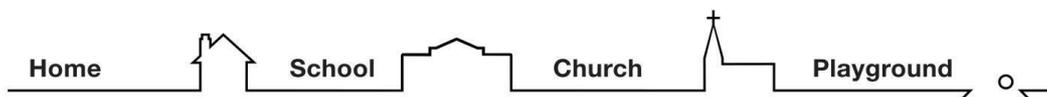




Thornleigh
Salesian College

Behaviour Policy and Statement of Behaviour Principles

Person responsible	Mike Fitzsimons
Date of Last Review	October 2020
Recommended by CGS Committee	10 th February 2021
Ratified by Full Governing Body	16 th March 2021
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1. Behaviour Policy changes in relation to COVID19

Thornleigh Salesian College will look and feel very different from Tuesday September 8th 2020. This behaviour policy attempts to allay any fears or concerns that parents may have in relation to the safety of their child, as they are reintegrated back into school after an extended period of time due to the Covid lockdown. We have collectively crafted a policy that makes your child safe and reassures parents that all steps are being taken to ensure students at Thornleigh Salesian College have an enriching, enjoyable learning experience.

Following the release of the Government's directive for schools returning in September 2020, (*Guidance for full opening - schools July 2nd 2020*) all students, in all year groups, will return to school full-time from the beginning of the autumn term; subsequently, sections of the behaviour policy have been altered to ensure guidance is being followed, safeguarding and protecting the well-being of all students within Thornleigh Salesian College. The policy changes will attempt to minimise any risks from Covid-19 so we can attempt to provide a safe and full educational experience for our students on their return.

It is vital that the policy guarantees proportionate protective measures for students and staff, so that a high-quality education allows students to thrive and progress. Thornleigh Salesian College will attempt to minimise the number of contacts that a student has during the school day, as part of implementing the system of controls laid out in Government guidelines to reduce the risk of transmission.

This policy works alongside the usual school behaviour policy but pertains to specific government guidance issued to all members of society in light of the COVID19 pandemic. The Governors and Headteacher of the school will seek to ensure that this policy is adhered to for the health and safety of all members of the school community and beyond.

Adhering to public health guidance

- Students must adhere to public health guidance at all times.
- Students should carry clean tissues that they can use if they cough or sneeze. All used tissues must be immediately placed in a bin that will be provided.
- Students should carry a face mask that they can wear in crowded areas and when walking around the school.
- Any student who contravenes this guidance, for example, by spitting, deliberately coughing at others or behaving in a malicious or threatening way in respect of COVID 19 will be subject to serious sanctions, which may include exclusion from the school site. Students should be mindful of good hygiene at all times, washing or sanitising hands frequently.

Whilst this policy may appear stringent it is necessary to ensure that all members of the school, and wider community remain as safe as possible. All students must agree to adhere to all elements of this policy.

The pastoral team will work with students struggling to reengage with school and at risk of being disruptive. Support will be provided for those overcoming barriers to attendance and behaviour, assisting them in reintegrating back into school life. Thornleigh Salesian College will work closely with the Local Authority and health services, ensuring support is in place for a smooth return to school for all students.

The disciplinary powers that Thornleigh Salesian College currently has, will remain in place, including exclusion. DFE training will be available to staff to support student mental wellbeing and minimise potential disruption. The SEND department will also be providing training for staff to support students with the most complex needs on their return. Teachers will be confident in talking and teaching about mental health and wellbeing in the classroom. More focused pastoral support will be provided where issues are identified that individual students may need help with, drawing on external support where necessary and possible. Vulnerable students will be given additional help and health guidance with the following interventions being offered:

- Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues.
- Support for students with additional and complex health needs.
- Supporting vulnerable students and keeping students safe.

2. 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

3. 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 pupils 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.

4. 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 afflicts you, turn to your guardian angel who will show you love and keep you strong.'

Don Bosco

5. 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 pupils 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 pupils
- 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 pupils' property
- Guidance for full opening – schools, Thursday 2nd July 2020.

6. 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 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 pro-actively.
- Complete classwork and homework to 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 extra-curricular opportunities.
- Celebrate the beliefs and unique individuality of others.
- Take care of and encourage others.

Community

- Attend school every day and arrive for 8:45.
- 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.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory language or behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has 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)

7. 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 prejudiced-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 elements of the SRE and Tutorial Programmes e.g. Respect Day.

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.

Procedures for dealing with bullying

General procedures for dealing with bullying will follow these principles:

- **Adults are available** - Staff ensure that students know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated.
- **Incidents are investigated** - Every incident is investigated as soon as possible. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to Year Lead Learning Mentors.
- **Records are kept** - Records and incidents of bullying are kept (via CPOMS) and reported on a termly basis through the Governors' Care, Guidance & Support Committee.

Response

- Staff will emphasise that the student is right to tell an adult in school if they are having a problem with another student.
- To the person being bullied - This person (or persons) will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation.
- To the person doing the bullying - This person (or persons) will be spoken to with consequences related to the severity of the incident. Parents will be involved if appropriate and strategies to help the student not to repeat the offence will be put in place and followed up by the Pastoral Year Team.

Review and follow up will be carried out as appropriate to the situation

All concerned are made aware of and helped to deal with the causes of bullying as well as the consequences of bullying. There is always a reason behind why a person bullies and part of dealing with an incident must be helping a person to realise the impact of their actions on others. Some of this work may be carried out by staff through Restorative Practices.

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 was approved by the full governing body in March 2019 and 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.

8. 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 for 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 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.

9. Student Code of Conduct

Owing to the new Government guidance for the opening of schools in September and the critical need to reduce infection risk, the following additional points have been added to the behaviour policy covering out of class and classroom behaviour:

Arrival at school

- When students arrive at school they should enter the site either via the bus turn or by the main gate. All other entrances to school will not be accessible.
- As students enter the school site they must ensure they are wearing an appropriate face mask.
- On arrival to the school site students should immediately follow the directions given to them by staff and go to their classroom. Students must not go to any other area of the school unless supervised by a member of staff.
- Whilst queuing to enter the building point students must adhere to the social distancing rules. There are floor markings on the path to assist with this.
- On arrival at school, point students must wash or sanitise their hands using the facilities provided before entering.
- Students must proceed directly to the classroom and seat number that they have been allocated. This room and seat allocation will remain the same every day.

In class

- Students must remain in their seat for the duration of the session, it is not acceptable to leave their seat and walk around the room.
- Students are expected to remain on task throughout their lessons.
- The usual rules around the use of mobile phones remains the same. Phones should be turned off and be in bags at all times.
- A set of the school rules will be clearly displayed in each classroom.
- At changeover times when waiting for the teacher to arrive students must remain in their seats.

Break and lunchtimes

- At break and lunch students must remain in their designated recreation area. Students who choose to contravene this and move to another area of school face serious consequences.
- When out of classrooms at break and lunch students must wear their face mask.
- Each year group has got a designated area of the canteen – this is the only area where food can be consumed at lunchtime. Students who bring a packed lunch must eat this in the packed lunch area.
- Once they have finished their lunch students must return to their recreation area.
- Students must maintain social distancing at break and lunchtime as far as possible.

Out of school behaviour

- At the end of the school day, students will be dismissed in year groups. Students must either follow directions onto their school bus or leave the site. Students cannot gather in groups.
- We expect that all students behave appropriately on their way to and from school.

This means:

- Following public health guidance;
- Not gathering in large groups;
- Wearing face masks in shops;
- Not entering shops in groups;
- Adhering to rules around social distancing;
- Being respectful around members of the public and respecting their need to socially distance.

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 by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:

*Reminder – the student is reminded of their expectations.

*Restorative detention – the staff member informs the student of the consequences of their disruptive behaviour, such as issuing a warning of a detention.

*Removal – if the student's behaviour persists, the staff member will move the student from where they are sat in the classroom, or remove the student from the class, in order to avoid affecting the learning experience of other students.

- Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

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, **pastoral 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 Head.**

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

10. Rewards and Sanctions

At Thornleigh Salesian College we do not reward minimum expectations but instead encourage students to go above and beyond. Personal praise means more than a token-based system. The ‘transaction’ between the teacher and the student is very meaningful and students will have their efforts recognised directly through letters, phone calls and postcards. Other ways a good attitude to learning will be recognised:

- Every Friday – phone calls will be made by Student Progress Coordinators phone home celebrating the success of students in their different subject areas;
- Text message sent home;
- Every Friday morning – students identified by subject areas for excellence will receive hot chocolate during registration.;
- Sign RUAH Rewards Card (y7/y8/y9);
- Certificates;
- Achievement assemblies;
- Privileges such as lunch fast pass;
- Headteacher’s commendation;
- Headteacher’s lunch;
- Charity donation – Water Aid;
- Meet an employer afternoon (Yr11);
- Prom ticket (Yr11);
- Employer’s passport - RUAH stamps to use as a portfolio (Yr10/11);
- Post-16 taster day (Yr11)

‘Meet everyone with a discreet kindness. When you meet people who are overwhelmed and troubled by life, lift up their spirit and assure them of the love of God.’

Don Bosco

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 (P4 – 4pm. Restorative with class teacher at 3:10. Parent conversation with SLT 4pm.

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 nor from our mouths. We speak well when the heart speaks out.’

Don Bosco

12. 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.
- During internal exclusion, the student involved will undertake all their work whilst in the **inclusion room**, which is separate to classrooms, whilst under the supervision of the **CGS team**.
- 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 schools 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.

13. Physical Restraint

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).

14. Confiscation

Any prohibited items (listed on page 5) found in students’ possession will be confiscated. These items will not be returned to students.

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](#).

15. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil 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.

16. 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 pastoral 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.

17. 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.

18. 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

Tracked changes	
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