



St Bernard's Preparatory School

Behaviour & Discipline Policy

Authorised by: The Board of Governors of St Bernard's Preparatory School

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Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Introduction

St Bernard's Preparatory School is dedicated to ensuring our school environment supports learning and the wellbeing of children and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community and we work hard to provide a safe school, where children feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines the behaviour we expect from all of our children and the sanctions which will be enforced if this policy is not adhered to. It extends to all members of our school community. Good behaviour and self-discipline are strongly linked to effective learning.

Aims

All St Bernard's Preparatory School children are made aware of the standards of behaviour expected of them. We promote good relationships throughout the school built on trust and understanding. Through the use of this policy our children are supported in developing a high level of social awareness. This helps to ensure all of our children leave the school with the key skills they need to continue to progress in all areas of life.

Standards of behaviour

School

St Bernard's Preparatory School understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who attends the school must act responsibly and professionally and will never denigrate children or colleagues. We work hard to ensure the standard discipline across the school is consistent, so behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination. We take into account any SEN needs and disabilities, as well as the additional challenges that some vulnerable children may face.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents. Good behaviour is always promoted at St Bernard's. Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that children are using the school grounds respectfully and behaving appropriately.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children.

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

We do not permit staff members to use corporal punishment in any form and we do not allow any employee to impose or threaten corporal punishment.

Children

St Bernard's expects every child to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour. The school in liaison with the parents will put in place specific strategies in order to support the individual child's behaviour. The school asks that children and parents carefully read and then sign a home-school agreement to show that they have understood what is expected of them and acknowledge responsibility for their own behaviour.

All children are expected to respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to children
- physical abuse to/attack on staff
- physical abuse to/attack on children
- bullying
- indecent behaviour
- damage to property
- theft
- serious actual or threatened violence against another child or a member of staff
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

Parents

Parents have a vital role in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – asking parents to ensure that their child is at school on time, appropriately dressed, rested, and equipped – which will encourage their child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents attend meetings at the school with staff or the headteacher to discuss their child's behaviour and agree to support the strategies put in place by the school.

In the rare event of an exclusion, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

School rules that apply at all times to all members of the school community

- Be polite and respectful at all times. This applies to staff, other children, any visitors to the school, and to members of the general public.
- Always be on time.
- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through corridors, do not call out during lessons, or shout to one another in corridors, or when in public places.
- Take care of your environment, both on the school site and outside, and keep it tidy.
- Obeying staff.
- The following items are not allowed in school under any circumstances:
 - Chewing gum
 - Material that is inappropriate or illegal for children to have
 - Mobile phones.
 - Weapons, or articles which may cause harm.

Drugs

The school will not tolerate the illegal use of drugs of any sort on school property or during off-site school activities.

Medication

We are aware that it may be necessary for some children to take medication during the school day. Parents should make the school aware of this by completing a medicines form which must be handed into the office along with the medicine which will be kept safely in the medical room.

Bullying

St Bernard's Preparatory School ensures every child feels safe at school, and is accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, staff and members of the public. Any intentional breach of this will result in disciplinary action.

If there is an allegation of bullying, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

St Bernard's Preparatory School has a number of strategies to prevent and tackle all forms of bullying, such as Assemblies, 'Buddy Week', PSHCE lessons, e-safety lessons and continuously monitors and reviews them. Please see the Anti-Bullying policy for further information.

Child on child Abuse

The School recognises that children are capable of abusing their peers, known as child on child abuse. This can either be between two children of any sex or through a group of children abusing a child or another group of children. It can happen both in school and outside school and can also happen online. Any incidents of alleged or suspected abuse by children or young people will be taken seriously and reported to the safeguarding leads immediately.

All staff understand that, in whatever form it takes, it is never acceptable, will never be tolerated, and is not an inevitable part of growing up or as 'banter', 'just having a laugh' or 'boys being boys'. All staff are trained in our procedures with regards to child on child abuse and that they have an important role to play in preventing or responding to it. Downplaying these behaviours can lead to a culture of poor behaviour and an unsafe environment in the school and in worst cases normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff know that child on child abuse might take various forms so that they can identify and respond to it; for example, (and the following list is not exhaustive):

- Bullying, including cyberbullying and prejudice-based and discriminatory bullying such as racial, homophobic, gender or culture-related bullying or abuse.
- Physical abuse such as hitting, kicking, biting (this may include an online element condoning or threatening physical abuse);
- Sexual harassment and sexual violence, including abuse in intimate personal relationships between peers (this may include an online element condoning or threatening physical abuse)
- Causing someone to engage in sexual activity without consent e.g. forcing them to strip, touch themselves sexually or engage in sexual activity with a third party;
- Via the use of ICT e.g. consensual and non-consensual sharing of nudes and semi-nude images and/or videos, or 'revenge pornography' - staff should be particularly mindful of the potential for the misuse of information technology for bullying and abusive purposes;
- Grooming by peers as part of child sexual exploitation;
- Abuse linked to gang-related activity or initiation-type violence/rituals.
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal act under the Voyeurism Act of April 2019. The Act specifically states the culprit cannot claim images were just taken 'for a laugh', and anyone of any sex can be a victim.
- Initiation/hazing type violence/ritual, which could include harassment, abuse or humiliation as an initiation process and may include an online element.

We know that child on child abuse might manifest differently for boys and girls, e.g. girls being touched inappropriately or coerced into sexual activity, boys being initiated into gangs etc. Such abuse may also be indicative of a previous or ongoing abusive experience for a perpetrator and / or victim.

Research indicates that children with SEND, additional or complex needs are particularly vulnerable. All staff should be mindful of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. Evidence suggests such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may, therefore, be suffering, or at risk of suffering, significant harm and be in need of protection. Consequently, any plan to reduce and / or manage risk posed by a child, who is alleged to have abused another, must also address their needs and responses should be considered accordingly.

As a school, we recognise it is not enough 'just' to respond to incidents should they arise. We understand, that even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse they should speak to their DSL (or deputy). In addition, we try and **minimise the possibility of child on child abuse** by:

- Creating and maintaining an environment which is safe, caring, respectful and stimulating, and which seeks to promote the social, physical and moral development of our children.
- Actively discouraging and challenging all unacceptable behaviour, including all forms of bullying and abuse. We will also challenge the attitudes and behaviours which underpin it;
- Strike an appropriate balance between the child's right to privacy and the need for proportionate supervision to keep them safe in and around school;
- Have in place clear strategies for promoting positive behaviour, including a system of rewards and sanctions that is clear to staff, children and parents;
- Maximise opportunities within the curriculum, via PSHCE, assemblies and focused weeks to deliver key keeping safe and associated behavioural, spiritual, moral, social and cultural messages - including the use of external resources and the expertise of external speakers and groups;
- Ensuring all adults associated with our school understand their role and responsibilities as role models;
- Ensuring staff and any volunteers are trained to look for and respond appropriately to any potential indicators of peer abuse.
- Seeking appropriate and timely advice where uncertainty exists and / or concerns arise.
- Ensuring children and parents know how to raise any worries or concerns with adults / staff in school and by signposting them to appropriate sources of advice and support outside school.
- We do not permit staff members to use corporal punishment in any form and we do not allow any employee to impose or threaten corporal punishment.

Responding to Allegations of Child on Child Abuse

The school recognises the need for sensitivity and proportionality when dealing with these difficult issues. The following general rules will apply to their management:

- The safeguarding leads will seek appropriate and timely advice wherever necessary and contact Slough Children's Services where there are concerns, or the equivalent if the child lives in a different Local Authority. The safety and best interests of victim(s) will be the paramount consideration at all times. The safeguarding leads will also consider the possibility and take account of any wider and / or ongoing risk(s) to others;
- The needs of the victim and the needs of the alleged perpetrator will be considered separately;
- In addition to safeguarding the identified victim, the school will consider (i) whether the alleged perpetrator seems to pose a risk to any other children; and (ii) how best to manage that risk;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;

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- Where necessary, the school will participate fully in a co-ordinated approach by child welfare/ protection, youth offending, education and health agencies.

Disciplinary sanctions

St Bernard's Preparatory School operates using the following disciplinary measures in escalating order:

- Saying sorry
- Writing sorry letters
- Loss of House points
- Report cards
- Suspension
- Exclusions

This list is not exhaustive and cases are considered on an individual basis. Sanctions are adapted relating to the seriousness and frequency of the behaviour.

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of children that are banned by the school. It is our first priority to ensure that children are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other children or themselves will be taken away from children without notice.

A teacher or someone who has lawful control of the child may search a child with their permission to look for any item that the school's rules say must not be brought into school. The Headteacher and other authorised members of staff have the power to search a child without the child's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- stolen items
- articles that have been used or could be used to cause harm.

Use of force

Current legislation permits school staff to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- committing any offence (or, for a child under the age of criminal responsibility, what would be an offence for an older child);
- causing personal injury to, or damage to the property of, any child (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

St Bernard's Preparatory School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should always be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head has given the responsibility to be in charge or in control of the children. Staff can also use this power when they are lawfully in charge of children but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to the school to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

Attendance

Regular attendance at school is required by law, and St Bernard's Preparatory School takes attendance very seriously. There is a register taken twice daily. Parents or carers will be contacted to discuss possible reasons and school support systems that could help persistent absenteeism. More information can be found in the school's Attendance Policy.

Uniform and appearance

Effective teaching and learning requires proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in children, and reduces the risk of distraction in lessons.

The school uniform should be worn by all children. Parents of those who come in repeatedly without the correct school uniform will be informed and advised that second hand uniform is available.

Regulating Child's offsite conduct

St Bernard's children are expected to behave in a responsible, polite and safe manner.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour and the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other children;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another child or member of staff;
- whether the misbehaviour was on the way to or from the school or the child was taking part in any school-organised or school-related activity; and
- if it were at a time when the child is in some other way identifiable as a child of the school or might be expected to act as an ambassador for the school.

Rewards policy

St Bernard's Preparatory School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

Headteacher's Awards are presented for achievements. Children from Year 1 upwards belong to a house and earn house points for good behaviour. Each class also has their own reward systems in place including the use of 'Wellbeing Gems' which are used to reward positive behaviour and encourage collegiate responsibility.

Early Years Foundation Stage (EYFS)

The welfare requirements of the Early Years Foundation Stage state that children's behaviour must be managed effectively and, in a manner, appropriate for their stage of development and particular individual needs.

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, maybe of a toy or they could be stressed. It may also be because they want to gain attention.

We will work with parents and their child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one-to-one attention, purchasing additional resources so sharing is not such a major issue, or if it is because a child is teething, provide suitable teething resources.

We will ensure that if a child is bitten that they are comforted and given lots of attention. First aid will be applied correctly if required and the incident will be recorded in the incident book and parents will be asked to sign it.

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If a child bites then we will remove them from the situation. We will explain to them, according to their age and understanding, that biting is unacceptable behaviour. For younger child this may be by the tone of voice and facial expressions rather than lots of words. It may be necessary for the member of staff dealing with the incident to exclude the child from an activity until they are calm enough to return. We will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

Complaints

The school has a Complaints Policy. We encourage parents to take any concerns to a staff member or the Headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For full details please refer to the policy.

Applies to

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Documents

Safeguarding Portfolio, Anti- Bullying Policy, Complaints Policy

Availability

This policy is made available to parents, staff and children on the St Bernard's Preparatory School website: www.stbernardsprep.org, and in the School Prospectus. It is also made available to parents or guardians of children on request to the school office, during the school day, or by e-mail: info@stbernardsprep.org

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

St Bernard's Preparatory School
Solution Focused Behaviour Plan



Name: _____ Date: _____

Let's talk about strengths:

What is the pupil good at/enthusiastic about?

Let's talk about concerns:

What are the barriers to their learning?

Let's talk about current strategies and support in place:

What happens when the above concerns arise? What is in place to prevent the above concerns? Is it working?

Goals/ Behaviour Targets	Who?	What?	How?	Why?	When?

Pupil Comment and Signature

Signed:

Date:

Teacher Comment and Signature

Signed:

Date:

Parent Comment and Signature

Signed:

Date: