

04.02 Behaviour Policy

Reviewed and approved	Deputy Head Pastoral, Ross Andrew
	Jan 2025
Next Review Date	20 Jan 2026
Scope	EYFS, Pre Prep and Prep School

This policy must be read in conjunction with:

- *Safeguarding Policy 04.15*
- *Whistleblowing policy 02.29*
- *Online Safety Policy 04.30*
- *Anti bullying Policy*
- *The Complaints Policy*
- *Policy on the use of force for restraint*
- *KCSIE 2024*
- *The Equality Act 2010*

AIMS OF SAINT RONAN'S

AIMS

- **TO PROVIDE THE CHILDREN WITH AN EXCELLENT ALL-ROUND EDUCATION, WITH A SUITABLE RANGE OF CURRICULAR AND EXTRA-CURRICULAR OPPORTUNITIES.**
- **TO PROVIDE INSPIRING TEACHING, WHICH PROMOTES BOTH LEARNING AND ACHIEVEMENT.**
- **TO ENCOURAGE THE CHILDREN'S SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.**
- **TO PROVIDE EFFECTIVE PASTORAL SUPPORT AND GUIDANCE.**
- **TO MAINTAIN A CONSTRUCTIVE RELATIONSHIP WITH PARENTS AND CARERS.**
- **TO 'MIND THE MAGIC'.**

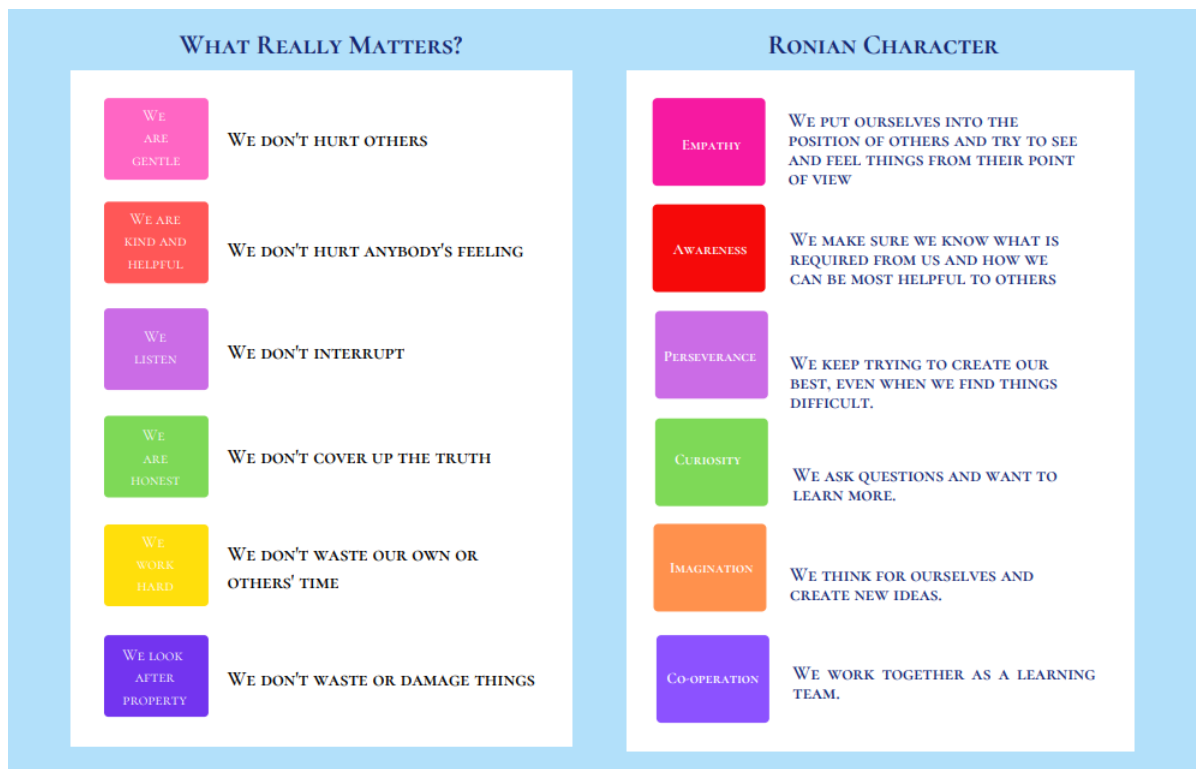
Saint Ronan's Prep School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential.

AIMS OF THIS POLICY

- To promote an environment where all members of our community feel safe, happy, valued and respected, following The Saint Ronan's What Really Matters and Ronian Characteristics
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently

WHAT REALLY MATTERS AND OUR RONIAN CHARACTERISTICS:

At Saint Ronan's we do not have a complex set of rules, rather we follow the Ronian values:



We also follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

ROLES AND RESPONSIBILITIES:

Joseph Lewis, Headmaster	<p>The Head's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Head has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.</p> <p>The Head is expected to:</p> <ul style="list-style-type: none"> • promote self-discipline and proper regard for authority among pupils; • encourage good behaviour and respect for others, and to prevent all forms of bullying among pupils; • Ensure that the standard of behaviour is acceptable; and otherwise regulate the conduct of pupils
Ross Andrew, Deputy Head Pastoral	The Head delegates the management of much of the children's day-to day behavior, and movement of pupils in the Prep School, to the Deputy HM (Pastoral)
Andrea Bright, Head of the Nursery and Pre Prep	The Head delegates the management of much of the children's day-to day behavior, and movement of pupils, in the Prep School, to the Head of the Nursery and Pre Prep.
James Yeabsley - Head of Boarding	
David Gibbon and Rachel Thompson - ADH Pastoral (Behaviour and Discipline)	<p>Their main role is to have an in-depth overview of their respective years, and work closely with the DH(P), tutors heads of year, children and parents to monitor wellbeing, behaviour, attainment and implementation of sanctions, whilst reaffirming the ethos of the School at a level that suits the children within their year groups. The ADH(P) is an intermediary between the Head of Years and the DH(P), working to improve the quality of pastoral care at Saint Ronan's.</p>
Elizabeth George - ADH Wellbeing	Their main role is to have an in-depth overview of their respective years, and work closely with the

	DH(P), tutors, heads of year, children and parents to monitor pupils wellbeing and mental health (see ADH well being Job description) Whilst reaffirming the ethos of the School at a level that suits the children within their year groups. The ADH is an intermediary between the Head of Years and the DH(P), working to improve the quality of pastoral care at Saint Ronan's.
--	--

At Saint Ronan's all incidences of suspected bullying are a potential Safeguarding issue and therefore the DSL is involved in the process from the start. Where concerns are raised to the DSL, external agencies may be contacted for advice and / or referral. The school follows procedures outlined in our Child Protection Safeguarding Policy.

Where concerns related to children with Special Educational Needs and disabilities, reasonable adjustments will be made and, to facilitate this, the Deputy Head, or Head of NPP, will liaise with:

Elizabeth George, DSL . Andrea Bright, James Yeabsley and Simone Edwards Ast DSL
Lucy Taggart, SENDCO or Tee Aitken (NPP SENDCO)
Angela Bouchard, Health Matron

And will communicate to the Pastoral Team where there are safeguarding, medical or SEND needs.

In addition, the School has the following Heads of Year, who form part of the Pastoral Management Team who meet weekly:

Head of Year 8	David Gibbon
Head of Year 7	Claire Skinner
Head of Year 6	Terry Stickney
Head of Year 5	Esme Churnside
Head of Year 4	Rachel Thompson
Head of Year 3	Katie Squires
Boarding Matron	Julie Gillam

The Head of NPP meets weekly with the NPP Deputy Head and pastoral matters are discussed and minuted at the NPP Staff Meeting which occurs weekly.

In Addition:

Form Tutors/Class Teachers	The Form tutors in turn play an important part in the management of the behavior of their tutees and are the first point of contact between school and home for minor issues.
Housemasters/Housemistresses	The Prep School children are placed in one of the four Houses as they enter the Prep School. The Housemaster/mistress will

	reinforce the work done by the children's tutor as appropriate.
Heads of Department/ NPP Subject Coordinators	Well-planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavors to ensure that programs of study and the methodology used in the Department are well thought out and of a consistently high standard.
Beadles	Beadles help during lunchtime and at duty times within the afternoon timetable. They help with the supervision of the children and promote a positive development of social and moral behaviour. The Beadle will ensure the high standards of behaviour and appearance of the children whilst on duty and will liaise with the Deputy Head (P) in this role, as well as making Form Tutors, ADHs etc. aware of any incidences of poor behaviour.
All staff	<p>All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.</p> <ul style="list-style-type: none"> • Punctual attendance at school and lessons is required. • All absence from lessons must be explained and unexplained absence will be followed up by the ADHs or Head of NPP. • It is understood that there will be variations in the levels of staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. • Through regular discussions at staff and SMT meetings, and termly analysis and monitoring by the DH(P) the school endeavors to ensure that

	staff apply all standards consistently and fairly.
--	--

PARENTS

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. It is important that parents ensure that their child is at school on time; remain at school during school hours; are appropriately dressed, rested and equipped, and encourage their child to adhere to school rules and procedures.

We ask parents to work with the School in support of their child's learning, which includes informing the school of any special educational needs or personal factors that may result in their children displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school as requested to discuss their child's behaviour.

Meetings between Parents and Staff

It is important to maintain a positive relationship between parents and staff and recognise that the wellbeing and the needs of the child must be at the centre of all meetings.

The behaviour of all parties must be respectful at all times. The tone of the meeting should be calm and courteous.

If at any point either party feels that the meeting is not being productive, they have the right to stop the meeting and rearrange it for another time.

REWARDS:

NURSERY AND PRE PREP

To help develop and maintain good behaviour and high standards of work the school has a system of praise and rewards in place.

The below points provide focus:

- Staff should have high expectations of pupil behaviour and achievement at all times.
- Classrooms should provide a positive environment for learning.
- As a reward for excellent effort or behaviour teachers give children in EYFS classes a reward token.

- As a reward for excellent effort or behaviour in Reception teachers give a tick to the child (on their tick chart). Once ten ticks have been achieved the child will be rewarded and a new tick chart will be started.
- As a reward for excellent effort or behaviour in Year One teachers give ticks and when 3 ticks have been collected children get a star. The child with the most stars at the end of term should be awarded a prize from the class teacher.
- As a reward for excellent effort or behaviour in Year Two teachers give ticks and when 3 ticks have been collected children get a leaf for the Reward Tree. The child with the most leaves at the end of term is awarded a prize from the class teacher.
- Certificates are awarded to children during Celebration Assembly each week. Each child in each class will receive a certificate at least once a term. These certificates are awarded to children for effort, for portraying a Saint Ronan Characteristic or for a task or deed (above and beyond) the teacher feels the child deserves a special award for.

Record of Rewards

- Especially good work (taking each child's individuality into account) should be displayed on the Floreat Saint Ronan's Board in Cherry Tree Lane.
- Children receive a special sticker when their work appears on the board and their parents are invited to see the work.
- At Chapel Assembly each week one child from each Year One and Year Two class is awarded a Special helper band.
- At Chapel Assembly each week one child from N&PP who has shown continuous characteristics of kindness, bravery, care, politeness, empathy, helpfulness etc. is awarded the Special Blue Bird Badge.
- At Chapel Assembly each week children from each year group are awarded a Special certificate for outstanding contributions of academics, effort, kindness et al. within the class.
- Photos of children and certificates should be displayed on the Floreat Saint Ronan's Board in entrance area.
-

SANCTIONS

NURSERY AND PRE PREP

Staff should constantly nurture and encourage good behaviour and explain why some behaviour is inappropriate.

If inappropriate behaviour continues:

- Disruptive children should be moved away from other children to allow them time and space to calm down.
- Year Two children should have a tick deducted from the leaves on the 'Reward tree'.
- Parents to be informed of poor and unacceptable behaviour.

- A note of the behaviour and communications between staff and parents is added to iSams.
- Serious misdemeanours are added to iSams under the 'Red Card' heading under 'Rewards and Conduct' – these are logged and taken to Safeguarding meetings with the Governors.
- A serious misdemeanour normally involves intentionally hurting other children or intentionally damaging property.
- Children should be sent to Head of Nursery and Pre-Prep for serious offences.
- Corporal punishment is not used or threatened in any instance.

Record of Sanctions

- Class teachers should take responsibility for the discipline of the children in their class.
- If children misbehave when away from their class teacher this should be reported verbally by the member of staff who witnessed the misdemeanour.
- For more serious offences children should be referred to the Head of Nursery and Pre-Prep. The offence should be recorded on the pupil's page on iSams.
- For persistent bad behaviour parents should be informed and the child monitored by Head of Nursery and Pre-Prep. In some incidences the SENCO should be involved too, and a behaviour modification programme put in place.
- A centralised record of punishments for serious offences should be kept in the SMT folder on Communal.
- When physical intervention is required by an adult, the behaviour and intervention used should be recorded in the Physical Intervention Book which is found in the Head of Pre-Prep's office.

REWARDS- PREP SCHOOL

REWARD	WHY/HOW?	WHAT HAPPENS NEXT?
A SHOW can be awarded by any member of staff (teacher, peripatetic teacher, etc.)	A very good piece (or pieces - some members of staff operate a cumulative system) of academic work or high test scores, in relation to the pupil's standard. Very good behaviour. Carrying out a task or deed ("above and beyond")	A show is recorded by a member of staff on "iSAMS" along with what the show was awarded for. An email is sent to the pupil's parent's if requested.

	<p>Displaying Ronian Characteristics</p> <p>A very good performance within music, sport, art, drama, House activities, extra-curricular activities, etc.</p>	<p>A show counts as one point for the pupil and his/her House and Form</p>
A SHOW UP	<p>For an outstanding piece of work or an outstanding achievement within the categories above.</p>	<p>A show-up is recorded by a member of staff on "iSAMS" .</p> <p>The pupil will report to the Headmaster where he will hand out an appropriate prize.</p> <p>A Show-up counts as two points for the pupil and his/her House and Form.</p> <p>As a guide, no more than 15% of shows awarded should be show-ups, and these should not be given only because of a series of good test results, which should be rewarded with a show</p>
PRIZES	<p>At the end of term the pupil(s) with the most individual shows (points) per year will receive a gift and certificate.</p> <p>At the end of each term the Form with the highest average number of shows (points) per person will be awarded the Form Prize. There are two prizes, one for Years 3-5 and another for Years 6-8, to enable this competition to be competitive amongst the more senior years in the school.</p> <p>In addition all the shows/show-ups from each pupil will go towards their House "points" total (inter-house activities will also contribute points towards this total). The House with the highest number of points at the end of each term will receive the House Prize.</p>	

SANCTIONS-PREP SCHOOL:

The school discipline system is applied both for Pastoral and Academic Reasons can be divided into pastoral and academic.

The discipline system is structured in such a way so that teachers, tutors, pupils and parents are aware of a pupil's digression, so that School and 'home' can work together.

SANCTION	WHY/HOW?	WHAT HAPPENS NEXT?
<p>MINUS</p> <p>A minus can be given by any member of staff</p>	<p>Minus marks are given at the discretion of the staff member for areas where a child has fallen short in their behaviour or in failing to uphold What Really Matters, alongside Academic weaknesses.</p> <p>A minus might be given for rudeness, lateness, unkindness etc.</p> <p>Subject teachers are responsible for disciplining those pupils who produce sub-standard pieces of work, prep or lack application in their studies.</p> <p>On highlighting poor work or missing prep, for example, the pupils should be given up to a week to correct their work voluntarily.</p> <p>A minus can be issued for continued lateness of work or lack of effort, after a warning is given</p>	<p>Staff record the minus on iSAMS, highlighting what the minus is for.</p> <p>Pupils who receive a minus are to meet with the ADH at morning break after gaining a minus</p> <p>Tasks are assigned: 10 minute task for Yr 3/4/5 15 minutes for Yr 6/7/8</p> <p>A minus mark counts as one debit point for the pupil's house and form.</p> <p>The number of minuses a pupil earns is reported to parents via fortnightlies and end of term reports.</p> <p>Depending on the level of the minus - If a pupil gains three minus marks in a half term he/she will be placed in detention (often know as a PP or Punishment Prep). This is recorded on iSAMS. In most cases parents will be informed and warned that further lapses in behavior may result in a Report Card.</p>
<p>MINUS AND EXPLAIN</p>	<p>This is given for a more serious transgression / incident at the discretion of the member of staff giving.</p>	<p>Staff record the minus on iSAMS, highlighting what it is for</p> <p>The Pupil has to report to the DH(P), ADH(P) or DH(P) to explain what has happened.</p> <p>A minus and explain counts for two debit points for the pupil's House and Form, and the pupil will receive an automatic detention.</p>

		<p>In most cases parents will be informed by the tutor (in the first instance), or ADH(P) or DH(P).</p> <p>They will be informed that further lapses in behavior may result in a Report Card.</p> <p>The number of minuses a pupil earns is reported to parents via fortnightlies and end of term reports.</p>
Detention (P.P. Punishment Prep)	This reflects that the child has repeatedly fallen short of expectations.	These will take place (preferably) on a Thursday afternoon from 2.30 - 3.30pm during Extras (Clubs). These will be organised by the ADH(P) or DH(P) with appropriate work set where necessary. Most detentions will be supervised by the ADH(P) or DH(P), or a member of the SMT or a HoD.
REPORT CARDS	A child will be placed on a Report Card for continued bad behaviour or academic shortcomings requiring more constant monitoring.	<p>The form tutor will issue and monitor the Report Card with parents being kept informed.</p> <p>If the pupil does not respond in a positive manner further Report Cards will be issued by the DH(P) for behavioural issues and DH(A) for academic issues, and ultimately the Headmaster</p>
Immediate referral/ Suspension	<p>For very serious transgressions the incident should be referred directly to the Headmaster who, in very rare situations, may choose to suspend or expel a child.</p> <p>A central record is kept by the HM of sanctions for serious disciplinary offences.</p>	

Records of rewards and punishments

The points gained or lost by each pupil are recorded on iSAMS. Once there, the data can easily be viewed at the following levels: by pupil, by form, by gender, SEND or by house for example.

The record of each pupil's shows and minuses is printed onto the pupil's fortnightly orders.

Each week the number of shows earned by each tutor group and by each house is displayed on monitors around the school.

An audit of the use of minuses and shows is carried out every term, and thereafter information will be fed back to staff highlighting areas of improvement which could be made.

A record is presented each term at Governance sub committee level.

Records of the minus/minus and explain list is similarly kept (for 6 years). If a Minus & Explain is given then the details are entered on the respective pupil's page of iSAMS.

All recorded information can be found on iSAMS under the heading of Rewards.

A centralised record of punishments for serious offences is kept on the SMT folder on the database on a year by year basis.

Data is collated of incidents of bullying (L:\SMT\Record of serious disciplinaries\Record of Bullying Incidents) to enable trends to be monitored that otherwise may have gone unnoticed. Data that is gathered consists of all incidents where a minus and explain (see policy 4.2) has been issued for bullying or where a minus have been issued for unkind behaviour.

Analysis of the information above, alongside regular verbal input from teachers during weekly staff meetings, will dictate if pupils require further attention.

TEMPORARY EXCLUSION (SUSPENSION) AND PERMANENT EXCLUSIONS (EXPULSIONS)

Suspension and expulsion fall within the authority of the Head only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance of this possibility, or as a result of a disciplinary breach of very serious proportions.

Expulsion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the removal of a child was deemed to be in the School's best interests or those of the child or other children.

Reasons for removal of a child may include the bullying of other children, persistent non-attendance of the child without good reason, serious or repeated malicious Accusations against staff or other students, possession of or use of alcohol or illegal substances, persistent refusal to conform to the School's behavioural expectation or the School's inability to guarantee the safety of the child or other children or the School.

In such circumstances, the School would act fairly and properly in deciding whether a child must be removed from the School and wherever possible would seek the agreement of the parents before a decision was taken.

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Equality

The School will make reasonable adjustments for managing behaviour which is related to a child's special educational needs and /or disability. Where expulsion needs to be considered, the school will ensure that a child who has a disability or special education need is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirement affecting the child will also be considered.

Appeals

Parents are entitled to appeal to the governing body against any exclusion outlined in the School's Terms and Conditions.

Leaving Status

If a child is expelled or required to leave, his/her leaving status will be one of the following: "expelled", "removed" or "withdrawn by parents"

Additional points of leaving status include the following which will be determined by the Head:

- The form of letter which will be written to the parents and the form of announcement in the School that the child has left.
- The form of reference which will be supplied for the child
- The entry which will be made on the school record and the child's status as a leaver
- Arrangements for transfer of any course and project work to the child, his/her parents or another school
- Whether (if relevant) the child will be permitted to return to school premises to sit examinations.
- Whether (if relevant) the School can offer assistance in finding an alternative placement for the child
- Whether the child will be entitled to leavers' privileges
- The conditions under which the child may re enter the school premises in the future

Some children do experience significant difficulties, most often because of significant underlying unhappiness, The aim of the school is to try and resolve the cause of any unhappiness which might otherwise express itself in unacceptable behaviour. The support of parents in this respect, and with regard to any sanction reasonably imposed by the school is essential to the children's security and development.

With all matters of discipline, it is essential that they are seen as part of the education of the child, are understood within the whole context of a child's circumstances, are recorded in the child's file as appropriate, are communicated to the relevant staff and are discussed as necessary with the parents.

