

Policy Owner	Head
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## **Behaviour Management Policy**

**St. Aubyn's School**

***This policy should be read in conjunction with our Safeguarding and Anti Bullying 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 teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- To develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- 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.
- To encourage good behaviour and kindness by providing a system of rewards for pupils of all ages and abilities.

## **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.

## Principles

The academic, social and emotional development of each pupil is dependent upon the atmosphere created within the school. A behaviour policy helps to create an atmosphere where everyone knows the expectations of all involved in the School. It is important for teachers and other adults in school to be **consistent** and **fair** in their handling of pupils in order to provide a comfortable and secure environment. This is dependent upon mutual respect between teacher, pupils and parents/carers. Teachers, non-teaching staff and other adult helpers are encouraged to approach the care of our pupils in a positive way, reinforcing the philosophy and ethos of the school and following the School's Behaviour Policy and Anti-Bullying Policy.

Positive behaviour will be discussed explicitly and reinforced during assemblies, form times and PSHEE lessons and as opportunities arise at other times in the School day. Implicit messages about behaviour will be picked up by pupils in the classrooms, when lining up, at the start of the day and at home time, in the corridors and at playtime when they see how adults and other pupils react to each other. Members of staff should always be aware that they are role models to the pupils.

At St. Aubyn's, all adults involved within the school are responsible for and should have high expectations of the pupils' behaviour.

The following points are worthy of consideration:

Good behaviour has to be worked for, it does not simply happen.

Standards of work, respect and behaviour depend upon the example set by all adults in the community.

All members of the community should expect to give and receive respect.

Positive behaviour is to be promoted at all times.

Problems are normal where pupils are learning and testing the boundaries of acceptable behaviour. The success of a Behaviour Policy is tested not by the absence of problems but by how they are dealt with when they occur. (See Policy for Anti-Bullying)

Discipline and the development of self-discipline are achieved through a co-operative process involving pupils, staff and parents/carers.

A restorative approach to behaviour management is key and should work alongside a firm, but fair and consistent communication style between the staff and the pupils.

### **3. Code of Conduct**

The School's community of Governors, staff, parents/carers 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 or other protected characteristics.

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. They should speak with respect and manners to one another and to the teachers and other staff. 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/carers and Guardians**

Parents/carers and guardians who accept a place for their pupil 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/carers should:

- Discuss any behavioural concerns with the class teacher promptly.
- Inform the School of any changes in circumstance that may affect their pupil's behaviour.
- Support their pupil in adhering to the Behaviour Management Policy.
- Be involved in fostering and modelling good relationships.

We are always happy to consider suggestions from parents/carers 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 the pupil School Council, which meet regularly.

The School Council was involved in the creation of this policy. They met with the Head and discussed the key points, before going back to their classes to discuss with their peers. When the council next met, the School Council representatives brought the ideas of their classmates to the table. Where the pupil voice has been included in this final policy, it will be represented by this icon:



## **6. Involvement of Staff**

Staff should:

- Implement the Behaviour Policy consistently.

- Refer consistently to the St. Aubyn's Promises when highlighting positive *or* unacceptable behaviour.
- Model positive behaviour at all times.
- Provide a consistent, firm and fair approach towards all pupils.
- Provide a personalised approach to the specific needs of pupils, especially where SEND is a consideration.
- Record all appropriate incidents in the correct way on CPOMS.

In general, the escalation of behaviour management for unacceptable and positive behaviour should be as follows:

#### **Class Teacher – Deputy HoD – HoD – Deputy Head – Head**

There will be times when, in line with policy, either positive or negative behaviour should be escalated. These decisions will be made by Class Teachers or Heads of Department and may involve the pupil involved visiting the Deputy Head's office or Head's office. In the case of positive behaviour, this is likely to be fed back to parents via email. In the case of behaviour that is negative, the member of SMT involved will take a view on contacting the parents about this before or after the meeting, or invite them to be present.

SMT should:

- Support staff in responding to incidents promptly.
- Keep staff training up to date with regards to behaviour management.
- Set an example by being present and available in key areas of the School, especially where behaviour can be more challenging.

Staff and SMT must not:

- Shout
- Shame or humiliate pupils in front of their peers.
- Sanction pupils without sufficient evidence of unacceptable behaviour.

#### **Different areas of the school**

Staff will, from time to time, have different expectations of pupils' behaviour depending on where they are in the school.

This could mean that, for example, in DT or sport, safety considerations demand a firmer approach. It could also mean, for example, in some other subjects that more freedom for excited responses are to be expected. Staff are well trained and expected to use their

judgement in these areas, whilst retaining the key features of the policy and a focus on the concepts of being *firm and fair*.

### **Behaviour on school trips – term time and non-term time, residential and day trips**

Staff will, from time to time, have different expectations of pupils' behaviour depending on where they are and what kind of trip they are on.

Overall, the principle is that this behaviour policy is followed at all times. Pupils can expect sanctions and rewards to remain consistent if they are away from school for any reason, in a school organised activity.

### **St. Aubyn's Promises**

The St. Aubyn's Promises run as a thread through the whole school, giving us an understanding of the behaviour expectations of our pupils.

*When pupils are spoken to about their behaviour (positive or negative), given sanctions or parents/carers spoken to in regard to poor behaviour, the St. Aubyn's Promises are the starting point for that conversation.*

1. **We do our best to be our best:** Every day, we try our best in lessons and life
2. **We are respectful:** We show respect to our teachers, to people who help us, to each other and to ourselves. We don't gossip or unfairly judge others.
3. **We follow instructions politely:** We listen carefully to teachers and do as we're asked, understanding that cooperation is key to our success
4. **We are peacemakers:** In every situation, big or small, we choose understanding and harmony over conflict.
5. **We are truthful and honest, especially with ourselves:** Honesty guides us on a journey of self-discovery and integrity.
6. **We treat others as we want to be treated:** With kindness and respect, we build connections based on empathy and compassion.
7. **We listen carefully to each other:** Every voice matters, and we value understanding and unity in our conversations.
8. **We embrace our differences:** Diversity is our strength, and inclusivity is our way of life.
9. **We celebrate others' success:** Together, we find joy in each other's achievements, lifting each other up along the way.
10. **We make a positive change in the world:** With purpose and compassion, we strive to leave a positive impact on the world around us.

## **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:

- House points
- Verbal praise
- Stickers and positive comments
- Certificates in weekly 'Celebration' assemblies
- Head's Commendations
- Nomination for 'Breakfast with the Head'
- Golden Time
- Displaying work on the Pre Prep Superstars Board
- Gratitude Wall
- Certificates at the end of term

House Points will link directly to the St. Aubyn's Promises. When a pupil is awarded a House Point, this will be displayed on screen and related to what Promise was being followed.



*Pupils were keen that House Points mean something real, otherwise, older children stop caring so much about them.*

House points will be collated and certificates given out in assemblies for reaching different amounts of house points:

50 Bronze

100 Silver  
200 Gold  
300 Platinum

Pupils receiving a lot of House Points for following the St. Aubyn's Promises will have more chance of being chosen for the 'Breakfast with the Head'.

Acceptable behaviour is reinforced through the PSHEE curriculum, 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 pupils.

### Prep Rewards

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

- House points for good or improved work, effort and good behaviour
- Stickers to encourage progress
- Merit badges at weekly assemblies
- Nomination for 'Breakfast with the Head'
- Achievement and 'Star Pupil' Boards
- Head's commendations
- Achievement, progress and citizenship certificates at the end of each term
- Prizes at the end of year Prize Giving.



*Pupils were happy that teachers could have their own systems in place. For example, there might be class marbles, or table points. Pupils suggested that teachers can choose their own special ways in class for recognising good behaviour.*

## Sanctions

Pupils need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. The boundaries for what is considered to be acceptable behaviour at St. Aubyn's are made clear in the *St. Aubyn's Promises*, by tutors and other members of staff, in PSHEE lessons and in assemblies.

Minor breaches of discipline are generally dealt with by the tutor for that class, or the member of staff teaching the pupil or *on duty* when the problem occurs. The adult should deal with the problem in a caring, supportive and fair manner, whilst being firm in situations where behaviour is not acceptable.

*Members of staff must listen to the pupil's explanation* and must ensure that the pupil understands why the behaviour is unacceptable, if it is proven to have occurred.

Generally, if a problem has arisen and been dealt with by another member of staff, the tutor for that pupil should be informed. This should then be recorded on the pupil's individual record on our CPOMS System

Whilst each case is treated individually, ***there must be a consistency to the approach taken.*** This will ensure that pupils know the behaviour agreement that is in place and what consequences there are for behaviour that is unacceptable. Pupils are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Pupils at different ages and stages of their development will naturally be treated differently but always firmly and fairly.

**When speaking to pupils about their behaviour, this must be done with sensitivity. It is not part of our policy to shame pupils in front of others, and it is vital that we give pupils the opportunity to:**

- Understand the behaviour they are accused of
- Have a chance to explain or deny that behaviour
- Understand what is expected of them in the future



## Minor Breaches of Discipline

The School has pastoral support systems in place to assist pupils in managing their behaviour.

**Most minor breaches will be dealt with through reinforcing positive behaviour messaging.**

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. Actions may include:

- A firm reminder of behaviour expectations, in line with the St. Aubyn's Promises.
- A short 'time out' from a situation to de-escalate unacceptable behaviour.
- A reminder that should the unacceptable behaviour continue, a Breach of Promise card will be issued.

## School Uniform

Consistent breaches of the School Uniform Regulations can become a behaviour management issue. When incorrect uniform is worn, the first response should be a reminder to the pupil (where age appropriate) and their parents/carers of the correct uniform.

When breaches are consistent, despite reminders and communication with the pupils and their parents/carers, a 'Uniform Card' should be given to the pupil in question. This will be recorded and a letter home to parents/carers about the specific breach will be sent.

If a child consistently receives Uniform Cards, the HOD will decide if the situation is best dealt with in terms of this behaviour policy or with a meeting with parents.

## Breach of Promise Card

Throughout the School, repeated minor breaches, or a moderate breach of the *St. Aubyn's Promises* may lead to a member of staff giving a **Breach of Promise Card** to the pupil in question.



These tend to not be used extensively in Pre-Prep but can be if the situation calls for it. Teachers will email the Head of Department and Form Tutor to inform that a Breach of Promise card has been given. The pupil will take the card to the Head of Department at a time designated by the member of staff who has given the card. The pupil will need to explain their behaviour and the Head of Department will reiterate the messaging around the St. Aubyn's Promises. A record of the breach will be made on CPOMS, with **three cards in one term resulting in a missed playtime where the pupil will be given time to reflect on their behaviour and undertake restorative practice activities.**

Where a Breach of Promise Card is given and there is a victim to the behaviour that has occurred, the victim should receive an apology from the aggressor in line with restorative practice principles. **This is an important aspect of the behaviour policy and should not be neglected.**

*It is generally accepted that where violence has occurred, the least sanction expected would be a Breach of Promise Card, but staff are at liberty to use their judgement in this area if, for example, there are extenuating circumstances surrounding the pupil or incident.*

*Breach of Promise Cards are to be given only by teaching staff or LSAs. Where other staff believe a Breach of Promise card is necessary, they should report this to the Head of Department.*

Other restorative practice activities can be undertaken alongside the Breach of Promise Card process.

### **Restorative Behaviour Sheet**

For serious breaches of the *St. Aubyn's Promises* a Restorative Behaviour Sheet should be filled in by the pupil and member of staff concerned (see Appendices). A Prep pupil will then discuss the behaviour sheet with the Head of Prep and the parents/carers will be contacted. In Pre-Prep, the process happens in the same way with the Head of Pre-Prep. Restorative Behaviour Sheets will be recorded on CPOMS in a separate category.

A vital part of this process is the restorative aspect, where a victim of behaviour is involved, that victim must be a part of the process and **their parents must be informed also.**

**Any incident that involves a pupil breaching the St. Aubyn's Promises and discriminating against protected characteristics will result in a direct move to a Restorative Behaviour Sheet, with parents being informed.**

Protected characteristics are:



- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### 9. Serious Breaches of Discipline

All parents/carers and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head 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

There may be occasions when a pupil needs to be immediately removed from the classroom, in order to keep them or other people safe, or in order to stop clear barriers to learning.

In a situation where these behaviours are proven beyond reasonable doubt, the Head will be informed and will take appropriate action in line with this policy and the school Terms and Conditions.





*Pupils were concerned that children should only be asked to leave the school for really serious things that meant others were not safe.*

## **10 Special Educational Needs and Disabilities (SEND)**

The School recognises that where challenging behaviour is related to a pupil's special educational needs or 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 Learning Support.

## **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 (KSCIE 2023) child on child 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 pupil 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 pupil or pupils 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 pupil 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 Head 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. Search and Screening**

There may be incidents of behaviour management that require a search to take place of pupils. In this situation, the Search and Screening Policy is adhered to.

### **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 pupil 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/carers 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/carers" reference 080113 from [www.ofsted.gov.uk](http://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/carers, 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/carers will be informed about serious incidents involving the use of force.

## **Appendix 2**

### **Breach of Promise Card**



## **Breach of Promise Card**



### Appendix 3

### Uniform Card



### UNIFORM CARD

Reason: \_\_\_\_\_



**Appendix 4**

**Restorative Behaviour Sheet**

Name of pupil:

Date:

Date and time of incident:

The St. Aubyn's Promise that I did not follow was (underline all that apply):

1. *We do our best to be our best*
2. *We are respectful*
3. *We follow instructions politely*
4. *We are peacemakers*
5. *We are truthful and honest, especially with ourselves*
6. *We treat others as we want to be treated*
7. *We listen carefully to each other*
8. *We embrace our differences*
9. *We celebrate others' success*
10. *We make a positive change in the world*

**What happened:**

**What I should do next time:**

**How can I make things better?**

**Signed**

**Pupil:**

**MOS:**



# Reflect and reset

What happened?

I felt

They felt

What now?

Talk about it



Solve a problem



Write a letter



Something else

Say sorry



Journal



Make a plan for next time

