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St. Aubyn's School Behaviour Management Policy



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1. Aims

The aims of this policy are as follows:

- to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
- to ensure, so far as possible, that every pupil in the School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the School community;
- to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
- to encourage pupils to accept responsibility for their behaviour;
- to set out the sanctions available to the School in the event of pupil misbehaviour;
- to promote and support the School's values;
- to help to create a culture of safety, equality and protection.

2. Scope and application

This policy applies to all pupils and at all times when a pupil is:

- in or at School;
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips;
- associated with the School at any time.

This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;



- have repercussions for the orderly running of the School;
- bring the School into disrepute.

3. 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

Everyone at St. Aubyn's, and particularly the vulnerable, has a right to feel secure, to be treated with respect and to learn, free from the disruption of others. Harassment and bullying will not be tolerated. Our Anti-bullying policy is on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, 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. 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. The School strongly rejects the use of corporal punishment.

4. 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.

Parents should:

- discuss any behavioural concerns with the class teacher promptly;



- inform the School of any changes in circumstance that may affect their child's behaviour;
- support their child in adhering to the Behaviour Management Policy;
- be involved in fostering and modelling good relationships.

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

5. 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.

6. Involvement of Staff

Staff should:

- implement the Behaviour Policy consistently;
- model the behaviour at all times;
- provide a personalised approach to the specific needs of pupils;
- record all incidents

SMT should:

- support staff in responding to incidents promptly

7. Promoting Good Behaviour

- **Pre Prep Rewards**

Pupils in Pre Prep are expected to behave well in class and on the playground and exercise good behaviour towards their peers by following the St. Aubyn's Promises. We do not condone verbal or physical bullying or any other behaviour that may cause distress. Caring and considerate behaviour for others is promoted at all times and is a focus within our curriculum. Many of these areas are highlighted in



assemblies as well as in lessons.

Every opportunity is taken to praise and recognise success and effort through:

- Dojo points
- verbal praise
- stickers and positive comments
- certificates in weekly 'Celebration' assemblies
- Headmaster's Commendations
- Golden Time
- displaying work on the Pre Prep Superstars Board
- Gratitude Wall
- certificates at the end of term

Acceptable behaviour is reinforced through the PSHEE curriculum which supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Inspection Framework, as well as significantly contributing to the School's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

- **Middle School – Rewards**

In Middle School, we recognise the benefits of positive reinforcement through praise and support. We ensure that children are given the opportunity to succeed. We praise and highlight the successes of children through:

- House points for good or improved work, effort and good behaviour
- stickers to encourage progress
- merit badges at weekly assemblies
- times tables ambassadors awards
- achievement and 'Star Pupil' Boards
- Headmaster's commendations
- merit, progress and achievement certificates at the end of each term
- prizes at the end of year Prize Giving

- **Senior School – Rewards**

In Senior School, we recognise the benefits of positive reinforcement through praise and support. We ensure that children are given the opportunity to succeed. We



praise and highlight the successes of children through:

- verbal praise
- House points for good or improved work, effort and good behaviour
- achievement noticeboards
- Senior Star awards in weekly HoD assemblies
- Headmaster's commendations
- certificates in Final Assemblies
- prizes at the end of year Prize Giving

8. Minor Breaches of Discipline

The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School procedures and policies for behaviour and discipline.

Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes.

When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole. Sanctions may include:

- loss of break-time for misbehaviour such as disruption or poor attitude
- withdrawal of privileges
- confiscation of property that is being used inappropriately or without consideration
- tutor Detention (after school)
- Head of Senior School Detention
- Headmaster's Detention
- suspension for a specified period, removal or expulsion.

9. Serious Breaches of Discipline

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:



- sexual harassment
- racist or sexist abuse
- sexual misconduct
- bullying/cyber-bullying – refer to Anti-Bullying Policy
- inappropriate use of IT
- physical assault/ threatening behaviour
- fighting
- drug abuse
- alcohol and tobacco abuse
- theft
- damage to property
- persistent disruptive behaviour
- antithetic parental behaviour

10. Additional Needs

In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to make to avoid substantial disadvantage to the pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

Whether reasonable steps have been taken to understand and address the pupil's educational and/or other needs or vulnerabilities.

Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.

Whether in the light of the conclusions in respect of the above, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

(a) ensuring that education, benefits, facilities and services are targeted at those who most need them;

(b) the fair exercise of powers;

(c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's Safeguarding Policy)

(d) maintaining academic and behaviour standards; and



(e) ensuring the wellbeing and dignity of pupils.

If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Additional Learning

11. Safeguarding

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:

- bullying (including cyber-bullying and prejudice-based bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and / or sexual harassment;
- upskirting and / or attempts to commit upskirting;
- sexting (also known as youth produced sexual imagery);
- initiation / hazing type violence and rituals.

The School's policy and procedures with regard to peer on peer abuse are set out in the School's safeguarding policy. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the procedures in the safeguarding policy will take priority.

12. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action against the pupil in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.



The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

13. Positive Handling

- Like all schools, we reserve the right for our staff to use *reasonable force* to control a pupil in specific circumstances, as set out in Appendix 1

14. Staff Training

Staff receive training in the circumstances in which reasonable minimum force may be used, both as part of their induction on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to positively handle 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 positive handling is appropriate.

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 positively handle a pupil physically. We will always inform a parent when it has been necessary to use positive handling, and invite them to the school, so that we can, if necessary, agree a method for managing that individual pupil's behaviour.

15. 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 on the policies page of the school 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 .



Appendix 1 Use of reasonable force

1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013).

2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

2.1 committing a criminal offence;

2.2 injuring themselves or others;

2.3 causing damage to property, including their own;

2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

4 In addition, reasonable force may be used to conduct a search for certain "prohibited items"

5 In these circumstances, 'reasonable' means using no more force than is needed.

6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

7 Where reasonable force is used by a member of staff, the Deputy Head (Administration) must be informed of the incident and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force.