



St Andrew's School, Turi

**Behaviour Policy
[Prep School]**

Compiled & Reviewed by:	Deputy Head Pastoral [PS]
Approved by:	Head [PS]
Date of review:	June 2025
Date of next review:	June 2027

1. Policy

Policy Statement

The School recognises its obligation to ensure that pupils grow in their understanding of themselves and the effect their behaviour has on those around them. This policy is aimed at establishing and maintaining an environment in which everyone is happy, secure and valued, and where all members of the School community can flourish.

The School neither administers corporal punishment nor explicitly or implicitly sanctions the administering of corporal punishment by any person, including parents, to enforce discipline.

Staff are responsible for understanding and implementing the policy.

Scope

This policy and any associated procedures apply to all pupils and staff at the Preparatory School.

Definition

Behaviour is defined as the way pupils act or conduct themselves, especially toward others.

Terminology

In this policy, **'School'** refers to the Preparatory School; **'Director'** refers to the School's Executive Director; **'Head'** refers to the Head of the Preparatory School; **'Deputy'** refers to the Deputy Head (Pastoral) in the Preparatory School; **'Assistant Head Pastoral'** refers to the Assistant Head (Pastoral) in the Preparatory School; **'Assistant Head Primary'** refers to the Assistant Head Primary in the Preparatory School; **'Boarding Houseparent and Boarding Staff'** refers to the primary Houseparent responsible for the Boarding House and those who work within it; **'Tutor'** refers to those staff who oversee a tutor group; **'Staff'** refers to all those working for or on behalf of the School (including those working on behalf of third-party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; **'WMT'** refers to The Welfare Management Team; **'Parents'** includes one or both parents and legal or education guardians.

Regulatory framework

This policy takes account of all relevant legislation. In particular, it acknowledges:

- Handbook for the Inspection of British Schools Overseas (BSO) (January 2025) and the Standards for British Schools Overseas (August 2023)
- Keeping Children Safe in Education (KCSIE) (September 2025)
- Working Together to Safeguard Children (updated guidance)
- What to do if you're worried a child is being abused – Advice for practitioners (HM Government).
- Equality Act 2010 (duties regarding discrimination, equal opportunities, and reasonable adjustments for pupils with SEND)
- Education Act 2002, Section 175 (duties to safeguard and promote the welfare of children).
- DfE Guidance: Behaviour in Schools (September 2022)
- Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies (July 2013)

Review

This policy will be subject to biennial review by the Deputy Head (Pastoral) (DHP) in collaboration with the

Assistant Head Pastoral (AHP).

2. Roles and responsibilities

The Director

The Director is responsible for approving the permanent removal/exclusion of pupils in consultation with the Head and DHP where necessary.

The Head

The Head is responsible for:

- Ensuring all staff are aware of the School's Behaviour Policy and work effectively to support and develop all students
- Ensuring the key responsibilities of the Deputy Head Pastoral, Assistant Head Pastoral and Assistant Head Primary are clearly defined and their effectiveness in undertaking those responsibilities is monitored;
- Leading on the most serious disciplinary issues as they arise.

The Deputy

The Deputy is responsible for:

- Leading on major disciplinary issues as they arise
- Leading behavioural initiatives in liaison with the Assistant Head Pastoral and the Assistant Head Primary
- Chairing the WMT
- Close liaison with Senior Leadership Team (SLT) over behavioural and disciplinary issues

The Assistant Head Pastoral

The Assistant Head Pastoral is responsible for:

- Oversight and leadership of Year 7 and 8 tutors
- Leading on Year 7 and 8 disciplinary issues as they arise
- Practical implementation of the policy
- Monitoring and analysis of rewards and sanctions

The Assistant Head Primary

The Assistant Head Pastoral is responsible for:

- Oversight and leadership of Key Stage 1 and 2 Tutors
- Leading on Key Stage 1 and 2 disciplinary issues as they arise
- Practical implementation of the policy
- Monitoring and analysis of rewards and sanctions

Houseparents, Tutors and Boarding House staff are responsible for:

- Supporting and monitoring of pastoral care, offering guidance

- Ensuring good communication between various parts of the School
- Communicating with parents where necessary
- Ensuring best practice in the Boarding House, including implementation and monitoring of age-appropriate rewards and sanctions within their House or tutor group

3. Principles

There are four main principles on which this policy is based, which are:

- Creating a positive culture of self-awareness and good behaviour
- Ensuring fair, open, consistent and effective procedures
- Promoting a safe and secure environment for all pupils
- Understanding individual circumstances

3.1 Creating a culture of self-awareness and good behaviour

The School sets the opportunity for pupils to become more self-aware and grow courageously towards maturity, with compassion and integrity, at the heart of its behaviour policy. To support this aim, the School implements a system of rewards and sanctions guided by its three core values:

- Compassion
- Integrity
- Courage

These values are taught, explored and discussed in Chapel, Tutor time, and during other opportunities through the working week and at weekends Pupils are rewarded or sanctioned in accordance with these principles, establishing a common disciplinary understanding and consistency.

Good behaviour is acknowledged and praised through a series of rewards. Inappropriate behaviour is dealt with using a range of reflective, consistent and fair sanctions often involving elements of restorative justice.

It is always made clear to a pupil that it is the behaviour that is unacceptable, not them.

3.2 Ensuring fair, open, consistent and effective procedures

The School strives to provide fair, open, consistent and effective procedures in both rewarding and sanctioning behaviour. In the 'Pastoral Matters Handbook' clear advice is given to staff as to how behaviour should be managed and what sanctions should be applied in the event of misbehaviour. Rewards and sanctions are applied fairly and consistently, with no child receiving preferential treatment. All actions should be taken in accordance with established procedures. These systems are explained to pupils to support their understanding of expectations and help them develop the ability to lead themselves and others.

Communication regarding rewards and sanctions is important and information must be shared on EdAdmin, in the notes of individual pupils' records. This information must also be shared with relevant staff.

We have a system based on 5 levels of negative behaviour, increasing in severity as one goes up the levels. Sanctions are recorded on EdAdmin. At each increasing level, a more senior member of staff is involved in pastoral intervention for the pupil in question. Parents may also be contacted through EdAdmin for both positive and negative information. Any such contact is recorded accordingly. A separate record is held of sanctions imposed upon pupils for serious misbehaviour by the DHP.

We work on the principle of 'support and challenge'. While behaviour must be 'challenged' with consequences for negative actions, we also aim to support pupils through understanding where their behaviour is coming from. This may come in the form of conversations with their Tutor, House Parent, chaplain, a nominated adult they trust, counselling sessions or, in some cases, seeking further support from therapists, psychologists, or psychiatrists. Through restorative practices, pupils reflect on their behaviour, and how they can move forward positively.

Strong emphasis is placed on recognising and rewarding positive behaviour. Pupils are taught the value of character and the importance of supporting others within the community. Positive conduct is acknowledged through the awarding of stars. Stars are also celebrated through an email sent to parents and pupils.

Exemplary behaviour is celebrated in Chapel services via 'Star Leaders' awards, 'Pastoral/Academic and Co-curricular Phoenix Stamps' and Tutor 'Special Mentions'.

Tutors have a role to play in overseeing the rewards and sanctions of their tutees and to take further action as required.

3.3 Promoting a safe and secure environment for all pupils

Pupils are encouraged to share their thoughts and concerns in a number of ways. These include 'worry boxes', 'feelings charts' (for younger boarders or those who find it a challenge to communicate their feelings) and through mentorship from Tutors. We also have an Anti-Bullying pupil committee and a Big Brother/Big Sister scheme, which offers younger pupils the support of an older child.

On the rare occasion that a pupil displays behaviour well below the School's expectations, that puts the safety of other pupils at risk, or seriously jeopardises other pupils' learning, the School may take more serious action. This could result in the pupil being suspended or permanently excluded. In the case that a child is putting other children or staff at risk, they may be asked to go to the Medical Centre or their dorm, until further provision can be put in place.

3.4 Understanding individual circumstances

The School will use discretion in providing whatever support it deems necessary for pupils in particular situations, or who have special educational needs.

The School Counsellor and/or School Chaplains are available for pupils to talk to, and pupils could be referred by senior members of staff, Tutors or their Houseparent.

The WMT oversees the welfare of the student body and provides support for staff when dealing with pastoral concerns.

4. Further Documentation

Anti-bullying Policy
Pastoral Matters Handbook