



POSITIVE DISCIPLINE POLICY (INCLUDING SUSPENSION/EXCLUSION POLICY)

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	K Graham (Vice Principal), June 2025
Reviewed by:	A Riding (Principal), June 2025
Approved by:	Sue Kelly, Chair of Governors

Positive Discipline Policy

At St. Bernard's we are committed to celebrating the achievements of students and ensuring behaviour for learning is of the highest standards.

Positive Discipline is centred on three very simple concepts:

- that all young people enjoy being effectively rewarded for their effort;
- that most young people need clear guidelines in terms of what constitutes acceptable behaviour; and
- that effective communication between teachers, parents/carers and students is essential for effective schools.

We therefore believe that Positive Discipline will enable us to:

- promote excellent behaviour in and around school;
- promote self-discipline;
- prevent bullying and keep young people safe;
- maintain an atmosphere conducive to learning, based on Gospel values of mutual respect, consideration, tolerance and understanding;
- build positive relationships between all members of the school community.

Roles and responsibilities within Positive Discipline

The Governing Body

The Governing Body sanctions the policy and holds the Principal accountable for its implementation.

The Principal

The Principal will be responsible for the implementation and day to day management of the policy and procedures. In conjunction with the Governing Body and the teaching staff, the Principal will also ensure that the concerns of students, parents and carers are listened to.

School Leadership

Senior and middle leaders must ensure that the policy is applied consistently, supporting staff in their teams and working collaboratively across the school to enhance the skills and expertise of staff and share good practice.

Pastoral Leads

Pastoral Leads are responsible for supporting the pastoral needs of the students in their year groups and to liaise with tutors, teachers and parents to ensure good home-school communication.

Heads of Year

Heads of Year are responsible for the form-tutors in their year groups and supporting the engagement and academic progress of their students. They are also responsible for supporting good communication between home and school.

Parents and Carers

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside school. St. Bernard's will encourage parents and carers to work in partnership with the school to assist in maintaining and sustaining the desired high standards of behaviour. The school expects parents and carers to support their child's academic, social, personal and spiritual development in line with the school's policies and guidelines for behaviour, uniform, mobile phone and ICT usage.

Students

The school expects all of its students to show respect for each other, school staff and anyone else that they meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are expected to obey school rules, listen, follow instructions and accept and learn from any reward or sanction they receive.

Rewarding positive behaviours and attitudes

At St. Bernard's we believe that a culture of rewarding students for their positive behaviour and attitudes in the classroom and through their contributions to the school community outside the classroom, is essential. Positive recognition of student achievement, progress and behaviour will be awarded praise points to enter into the 350 Club which lead to a variety of certificates and rewards.

Although not an exhaustive list, students' performance will also be rewarded in other ways, such as:

- the continuation of major awards ceremonies in assemblies and at the end of the academic year;
- positive contact with parents and carers;
- academic mentoring meetings.

Sanctions

Our consequence system is used to identify and sanction unacceptable behaviours. Some incidents may require investigation and statements may be taken from students. Such statements will be destroyed at the end of the investigation. In the case of the investigation leading to suspensions, statements will be saved for at least six months, if appropriate. Depending on the nature of the suspension, evidence may be retained for longer, in accordance with DfE guidance. No statements will be released to third parties other than the student's parents, on request.

Although not an exhaustive list, sanction strategies include:

- Verbal warnings
- Students being moved within the classroom
- Students being removed from the classroom

- C3 and C4
- Detentions outside the school day hours
- Student Report
- Confiscation of items
- Internal Exclusion

- Fixed term suspension
- Managed moves
- Permanent exclusion

Community Restoration

There may be occasions when our students make poor choices resulting in harm to our environment or those in our school or wider community. In this event, we may instruct the students to engage in community restoration activities which may include:

- Litter picking
- A kindness activity
- Site Staff support
- Leadership activity
- A charity activity

Suspensions

Our school aims to ensure that:

- The suspension process is applied fairly and consistently
- The suspension process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to suspend pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

This policy complies with our funding agreement and articles of association.

The decision to exclude

Only the Principal can suspend a pupil from school. A permanent exclusion will be taken as a last resort.

ST BERNARD'S CATHOLIC HIGH SCHOOL

A decision to suspend a pupil will be taken only:

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

Before deciding whether to suspend a pupil, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Returning from a fixed-term suspension

Following a fixed-term suspension, a re-integration meeting will be held involving the pupil, parents, a member of staff and other staff including Senior Leaders, where appropriate.

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

- Pastoral Support Plan
- Agreeing a behaviour contract
- Student Report
- Internal exclusion
- Discussions of a manage move