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| Policy Owner   | Len Blom           |
| Approving Body | Board of Governors |
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## **St. Aubyn's School Behaviour Management Policy**

### **Introduction**

St. Aubyn's School, including EYFS, aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of participation, teamwork and leadership through our extensive programme of extra-curricular activities.

The school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take his/her place in the modern world.

### **Code of Conduct**

The school's community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why, as well as the consequences of poor behaviour. Our expectations of pupils are age-appropriate and departmental handbooks give further guidance with regard to expectations for pupils of different ages.

Everyone at St. Aubyn's has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is on our web site. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability.



We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

### **Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at St. Aubyn's undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

### **Unexplained Absences**

We will telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the governors' policy not to allow holiday to be taken during term, unless the circumstances are exceptional.

### **Involvement of Pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, class and tutor time and via Pupil School Councils, which meet regularly.

### **School Rules and Regulations**

The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our reward and responsibility schemes, such as 'Circle Time' and 'Young Managers'. Sanctions help us to set boundaries and to manage challenging behaviour. Our rules and regulations are set out on the web and in the whole-school handbook and may change from time to time. Parents and Guardians undertake when signing the Parent Contract to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:



- Loss of break-time
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Detention (after school)
- Headmaster's Detention (Saturday Morning)
- Suspension for a specified period, removal or expulsion.

All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Antithetic parental behaviour

### **Physical Restraint**

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *“Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *“Causing personal injury to any person (including the pupil themselves)*
- *“Causing damage to the property of any person (including the pupil themselves)*
- *“Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise”*



The Act also defines to whom the power applies as follows:

- *“Any teacher who works at the school*
- *“Any other person whom the headmaster has authorised to have control or charge of pupils”*

All of our staff receive training in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance “Restraint,” that include:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *“The chances of achieving the desired result by other means*
- *“The relative risks associated with physical intervention compared with using other strategies”*

All staff follow guidance set out in the school’s ‘Physical Contact’ policy, which is available via the website.

Every member of staff will inform the Headmaster immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a method for managing that individual pupil’s behaviour.

### **Teaching and Learning**

St Aubyn’s School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching and support staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate, participate and work hard.

Our Teaching and Learning Policy sets out our aims and expectations for staff, children and parents. It is available on the school website.

### **Complaints**

We hope that you will not feel the need to complain about the operation of our behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school’s complaints



procedures, which apply equally to the Nursery Department and have been drafted to meet the specific requirements for EYFS pupils (as described in the ensuing paragraph), are in the parent's handbook and on our website. We will also send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of an investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should though be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from [www.ofsted.gov.uk](http://www.ofsted.gov.uk) .