



St Andrew's

BERKSHIRE

Behaviour, Discipline and Exclusion

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS).

[The School acknowledges its legal duties under the Equality Act 2010, and the SEND Code of Practice in respect of safeguarding and in respect of pupils with special educational needs]

Introduction

The School aims to encourage pupils to adopt the highest standards of behaviour, principles and morals. We aim to promote an environment of 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. ***Our vision, is to nurture happy, grounded and kind children, who are stretched but not stressed, and who leave the School with a zest for learning and for life.***

St Andrew's aims to treat everyone as an individual and to help them to take their place in the modern world. All rewards and sanctions will be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

We expect pupils to behave in a manner that reflects the best interests of the whole community.

School Values

- **Be kind**
- **Be your best self**
- **Dare to think differently (Prep) / Make good choices (Pre-Prep)**

Legislation

This policy is based on advice from the Department of Education:

[Behaviour in schools guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Principles

We aim for the children to learn, understand and be able to apply these values across all areas of School life and beyond. Rewards and sanctions will be explicitly linked to these, so that the pupils learn to take increasing responsibility for their choices and decisions at an age-appropriate level.

The values will be taught, reinforced and modelled at every opportunity. For example:

- Explained at the start of each academic year and term
- Themes for assemblies
- Staff modelling
- Regularly identifying, highlighting and celebrating examples of pupils demonstrating the values
- In the case of poor choices or decisions, where appropriate, language linked to the values will be used when unpicking the behaviour.

The St Andrew's School community of governors, staff, pupils and parents adhere to a code of conduct, rather than to lists of rules. The School sees education as a partnership. 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.

St Andrew's School is a Church of England School and has Christian values at the heart of its Values, Code of Conduct and Expectations of Pupils.

Roles and Responsibilities

The Head Master

The Head Master's role is to determine the detail of the standard of behaviour acceptable to the School. He has the responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Head Master.

The Head Master is expected to:

- promote self-discipline and proper regard for authority amongst pupils
- encourage good behaviour and respect for others, and prevent all forms of bullying amongst pupils
- ensure that the standard of behaviour is acceptable
- regulate the conduct of pupils
- apply any sanctions fairly and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time. They will not involve any form of unlawful or degrading activity.

The Deputy Head (Pastoral), Head of Pre-Prep, Head of EYFS, Head of Juniors, Head of Middles and Head of Seniors.

The Deputy Head (Pastoral) is responsible for maintaining good discipline around the whole-School and monitoring the discipline logs. They will advise staff on sanctions. The Head of Pre-Prep is responsible for discipline in Nursery and Reception alongside the Head of EYFS, and for all children in Years 1 and 2. The Head of Pre-Prep will advise staff as appropriate, and organise any School-based sanctions. The Head of Juniors is responsible for discipline in Years 3 and 4, The Head of Middles for Years 5 and 6 and the Head of Seniors for Years 7 and 8.

Form Teachers

Form Teachers act as personal tutors for the pupils in their form and, as such, are the pastoral backbone of the School, dealing with minor discipline matters and the pastoral elements of poor behaviour and discipline. They are responsible for recording patterns of behaviour and updating the Head of Department or the Deputy Head Pastoral.

All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently.

The working of the School's policies and procedures will be discussed at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will be called upon from time to time to identify problems that may be behind any poor behaviour and to suggest possible courses of action.

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. In the Prep School, Form Tutors will go through the Pupil Code of Conduct at the beginning of each year and pupils will be asked to sign this. This will then be revisited regularly and also used in discussions both celebrating positive behaviour and unpicking poor behaviour. Pupils have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Our experience shows that the pupils' respect for the School's ethos is enhanced by listening to them and by encouraging constructive suggestions from them (e.g. via the School Council, which meets regularly). At the School Council the pupils are allowed to express and represent the views of their peers freely. Other consultation devices such as surveys for both pupils and staff will be used to review and refine procedures.

Parents and Guardians

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

School Rules and Regulations

The School's rules and regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the rules and regulations are set out in the Parent Handbook and may change from time to time but parents will be informed of changes. Parents undertake to support the authority of the Head Master in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Rewards and Sanctions

All rewards and sanctions will be applied fairly and consistently; rewards and sanctions will be linked to demonstration or breaching of the School values or the School Code of Conduct. None of the School's punishments will be degrading or humiliating.

In the Pre-Prep, all classes visually display a copy of the School Values and discuss what it means in their classroom. Each class has a behavioural incentive chart that consists of a star rainbow, sun, cloud and raincloud. All pupils' names are moveable across the day according

to their attitude to learning, achievement and adherence to the Prep-Prep Values. All pupils start every new day on the sunshine.

In the Prep School, Years 3 and 4 have displays in their classrooms reminding them of how positive behaviour is rewarded, as well as what the sanctions procedures are and examples of what may lead to sanctions. For Years 5-8, this is printed in their study diaries. The language of making choices and decisions is consistently reinforced.

Rewards

The School believes that it is important to find as many opportunities as possible to reward positive behaviour, wherever that might be, across all areas of school life.

House (Pre-Prep) / Section (Prep) Points

Children are rewarded with house / section points for personal academic achievement and effort and for upholding the School Values.

In the Pre-Prep, the children are awarded a house token, which they put into their house jar. These are then collated from all Pre-Prep year groups during a Friday assembly and accumulate during the term. The House with the most tokens every term wins the House cup and enjoys an extra playtime in the woods at a convenient time.

In the Prep School, the children are awarded COMS (commendations) and GOMS (Good Order Marks)



Commendations COMS

for outstanding
classwork; going above
and beyond



Good Order Marks GOMS

kindness / politeness
/ respect / positive
behaviour / good
manners

What happens to COMS and GOMS?

INDIVIDUALLY

Section points are recorded in study diaries (Y5-8) or on the wall in form rooms (Juniors).

Those who earn the most points for their section will be awarded a section badge in a Monday assembly.

GOMS will be counted up each term and can then be used in the GOM Shop at the end of each term.



COLLECTIVELY

The winning section for each week is announced in Monday assembly.

The winning section at the end of each term receives a **prize** for everybody in the section.

There is a **section party** for the winning section, at the end of the year.

X50 section points = Certificate awarded
 X100 section points = Super Cert
 X150 section points = Super, Super Cert
 X 200 section points = St Andrew's
 Special Certificate and badge awarded



Other examples are:

- Praise (individual or group) - personal or via assemblies, newsletter etc.
- Telephone call or letter to parents, in the Pre-Prep posting on Tapestry
- Weekly good effort/work certificates in the Pre-Prep and Junior Department
- Stamps and stickers in books
- Termly and end-of-year prizes for progress, achievement and good citizenship
- Subject cups for excellence in games and music
- End of term reports

Sanctions

With the pupils, we use the language of choice and decision making, in relation to their behaviour. This is why warnings are given, as an opportunity to highlight the choice and also the consequence of subsequent actions.

No pupil may directly or indirectly discipline another pupil. In accordance with the law there is no corporal punishment or the threat of corporal punishment allowed by the School.

Bullying (including cyber bullying), as defined in the Anti-Bullying Policy, will be dealt with in accordance with this policy.

Many infringements are of a minor nature requiring simple remedial action by the teacher or the member of staff. For minor misdemeanours in the Prep, the consequence will be a 'demerit'. Demerits work on a weekly basis i.e. a new week is a fresh start; however, they are reported to parents on a termly basis and also closely monitored by the Heads of Year and Deputy Head (Pastoral) to observe any patterns of behaviour.

More serious offences will result in part of a break time or a whole break time (detention) being missed on a Friday. If a detention takes place, then the parents are informed by the Head of Year.

The Deputy Heads, Head of Juniors, Head of Middles, Head of Seniors will be consulted if the offence is more serious and they may bring it to the attention of the Deputy Head (Pastoral) and or the Head Master's notice. Persistent offenders will be mentioned at the weekly staff meeting or at concerns meetings. This may lead to the child being put onto an individual report sheet. This would be drawn up in conjunction with the child and their parents.

In Pre-Prep weekly staff meetings, specific children and incidents are discussed and updates provided.

The age of children means that they are at different states of maturing socially and emotionally. Especially with the younger children staff individualise their approach to teaching children about their behaviour choices, by knowing the children well and employing specific strategies.

For children with SEND, then reasonable adjustment will be considered. See the paragraph later in the policy for information about this.

Educational Visits

The Head Master will not allow pupils to participate in an educational visit, sports fixture or School trip (including holidays) if their behaviour at School indicates that the pupil's presence on the trip will be prejudicial to good order and/or safety. Any serious offence whilst on an educational visit will result in the pupil being sent home at the parents' expense.

Promoting Positive Behaviour - SANCTIONS PROCEDURES – Pre-Prep

Steps 1 to 3 below would usually be carried out by the class teacher and/or a teaching assistant.

Specialist teachers follow this policy and are expected to implement step 1 and 2, keeping the class teacher informed.

Step 1	2 verbal warnings Move Down. 5 minutes of playtime missed.
Step 2	Incident logged
Step 3	Parent informed
Step 4	Head of Pre-Prep involvement
Step 5	Head Master action

Step 1 – Verbal Warning

If a Pre-Prep Value is broken, two verbal warnings will be given before the pupil's name is moved down one symbol on the weather chart. 5 minutes of next playtime will be missed. After 'time out' the pupil will explain to the adult what they have done wrong in relation to the Pre-Prep Values and suggest an alternative response to make next time. The child's name is moved back to the sun to signify a fresh start Reception children on the cloud can move up again as soon as a good choice is made.

Step 2 – Incident Logged

If a child continues to repeat bad choices that lesson or later that day, the teacher will make a brief log of the behaviour and inform the Head of Pre-Prep.

Step 3 – Parent Informed

If the poor behaviour continues or a more serious incident occurs, the pupil's name will move straight down to the storm cloud. During playtime, the child will be away from others

in order to reflect on their behaviour. The class teacher will discuss with the child what rule has been broken or bad choice made to ensure they have understood exactly what they have done. This will be reported to parents on the same day. The Head of Pre-Prep will be informed of the incident, it will be logged on CPOMS and shared with staff in the weekly department meeting, where Minutes are read by the Head Master.

Step 4 – Pre-Prep Head Involvement

Where necessary, the Head of Pre-Prep will be involved immediately and meet with the parents as soon as possible to discuss the incident and decide a plan to move the behaviour / situation forward. Conversations will be logged on CPOMS. If a decision is made for the child to be temporarily excluded from playtimes, adequate supervision will be arranged by the Head of Pre-Prep.

Step 5 – Headmaster Action

If a child continues with the same or similar breaches of the Pre-Prep Values following the initiation of Step 4, or a one-off incident occurs which is deemed more severe, the class teacher and/or Head of Pre-Prep will inform the Head Master who will inform parents as soon as possible. A meeting will take place once a thorough investigation has occurred. The meeting may take place with the pupil and parents together, or with the parents alone initially. Evidence, without names to identify pupils, will be shared with parents where appropriate and the Head Master will explain the next course of action.

A meeting between the Head Master, pupil and pupil's class teacher may take place in which the Head Master will explain to the pupil the manner in which the behaviour contravenes the School's Code of Conduct and how different choices could be made in the future. Any sanction will be proportionate and relevant to the infringement, age and understanding of the pupil, and will aim to assist the pupil to make amends and learn from their actions. A written summary of the Head Master's meeting will be placed on CPOMS.

A temporary or permanent exclusion may be applied.

Rough and Tumble Play and Fantasy Aggression (Pre-Prep)

Young children often engage in play that has mildly-aggressive themes (such as superheroes and weapons play), especially outside in the playground and woods. We recognise that some rough and tumble play are normal for young children and acceptable within limits. Pre-Prep staff on supervision are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution. These expectations and acceptable boundaries are regularly reinforced through Pre-Prep assemblies.

Behaviour Guidelines for Early Years

Our youngest children are encouraged to behave towards each other with kindness. They are taught to be truthful, helpful, polite and look after possessions. The children are made aware of the Pre-Prep Values by adult modelling every day. The visual behaviour display will be used (sunshine, cloud, rainbow) as well as stickers for instant rewards. Staff explain to children why some behaviours are unacceptable and hurtful to others and can react immediately to reinforce good choices.

Occasionally, a child may be sent to see the Head of Early Years or the Head of Pre-Prep, who will explain the inappropriateness of a particular behaviour. Parents are informed verbally when any serious sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the Head of EYFS / Head of Pre-Prep.

Promoting Positive Behaviour - SANCTIONS PROCEDURES – Prep School

Step 1	Explicit warning given and an opportunity to change the behaviour
Step 2 *	Demerit given. All demerits are recorded and reported to parents at the end of each term. A new term signals a clean slate.
Step 3	2 demerits in a week result in 15 minutes of a Friday break being missed. Supervised by the Head of Juniors /Middles/Seniors.
Step 4	3 demerits in a week will trigger a full break detention and an email home to parents from the Head of Juniors / Middles / Seniors. <i>Children who accumulate several demerits over the course of half term may also sit a detention at the discretion of the Head of Year.</i>
Step 5	3 full detentions in a half term or 4 full detentions in a term lead to an internal suspension

Referral to Head of Year / Deputy Head (Pastoral)

More serious incidents will be referred to the Head of Juniors / Middles / Seniors, who may then impose an additional sanction, such as an automatic detention. The Deputy Head (Pastoral) and or the Head Master may also be involved and parents contacted.

***In the Junior department**, teachers may decide that it is more appropriate for a child to miss five minutes of their break time instead of giving a demerit. The break time will be missed on the same day and the behaviour will be discussed between the child and teacher. If a child in Juniors receives two demerits in a week, then they should be contacted by the Form Tutor.

Staff should make sure that a warning is always given first, where possible, in order to give the child an opportunity to change their behaviour.

If a demerit is given, the member of staff should make sure it is clear to the child why the demerit has been given. It may be more appropriate to discuss this at the end of the lesson, not in front of other children.

With games kit / equipment, a child will receive a warning ('kit warning') and this will be recorded on sheets in their changing room. If a child then has a repeated incident or missing kit / equipment then the member of staff dealing with the second incident will record it as a demerit on the spreadsheet. Juniors will have two warnings for the first term.

On match days, Years 6-8 will receive an automatic demerit for missing kit or equipment. Years 3, 4, and 5 (first term) will receive a kit warning or demerit if they have already had a warning that week. There is a clean slate each week.

The class teacher or duty teacher will address most minor behaviour problems. Persistent offenders will be discussed with the pupil's Form Tutor and mentioned at a staff 'concerns' meeting. More serious offences are initially dealt with by Head of Juniors, Head of Middles, Head of Seniors and will be referred to the Deputy Head (Pastoral) and / or the Head Master.

Any sanctions must be seen to be fair. They must not be excessive or idiosyncratic punishments. The writing of 'lines' is not used; however, a piece of work may be rewritten. Isolation at night is not an acceptable sanction either.

It is not School policy to ridicule a child publicly, although reference to misbehaviour may be made to others in the peer group or at morning assembly.

Internal suspension

- Three detentions in a half-term, or four detentions in a term, results in an internal suspension.
- In an internal suspension, pupils will complete work in isolation for a day, supervised by the Deputy Head (Pastoral) and other staff as necessary.
- Parents will be notified by the Deputy Head (Pastoral) if their child has received an internal suspension.
- Parents will also be invited to attend a meeting with the Deputy Head (Pastoral) and their child's form tutor once the internal suspension has been completed to discuss appropriate behaviour management strategies. Pupils may be placed on a behavioural report card as one of these strategies.

Serious Offences and Exclusion

This section specifically deals only with major disciplinary issues which may result in exclusion from School. Serious offences are those that may have a significant impact on an individual pupil or others in the School.

Examples include:

- extreme or persistent bullying, racism or harassment (including online)
- stealing
- extreme or persistent violence, actual or threatened, against a pupil or member of staff
- sexual abuse, assault or activity
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism
- going out of bounds (leaving the Boarding House at night)
- persistent misbehaviour when normal disciplinary measures have failed
- carrying an offensive weapon
- adverse parental behaviour.

The Governing Body makes available to the Head Master two sanctions:

- Suspension from School (also known as Temporary Exclusion)
- Expulsion (also known as Permanent Exclusion).

In some cases these sanctions will be evoked sequentially. However, a single breach of School discipline of a major kind may justify Permanent Exclusion without any previous sanction having been invoked.

The Head Master decides what specific punishment will be imposed and reserves the right to adjudicate on any individual case of misbehaviour which may arise and to apply the above procedures.

A fair hearing is given before action is taken, with a member of staff present (usually the child's Form Teacher, a Deputy Head, Head of Seniors, Head of Middles, Head of Juniors, Head of EYFS, or the Head of Pre-Prep). Parents will be contacted when possible exclusion from School may arise.

Before resorting to exclusion the School will normally try alternative solutions (for example, a restorative justice process – whereby the harm caused to the 'victim' can be redressed). For the Nursery and Reception (EYFS) exclusion would only take place once all other avenues have been explored and exhausted, including one to one intervention.

Fixed Term Exclusion (Suspension)

Only the Head Master, or in his absence a Deputy Head or Head of Pre-Prep, can suspend a pupil. Before deciding to suspend a pupil the Head Master, Deputy Head, or Head of Pre-Prep will:

- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered
- Give the child an opportunity to be heard
- Consult other relevant people if necessary

Work will generally be set for a child to do at home during the period when they are suspended. In addition, consideration will be given to any relevant problems of the suspended child and how they might be addressed in the interim, together with reintegration post-exclusion.

The Head Master or Deputy will inform parents without delay, followed by a letter stating the length of Temporary Exclusion and the reasons. Temporary exclusion constitutes a clear warning about continued membership of the School and this warning should be regarded as final. The Head Master is in all cases reluctant to exclude temporarily more than twice. No child who is excluded for a second occasion may return to the School without the Head Master having obtained the approval of the Chair of the St Andrew's Committee or, in his/her absence, another member of the Committee.

Permanent Exclusion (Expulsion)

Temporary Exclusion should always be regarded as a warning that Permanent Exclusion may follow next. The Head Master considers that all children and their parents should clearly understand the consequences of Permanent Exclusion. Some parents prefer, after due consideration, voluntarily to withdraw their child rather than having the School impose Permanent Exclusion. However, it must clearly be understood that the Head Master reserves the right to insist on Permanent Exclusion. Only the Head Master can permanently exclude a child and before doing so the Head Master will follow the same procedure as for temporary exclusion. In making decisions about exclusion the Head Master will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, as well as an agreed list of issues relating to exclusion.

Special Educational Needs and Reasonable Adjustment

We recognise that, for some children with special educational needs or disabilities, there may be occasions when it is inappropriate to use the whole school reward and sanction system. In such circumstances and at the discretion of the class teacher, Head Master, Head of Pre-Prep, Deputy Head Pastoral or SENCO, more individualised strategies may be employed or reasonable adjustments made. An individual behaviour plan will be agreed between the pupil,

staff and parents. The support of outside agencies may also be sought, where appropriate, by the School; where such services can be accessed by parents, the School may request that the parents contact these services (e.g. Educational Psychologist) to allow the pupil's behavioural needs to be understood by staff and all reasonable attempts made to meet these needs. These strategies will be clearly explained to all members of staff who teach the child, across all departments.

Support Systems

The School has a number of programmes and techniques for supporting behaviour management, such as assemblies, chapels, PSHEE lessons, Section meetings, form tutor periods, circle times. All pupils have a Form Teacher. The School has an Independent Person (details published on noticeboards), ELSAS (Emotional Literacy Support Assistants) and a School Counsellor.

The Heads of EYFS, Juniors, Middles and Seniors and the Deputy Heads are also available to help pupils.

Recording

CPOMS is used across the School for recording incidents.

The Deputy Head (Pastoral) keeps a record of all demerits, detentions and break times missed. Demerits that each child has received are on their end of term School report for the Prep School. There is a 'clean slate' each term; however previous terms' spreadsheets are kept. Any detentions are recorded on CPOMS, as are notes on conversations with or correspondence with parents.

A copy of all discipline letters are kept on file (CPOMS). The overwhelming majority of disciplinary offences are 'in house' and, as such, are not mentioned on School transfer reports. However, in the case of serious and/or persistent misdemeanours, there is an obligation for the School to record the transgression(s) on the transfer report.

Dealing with Outbursts of Physical Behaviour

If a child poses an immediate physical threat to him/herself or others, minimal physical restraint may be used for the briefest time possible to ensure the safety of individuals. At no other time will physical restraint or force be used. See *Conduct, Safer Practice and Restraint Policy*

Right to Search and Confiscate Items

The School reserves the right to search pupils and their possessions. It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Right to search Policy and the Safeguarding and Child Protection Policy

The consent of a pupil will usually be obtained before conducting a search. The Head Master and staff authorised by the Head Master have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to:
 - commit an offence, or
 - cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Bullying

As outlined in our Anti-Bullying Policy, St Andrew's does not tolerate bullying. Examples of what bullying might look like as well as procedures for how incidents or allegations of bullying are investigated are outlined in the same policy.

Following investigation, it will be decided whether any sanctions are appropriate. This will be discussed with the Deputy Head (Pastoral) and, if necessary, the Head Master. Serious and repeated incidents of bullying could lead to suspension or even expulsion.

Behaviour Incidents Online

Even though the online space differs in many ways, the same standards of behaviour are expected online as offline and we consistently reinforce with pupils that everyone should be treated with kindness, dignity and respect.

Inappropriate online behaviour, including bullying, the use of inappropriate language or any form of sexual harassment will be addressed in accordance with same principles as offline behaviour.

Many online behaviour incidents occur outside the School day and off the School premises and therefore parents are responsible for this behaviour. However, incidents that occur online may still affect the School culture. The School will consider sanctions when the behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the School, when the pupil is identifiable as a member of the School or if the behaviour could adversely affect the reputation of the School.

Sexual Harassment and Sexual Violence

There is a zero tolerance to sexual harassment and sexual violence. The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contacting parents
- Liaising with external agencies
- Suspension
- Expulsion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Seek support from a local agency or charity

Contact the parents

- Contact social care and/or the police

Malicious Accusations Against Staff

Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Complaints

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure, which applies equally in the EYFS setting is on our website and sets out how parents can raise a formal complaint and how the School will handle it. A copy of the Complaints Procedure can also be requested.

Document Review History

In April 2023, the Pre-Prep Behaviour Policy was merged into the whole school policy. This was done in consultation with the Pastoral Leadership Team and then reviewed by the Policy Advisory Group in April 2023.

Last review date:

April 2024

Editor: Head Master

Next review date:

April 2025

APPENDIX A: St Andrew's Values and Code of Conduct

St Andrew's School Values:

- Be kind
- Be your best self
- Dare to think differently (Prep School)
- Make good choices (Pre-Prep)

Pupils' Code of Conduct

To make St Andrews' a happy place, where everyone matters, I shall do my best to:

- be safe
- be truthful and fair
- be in the right place at the right time
- care for the School and others' property
- respect the individual rights and opinions of others
- treat others as I would wish to be treated
- seek support if I am worried

School Code of Conduct Towards Pupils

As a school we shall do our best to:

- Provide for you a happy, inspirational and secure place in which to work and play
- Help you develop an enthusiasm for learning
- Listen to your problems and try to help you sort them out
- Praise you when you have tried your hardest
- Help you learn from your mistakes through guidance and understanding
- Take your views seriously and respect your feelings
- Provide you with opportunities to develop and succeed
- Help you manage your learning and be patient when you find work difficult
- Help you take responsibility for yourself and your community
- Help you understand right and wrong, fairness and inclusion

School Code of Conduct Towards Parents

We shall do our best to:

- Care for your child as an individual within the school community
- Promote your child's self-confidence, social awareness and growing independence and maturity
- Help your child recognise their strengths and weaknesses; to foster the former and improve the latter
- Recognise, praise and reward good work, good effort and good conduct from your child
- Ensure that any punishment is fair, reasonable and worthwhile, and that the reason for it has been understood
- Provide your child with opportunities for self-fulfillment and success
- Listen to your child
- Inform you promptly if a significant problem occurs with your child

- Act upon your concerns/comments and to be available to discuss any difficulty which might occur

What we would like of parents

Your partnership in the education of your child remains of crucial importance. The best learning is the result of home and School working together. We need your support to:

- Provide your child with the optimum conditions for learning by:
 - Making certain that your child comes to School prepared with the appropriate and named equipment
 - Delivering and picking up your child punctually, or advising the School of delays
 - Not taking your child out of School in term time unless unavoidable
- Ensure reasonable bed-times at home before School days, and to control the recreational home use of TV and electronic media
- Come and see us promptly if you are not happy with any School matters and contact the School if you are happy!
- Support us on School policy in areas of behaviour and dress
- Let us know immediately if anything happens that might affect your child at School
- Try to help your child understand that we have to consider everybody's best interests and to cope with any disappointments positively
- Support the School on the selection of forms, sets and teams
- Support the School's ethos on sportsmanship when supporting
- Support your child with homework/prep