



Behaviour Policy

Last Reviewed:	July 2021	Next Review:	July 2022
Review Period	Annually		
Reviewed by:	LGB		
Mr P A Ramsey Headteacher		Mr J Acton Chair of Governors:	

1 Aims

Our aim is to promote good behaviour through a combination of firm discipline, effective rewards, encouragement, praise, personalised support and example, enabling all students to achieve their potential in a calm, positive environment.

This document should be read alongside the latest Government advice given in Appendix Documents 1 and 2 – DFE “Ensuring Good Behaviour in School” and DFE “Use of Reasonable Force”

The DFE has formally identified that it expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show this respect, and support the school’s authority to discipline its pupils;
- That every teacher will be good at managing and improving children’s behaviour.

1.1 To ensure that every student reaches their potential we believe good relationships, good order and good behaviour are essential in order to secure good teaching and learning. We believe strongly in the principles of respect for and tolerance towards others and look to all students to adopt a positive, courteous and co-operative attitude. Learning to work with other people, developing social and inter- personal skills, exercising proper self-control and discipline and having regard to the importance of Health and Safety issues are all part of the broad educational purpose of this school. We recognise, too, that we need to teach what we mean by good behaviour and that many students need to be shown the difference between right and wrong.

1.2 As part of our approach towards the promotion of tolerance and respect for others, we particularly condemn all forms of racist, sexist and homophobic behaviour. In accordance with national guidelines we are obliged to keep a separate record of incidents of a racist nature. Any such incidents should be reported to the named member of senior staff responsible for pastoral care.

1.3 The purpose of this "Behaviour Policy" is to establish clarity about what is expected of those who attend Verulam and to explain the processes and procedures the school adopts in order to try and ensure that behaviour is of the highest standard.

1.4 We believe that responsibility for ensuring good behaviour in school, on school visits and on daily journeys to and from school are shared between the school, parents and the students

themselves. The particular responsibilities of each party, including those relating directly to behaviour, are set out in the "Home School Agreement" Appendix 1

1.5 Other important school documents, which relate to the school's policy on behaviour, are as follows:

- * Home School Agreement - Appendix 1
- * Whole School Rewards Ladder – Appendix 2
- * Verulam Behaviour for Learning System – Appendix 3
- * Anti-Bullying Document – Appendix 4
- * Verulam Pupil Charter – Appendix 5
- * Drugs Policy (incl. smoking)
- * Attendance Policy
- * Special Educational Needs Policy
- * Equal Opportunities Policy
- * Behaviour Policy notes in the Operations Manual
- * Verulam School Pupil Code
- * Verulam Behaviour for Learning Staff Guide

Reference to behaviour is also made in the School Prospectus.

Head teachers must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year. Issued in the Operations Manual

2 Principles

Our core values are Excellence Character Respect. Our behaviour policy is based on these core values. We have defined a code of conduct for students to promote positive behaviour as follows:

- DO be prepared for lessons with your planner and other equipment including tablet device
- DO be punctual
- DO wear the correct uniform at all times
- DO keep quiet and calm at break and lunchtime in the school building
- DO go outside if you want to run about and be energetic
- DO put your litter into the bins and keep Verulam litter free
- DO respect the property of others
- DO allow others to be themselves and respect their right to be different

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

We recognise that some difficult behaviour results from special educational needs (SEN), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, children with additional medical needs and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of our Code of Conduct, Mission Statement, and key points about our Rewards & Consequences explained to them by their tutor.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

3 Behaviour in the Classroom – “Every Lesson Counts”

3.1 The principles of clarity and consistency apply very much in the classroom situation. Students are expected to arrive at lessons in the right frame of mind and with the correct books and equipment. Where appropriate a class will line up outside their teaching room until they are admitted by their teacher and told they may sit down.

3.2 The seating arrangements in classrooms are made with care and forethought. Students are told to expect that the seating arrangements will change on a regular basis and groups will be organised in order to allow for differing ability partnerships, social integration of all students and to encourage positive behaviour. Friendship pairs or groups will be allowed for only part of the time during the school year.

3.3 Each class is registered by the teacher electronically and any concerns over absences of individual students reported to the attendance officer. Often the teacher can take the register while the class is actively engaged on a task. (See "**Attendance Policy**")

3.4 It is our belief that good behaviour is encouraged if lessons have been thoroughly prepared and are pitched at an appropriate level for the students. One of the key principles underpinning good teaching and learning is the commitment of teachers towards building positive relationships with young people and demonstrating a commitment to doing the best they can to help and support students with their work. Home Learning is set regularly and a variety of tasks included in line with the school's Homework Policy. Teachers mark work regularly and give frequent constructive feedback both verbally and in writing. We try to create a culture of praise and positive comment in the classroom.

3.5 The standards of behaviour expected in class and throughout the school are explicitly taught by all staff in their lessons and reinforced at the start of each term.

Behaviour in any class will be based on mutual co-operation and respect. It is recognised that all students have the right to a good education. All students will be taught what the Verulam Learner is. These are displayed in each classroom and referred frequently to by all Verulam staff. These are:

Verulam Learner is:

Enthusiastic learner
Respectful of staff and school
Understanding of others
Listens carefully
Aims high
Makes the most of opportunities

All members of the school community will

- Not have their work and education interrupted
- Not be belittled, ridiculed or insulted

- Be able to hear and engage in the lesson
- Not have themselves or their property interfered with
- Be able to contribute their ideas to lessons
- Be responsible for their own equipment

Students will:

- Speak when the teacher has indicated that it is appropriate and not call out
- Be appropriately prepared with textbooks, exercise books, writing materials.
- Arrive at class on time and co-operate by sitting where directed
- Respect the room furniture, materials and leave the room tidy for the next group
- Undertake home learning and class work as directed by staff
- Hand in home learning on time unless a previous agreement has been negotiated
- Wear uniform as described in the Verulam Uniform Policy

3.6 Teachers adopt a variety of strategies to manage students whose behaviour is poor and there is regular training for teachers who need or wish to enhance their ability to manage difficult or challenging behaviour assertively. However, the emphasis is on students to listen and work productively on the tasks they have been set.

3.7 Students may be removed from a classroom using the Verulam Department Buddy System. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. Any further punishment will be arranged through the member of staff and the Behaviour for Learning system.

3.8 Support for teachers managing difficult behaviour is provided from senior staff, department and faculty heads as well as pastoral staff. The Behaviour for Learning Policy is based on a system of Faculty support for all teachers. Faculty Heads are routinely involved in helping to discipline students and in pursuing work not done or not completed satisfactorily. All faculties make arrangements to support the work of their colleagues in dealing with difficult students with their own faculty support procedures. Students are kept after school in school detention (45minutes or 1 hour) where faculty procedures prove ineffective or inappropriate. Year Heads are kept informed of difficulties with particular students and contact parents as appropriate. They have oversight of their year group and through the tutor system monitor the behaviour of students who regularly do not conform to being a Verulam Learner.

3.9 We continue to insist on high standards of behaviour on school trips and visits. Students are expected to represent the school in a positive way and not to behave in a manner likely to damage the reputation of the school.

3.10 Staff will use the Verulam Behaviour for Learning Guide to ensure that all parts of the Behaviour Policy are administered effectively.

3.11 Unacceptable standards of behaviour from parents/carers or members of the public

The Alban Academies Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- shouting or aggressive behaviour

- threatening or abusive language involving swearing or offensive remarks
- making malicious allegations
- derogatory remarks or behaviours
- wilful damage to Trust property
- excessive noise

Parents/carers or members of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

4 Rewards

We try to create a positive culture of praise and reward at Verulam School. Informal, verbal praise and encouragement play an important part in helping establish the right atmosphere and improve relationships. **A copy of the Whole School Rewards system can be seen in Appendix 2.**

4.1 There is a formal system for rewarding students on a day-to-day basis. Good or improved work, good or improved behaviour or service around school and a positive, helpful approach may result in a reward being given in all year groups. This is awarded by using the Bromcom system.

4.2 There is an annual formal Senior Graduation ceremony in January for Year 13 and one in November for Y11 where academic success, sporting and artistic prowess, effort, improvement and a sense of community are all recognised and celebrated.

Celebration Assemblies

At the end of each 1/2 term we celebrate the success of many students who have outstanding attendance and those who win Students of the term for hard work and dedication and/or contribution to school life. Parents of award winners are invited to the end of year celebration assembly.

Rewards Trip / Event

Around 10 students from each form group will take part in a reward event at the end of each term. This will be those students who have excellent attendance and who have the highest number of reward points.

4.3 All students at Verulam are actively encouraged to accept positions of responsibility and this too is seen as a means of positively encouraging students' involvement in the school. There is a formal prefect system with Senior and other prefects selected from the 6th form to undertake a variety of roles and responsibilities in specific areas or around school and at school events. Students in Year 11 are given the opportunity to apply for additional positions of responsibility which will contribute towards the smooth running of the school. There is School Council where students take part in wider consultation and decision-making in school. In the lower part of the school there are form captains elected by their peers. Students in all Year Groups are also given responsibilities as Prefects and the opportunity to begin to take a leading role in working alongside teachers and with more junior students. All students are encouraged to take part in activities outside lessons and this involvement in extra-curricular activity, "Duke of Edinburgh Award Scheme" or in sports teams, for example, often lead to further praise and positive reward. Students' views are regularly sought through surveys and meetings with Governors.

5 Sanctions or Consequences

Powers to discipline – Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention.

At Verulam there is a range of formal and informal sanctions to re-enforce the principles and importance of good behaviour around school. An outline of the Sanctions system can be seen overleaf in the Behaviour for Learning System, which is displayed in every classroom. **A copy of the Behaviour for Learning system can be seen in Appendix 3.**

5.1 The Behaviour for Learning system is clear and most incidents never move beyond the first stage of verbal reprimand and final warning as a quiet word or a public rebuke will usually be all that is needed to correct the behaviour of a student. It is important that all staff follow the BfL policy and apply it consistently. The manner and style of such a reprimand is important and we try not to be aggressive or sarcastic in comments to students; it is never our intention to humiliate or embarrass them.

5.2 Communication with parents is an essential element of our approach to encouraging good behaviour and for more serious breaches of the Code of Conduct or for persistent failure to produce work or comply with instructions, a note should be recorded on Bromcom or a letter, text, email sent home explaining what is going wrong. All teacher should look to have positive relationships with the parents of students they teach. These can be formed through Parents Evenings and reinforced through calls home. We recognise that parents appreciate early notification of problems that arise and prefer to work with the school to prevent more serious situations in the future. Parents are often invited into school to discuss matters with a student's Form tutor, Head of Year or sometimes a senior member of staff. Emails by teaching staff may be used to update parents of events or situations which have arisen, but should not be used as the first form of communication. A telephone call is much more effective in this situation.

5.3 Detentions may be given for incidents where students do not meet the Verulam Values or for persistent failure to co-operate. Class teachers and Faculties may instruct students to stay after a lesson or at a Break or lunchtime in order to catch up on work missed or as punishment for poor behaviour in that lesson. Students will always be offered the opportunity to have their lunch at some time during the detention. If a student is to be kept behind after school, their parents will have been notified at least 24 hours in advance. Whole class detentions are only arranged where a serious incident has occurred. The Behaviour for Learning System outlines when detentions take place and their duration. Notification of school detentions will be by MCAS alert, text, email or phone call home.

5.4 Saturday detentions are held regularly and are supervised by a senior member of staff. These last one and a half hours and again students are expected to attend in uniform, sit in silence, work or undertake community service. Saturday detentions are notified to parents by MCAS alert or text.

Failure to attend School Detention without reasonable cause is itself a serious disciplinary offence and will result in a further sanction being given.

5.6 The school is strongly opposed to any form of bullying: verbal, physical, psychological or indirect/emotional. The students themselves have been keen to emphasise this in both the "Home-School Agreement" and the "Pupil Code". The Anti-Bullying document stresses the importance of developing a culture where students are prepared to talk to adults about their experiences in and travelling to school. It also explains the ways in which students and adults in school are involved in talking about the issue of bullying and how information on the subject can be communicated both openly and confidentially when appropriate. The Verulam Pupil Charter is used to ensure all pupils at the school are clear about the school's stance on bullying and how to deal with it if it should happen. **A copy of the Anti-Bullying document and the Verulam Pupil Charter can be seen in Appendix 4 + 5 respectively.**

5.7 The policy sets out strategies the school adopts to try and prevent bullying and its response when bullying is alleged to have taken place. The school makes clear its commitment to condemn and punish

those who bully when it is appropriate, and to support and build the confidence and coping strategies of those who have been bullied. We are committed to involving students as part of our preventative and our reactive strategies with their peers.

5.8 Department Buddy. If a student continues to disrupt the learning of others, they should be sent from their lesson to a department 'buddy'. Students may be removed from a classroom under the procedure known as Buddy. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. The head of department is responsible for organising the buddy rota. For smaller departments they may need to 'pair up' and support each other. The teacher must inform the student where the buddy room is and email missingstudents to inform that a student is no longer in their lesson. This student will receive an E3 45-minute detention. The teacher who has sent the student to buddy should record this on bromcom.

5.9 Verulam Learning Room. If a student continues to behave poorly once they arrive at the buddy lesson, an email should be sent to SLT via the missingstudents email or send a responsible student to reception. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom. The session will be supervised by the VLR coordinator and may involve additional intervention from the SEND team and senior staff.

Any student who is removed will receive an E3 detention or an internal exclusion depending on the severity of the incident.

5.9 Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Verulam Learning Room (VLR). Work should be provided and students may be allowed free time at break and lunch time if this is appropriate. Parents/carers will always be informed of internal exclusions by the Head of Year or Behaviour Support Manager by telephone and followed by a letter sent home. They may be called into school to discuss the incident and the ways forward.

This is not an exhaustive list, however examples of behaviour which may lead to an internal exclusion are:

- Dishonesty/Lying to a member of staff.
- Swearing across a room.
- Swearing at another student.
- Off site at lunch.
- Walking away from a member of staff.
- Deliberate defiance, including appearance.
- Fighting.
- Bullying incident – Cyber/Verbal/Physical

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case initially by a telephone call and then in writing.

5.10 Exclusion

If it is deemed necessary to exclude a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. An e-mail will also be sent. This communication will be followed up with an official letter as soon as practicably possible and within 24 hours. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Deputy Headteachers. When deciding to exclude a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof applied in school exclusions is the **balance of probabilities**. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc.) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.

There are TWO types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record
- the nature of the offence
- the home background
- exam obligations

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed term exclusion, in line with DfE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion.

The following incidents or offences will normally lead to a fixed-term exclusion. This list is intended to indicate the degree of severity of offences **but is not intended to be exhaustive**:

Gross disobedience.

Swearing at or about a member of staff.

Intimidating a member of staff.

Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol.

Being in the vicinity of smokers.

Assault.

Persistent bullying.

Racist or homophobic language.

Inappropriate use of mobile phone/computer or equipment (including laser pens).

Graffiti or damage.

Cultural intolerance

We will not normally exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign the home-school partnership

If a child is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the pupil's problems; and
- consider what support will best help with the pupil's reintegration into the school at the end of the exclusion

The parents/ carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a re-admission meeting with their parents/carers and a member of the Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- a) actual or threatened violence against a member of staff (in or out of school – see 3.2)
- b) theft from the school, a student or a member of staff
- c) serious actual violence against another student

We have a zero-tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- a) possession, use, supply or intent to supply an illegal drug
- b) bringing a weapon onto the school premises, or having a weapon in school.
- c) sexual abuse or assault
- d) behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

5.11 THE POLICE

It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.

Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

6. Power of Search and use of Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Teachers will physically separate pupils found fighting, or, if a pupil refuses to leave a room when instructed to do so, they can be physically removed.

6.1 Searching Pupils

School Staff can search pupils with their consent for any item.

Head teachers and staff authorised by the head teacher have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

6.2 Use of reasonable force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom **The Head teacher and staff authorised by the head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items. (Exception: Force may not be used when the search is for an item only banned by the school rules)

6.3 Offsite Visits

Offsite Visit Leaders will automatically inherit the powers of search and use of reasonable force.

7. Support for Students with Behavioural Difficulties

We recognise that the behaviour of some students, for a variety of reasons, is particularly difficult to manage. We aim to offer support to these students and work closely with parents and outside agencies to effect improvement.

7.1 Students who have particular difficulties will be identified on the Special Needs Register in school. Where a concern over these students’ behaviour is significant and they are identified as being at School Action or School Action Plus there will be an Individual Education Plan. This plan is co-ordinated by the students' Head of Year and the SENCO. The student, his parents and his teachers are involved in its regular review and amendment. SEN pupils or pupils with disabilities will always be treated in a caring and supportive way when involved in disciplinary situations.

7.2 Students can also receive further support from the outreach teacher from the local Education Support Centre (ESC) or receive anger management training. This will usually mean a regular meeting to discuss progress and strategies for improvement. In some cases, students may be referred to the Educational Psychologist (EP). Counselling is also available for older students from a Connexions Counsellor; in the most serious cases we may make an application for support funding or a Statement

of Special Educational Needs / Education Health Care Plan (EHCP). In each case, parents are directly involved in the process at each stage.

7.3 Where a pupil is thought to be at risk of exclusion a Behaviour Support Plan (BSP) should be implemented by the Deputy Head / Pastoral Director. The BSP will set targets for students and detail support to be provided by parents, outside agencies and the school. All BSPs will be reviewed on a regular basis, initially every two weeks.

7.4 The school also works very closely with the Attendance Improvement Office and we recognise that sometimes there are links between disaffected students, poor behaviour and attendance problems. These issues are regularly reviewed with the school's Attendance Improvement Officer (AIO). In some cases, home visits are arranged as part of the monitoring of students' welfare. The School nurse may also be involved in some cases where there are emotional or other health issues relating to a student's behaviour.

7.5 We work very closely with our local Police Liaison Officers and Police Community Police Officers. The police contribute to our PSHCE programme on issues connected with behaviour, the law and young people and drugs. They also work with us to help promote a community spirit and a sense of responsibility in our students.

8 Alternative Provision

An extension of our support for students with behavioural problems is the opportunity to offer alternative provision to a mainstream school and curriculum.

8.1 Some students who are considered to be at risk of exclusion and who have been working with the ESC outreach worker may undertake a placement at the Centre for a fixed period of time. This is intended to offer the opportunity for more specialised support as well as the chance of a cooling off period. School staff will liaise closely with the Centre over the progress of the student and parents are fully involved in setting up and negotiating the terms of the placement.

8.2 For some students in the Upper School, Years 10 and 11, alternative provision can be found on courses more appropriate for their abilities and needs. Again, parents are fully involved in the process leading up to such provision. The students remain on the Verulam roll but are funded to receive tuition elsewhere; the local college, for example. It is also possible to negotiate a restricted programme of academic subjects in school with an extended work experience placement in some cases.

9 PARTICIPATION IN SCHOOL TRIPS

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student's behaviour or attitude is in question and they are removed from the trip due to their conduct, any monies paid to date will not be refunded.

June 2021

Note: All Appendices will be added at a later date