



BEHAVIOUR POLICY

2026 - 2027

Policy Owner	Deputy Head (Pastoral)
Responsible Officer	Head
Approved by	Head and Governing Body
Applicable to	Whole College (Day and Boarding Students)
Last Reviewed	August 2026
Next Review	August 2027

I. Policy Statement, Ethos and Aims

1.1 Policy Statement

St Andrew's College is committed to providing a safe, respectful and inclusive learning and boarding community where every student is known, valued and supported to achieve their full academic and personal potential. Positive behaviour is fundamental to creating an environment in which students can flourish, develop confidence and independence, and prepare successfully for adult life.

We believe that excellent behaviour is not simply expected; it is explicitly taught, consistently modelled and positively reinforced. High standards of behaviour enable every member of our community to feel safe, respected and able to learn free from disruption, discrimination, intimidation or harm.

The College promotes a culture of kindness, integrity, responsibility and mutual respect. Students are encouraged to take ownership of their actions, understand the impact of their behaviour on others and, where mistakes occur, engage positively in repairing relationships and restoring trust.

Behaviour management at St Andrew's College is underpinned by fairness, consistency and compassion. While all students are held to high expectations, we recognise that some students may require additional support or reasonable adjustments to help them meet those expectations. Staff seek to understand the reasons behind behaviour whilst maintaining clear and consistent boundaries that promote the safety and wellbeing of the entire community.

As an international boarding college, our expectations extend beyond the classroom to boarding houses, educational visits, online environments and the wider community. Students are expected to demonstrate respect for themselves, for others and for the reputation of the College at all times.



This policy should be read alongside the College's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Boarding Handbook, Searching, Screening and Confiscation Procedure, Positive Handling and Restrictive Physical Intervention Procedure, SEND Policy and Exclusions Procedure.

1.2 Our Behaviour Principles

Our approach to behaviour is based upon the following principles:

- Every student has the right to learn in a safe, calm and purposeful environment.
- Every member of the College community has the right to be treated with dignity, kindness and respect.
- Positive behaviour is explicitly taught through the curriculum, pastoral programme, boarding life and the daily modelling of professional standards by staff.
- High expectations are accompanied by high levels of support.
- Behaviour is a form of communication; where behaviour indicates an unmet need or safeguarding concern, appropriate support and intervention will be provided.
- Praise, encouragement and recognition are more effective than punishment alone in developing long-term positive behaviour.
- Consequences for unacceptable behaviour will always be fair, proportionate, consistent and educational.
- Wherever appropriate, restorative approaches will be used to repair relationships, encourage reflection and rebuild trust.
- The College will make reasonable adjustments for students with disabilities or special educational needs in accordance with the Equality Act 2010.
- The welfare, dignity and safety of every student remains paramount in all behaviour decisions.

1.3 Aims of this Policy

This policy aims to:

- create a safe, orderly and welcoming environment in which effective teaching, learning and personal development can flourish;
- establish clear expectations for behaviour across all aspects of College and boarding life;
- promote self-discipline, resilience, integrity, responsibility and respect for others;
- develop students' understanding of appropriate behaviour both offline and online;



- foster a culture in which diversity is celebrated and discrimination, harassment, bullying and abusive behaviour are not tolerated;
- ensure behaviour is managed consistently, fairly and proportionately by all members of staff;
- promote positive relationships between students, staff, parents, carers, guardians and agents;
- support students in learning from mistakes through restorative conversations and appropriate interventions;
- ensure that behaviour management supports safeguarding by recognising when behaviour may indicate abuse, exploitation, unmet need or mental health concerns;
- provide an appropriate framework of rewards that celebrates effort, achievement, kindness, leadership and service to the College community;
- establish a transparent system of sanctions which promotes accountability whilst protecting the rights and welfare of all students;
- ensure compliance with all relevant statutory guidance, the Independent School Standards and the National Minimum Standards for Boarding Schools.

1.4 Scope of this Policy

This policy applies to all students attending St Andrew's College, including day students and boarders.

The expectations set out within this policy apply:

- during the College day;
- within all boarding accommodation;
- whilst travelling to and from College where students are identifiable as members of the College community;
- during educational visits, residential trips, work experience and off-site activities;
- during activities organised by or on behalf of the College;
- when representing the College in the wider community;
- when using College information technology systems;
- when behaviour online or outside College has the potential to adversely affect the safety, welfare or reputation of the College or any member of its community.

The College reserves the right to investigate and respond to behaviour occurring outside College where there is a sufficient connection to the College community or where such behaviour may pose a safeguarding risk or bring the College into disrepute.

2. Legislative Framework and Related Guidance

2.1 Purpose



This Behaviour Policy has been developed to ensure that St Andrew's College promotes high standards of behaviour, protects the welfare of all students and complies with current statutory requirements, the Independent School Standards and the National Minimum Standards for Boarding Schools.

The College recognises that good behaviour is fundamental to safeguarding, effective teaching and learning, positive mental health and the creation of a safe, respectful and inclusive community.

This policy should be read in conjunction with the College's Safeguarding and Child Protection Policy and all related safeguarding procedures.

2.2 Legislative Framework

This policy is informed by, and should be read alongside, the following legislation:

- Children Act 1989
- Children Act 2004
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Protection of Freedoms Act 2012
- Independent School Standards Regulations
- Health and Safety at Work etc. Act 1974

2.3 Statutory Guidance

The College has particular regard to the following statutory guidance issued by the Department for Education:

- **Keeping Children Safe in Education** (current edition)
- **Behaviour in Schools: Advice for Headteachers and School Staff** (current edition)
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England**, recognised good practice for independent schools
- **Searching, Screening and Confiscation: Advice for Schools** (current edition)
- **Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies**
- **Special Educational Needs and Disability Code of Practice: 0–25 years**



- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

2.4 Independent School and Boarding Guidance

As an independent boarding school, the College also has regard to:

- **Independent School Standards Regulations**
- **National Minimum Standards for Boarding Schools**
- Guidance issued by the Independent Schools Inspectorate (ISI)
- Relevant guidance issued by the Boarding Schools' Association (BSA), where this reflects recognised good practice.

2.5 Equality and Inclusion

The College is committed to promoting equality of opportunity and eliminating unlawful discrimination.

In implementing this policy, due regard will be given to the provisions of the Equality Act 2010. Staff will take account of individual circumstances, including:

- disability;
- special educational needs;
- neurodiversity;
- medical conditions;
- age;
- race;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity.

Reasonable adjustments will be made where appropriate to ensure that behaviour expectations remain fair, proportionate and accessible whilst maintaining the safety and wellbeing of the wider College community.

2.6 Safeguarding

Behaviour and safeguarding are intrinsically linked.



Staff recognise that changes in behaviour, repeated behavioural concerns or incidents of serious misconduct may indicate that a student is experiencing abuse, neglect, exploitation, poor mental health, unmet additional needs or other safeguarding concerns.

Where behaviour gives rise to safeguarding concerns, staff will follow the College's Safeguarding and Child Protection Policy and report concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Similarly, behaviour incidents involving child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, discrimination, hate incidents or online abuse will always be managed in accordance with safeguarding procedures as well as this Behaviour Policy.

2.7 Related College Policies

This policy should be read alongside the following College policies and procedures:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Positive Handling and Restrictive Physical Intervention Procedure
- Searching, Screening and Confiscation Procedure
- Exclusions and Suspensions Procedure
- SEND Policy
- Online Safety (Acceptable Use) Policy
- Boarding Handbook
- Boarding Policy
- Attendance Policy
- Missing Student Policy
- Low-Level Concerns Policy
- Complaints Procedure
- Health and Safety Policy
- Drugs, Alcohol and Smoking/Vaping Policy
- Relationships and Sex Education (RSE) Policy

3. Behaviour Principles

3.1 Our Approach to Behaviour

At St Andrew's College, we believe that positive behaviour is fundamental to outstanding education, effective safeguarding and successful boarding life. We strive to create a calm,



orderly and purposeful environment where every student feels safe, respected and able to achieve their full potential.

Our approach is based upon the belief that positive behaviour is not simply expected—it is explicitly taught, consistently modelled and positively reinforced by every member of staff.

We recognise that young people learn best when expectations are clear, relationships are positive and adults respond consistently, fairly and with compassion. High expectations are therefore combined with high levels of pastoral support, ensuring that every student has the opportunity to succeed whilst understanding that they are responsible for the choices they make.

The College aims to develop young people who demonstrate integrity, resilience, kindness, self-discipline and respect for others, preparing them to become responsible members of society and successful global citizens.

3.2 Our Behaviour Principles

The College is guided by the following principles:

Safety

Every member of the College community has the right to feel physically and emotionally safe.

The safety and welfare of students will always be the College's first priority when making decisions regarding behaviour management.

Respect

We treat every individual with dignity, courtesy and respect.

Students are expected to demonstrate respect for:

- themselves;
- other students;
- staff;
- visitors;
- diversity and protected characteristics;
- College property;
- the wider community;
- the environment.

Discrimination, harassment, bullying, intimidation and abusive behaviour have no place within the College community.



Responsibility

Students are encouraged to take ownership of their behaviour and recognise that their actions have consequences for themselves and others.

We seek to develop students who:

- make positive choices;
- demonstrate honesty and integrity;
- show self-discipline;
- accept responsibility for mistakes;
- actively repair relationships where harm has occurred.

Kindness

Kindness underpins life at St Andrew's College.

Students are expected to demonstrate empathy, compassion and consideration towards others, recognising that positive relationships contribute to a thriving learning and boarding community.

Inclusion

Every student is entitled to feel that they belong.

The College celebrates diversity and promotes equality of opportunity. Differences are respected and valued, and all members of the community are expected to contribute to an environment that is welcoming, inclusive and free from discrimination.

Excellence

High standards of behaviour enable high standards of learning.

Students are encouraged to take pride in their work, participate positively in College life and strive for excellence in both academic achievement and personal conduct.

3.3 Behaviour is Taught

The College recognises that positive behaviour is learned through explicit teaching, consistent routines and positive relationships.

Expected standards of behaviour are taught through:

- induction programmes;
- the tutorial programme;
- PSHE and Relationships Education;



- assemblies;
- boarding meetings;
- classroom routines;
- educational visits;
- restorative conversations;
- positive role modelling by staff.

Staff consistently reinforce expectations through praise, coaching, encouragement and constructive feedback.

3.4 Behaviour is a Form of Communication

The College recognises that behaviour can communicate unmet needs or underlying difficulties.

While students remain responsible for their behaviour, staff will seek to understand the reasons behind behaviour where appropriate. Behaviour may indicate:

- additional learning needs;
- disability;
- mental health difficulties;
- emotional distress;
- trauma;
- safeguarding concerns;
- experiences of abuse or neglect;
- peer conflict;
- exploitation.

Where concerns arise, staff will work collaboratively with pastoral staff, the SEND Department, the Designated Safeguarding Lead (DSL), parents, carers and external agencies to provide appropriate support.

Understanding the reasons behind behaviour does not remove accountability but enables staff to respond fairly, proportionately and effectively.

3.5 High Expectations and Consistency

Students thrive when expectations are clear and consistently applied.

All staff are expected to:

- establish positive professional relationships;



- communicate expectations clearly;
- model respectful behaviour at all times;
- apply this policy fairly and consistently;
- recognise and celebrate positive behaviour;
- address inappropriate behaviour promptly;
- use restorative conversations whenever appropriate;
- maintain professional curiosity where behaviour may indicate safeguarding concerns.

Consistency promotes fairness, builds trust and enables students to understand the expectations of College life.

3.6 Restorative Practice

The College believes that effective behaviour management is not solely about sanctions but about learning, reflection and repairing relationships.

Where appropriate, restorative approaches will be used to:

- encourage reflection;
- understand the impact of behaviour on others;
- rebuild trust;
- repair relationships;
- develop empathy;
- reduce repeated incidents of poor behaviour.

Restorative practice complements, rather than replaces, appropriate sanctions and will not be used where it would compromise safeguarding or the welfare of any student.

3.7 Trauma-Informed and Inclusive Practice

The College is committed to responding to behaviour in a way that is informed by an understanding of child development, attachment and trauma.

Staff recognise that some students may require additional support in developing self-regulation and positive behaviour. Responses to behaviour will therefore take account of individual circumstances whilst maintaining clear expectations and appropriate boundaries.

Reasonable adjustments may be made where required for students with disabilities or special educational needs, ensuring that behaviour management remains both equitable and proportionate.



3.8 A Positive Culture

At St Andrew's College, we believe that the most effective behaviour management is achieved through strong relationships, clear routines, consistent expectations and a culture in which students feel valued, supported and challenged to achieve their very best.

The College aims to create an environment where positive behaviour becomes the norm because students understand its importance, experience its benefits and are supported to make responsible choices every day.

4. Roles and Responsibilities

4.1 Shared Responsibility

Promoting positive behaviour is the responsibility of every member of the College community. Creating a safe, respectful and purposeful environment requires a consistent approach from leaders, teaching staff, boarding staff, support staff, students, parents, carers, guardians and agents.

All members of the College community are expected to uphold the values of St Andrew's College and contribute positively to the culture of kindness, respect, responsibility and excellence.

4.2 The Governing Body

The Governing Body has strategic responsibility for ensuring that the College fulfils its legal duties in relation to behaviour, safeguarding and student welfare.

The Governing Body will:

- ensure the College has an effective Behaviour Policy which complies with statutory requirements and the Independent School Standards;
- monitor the effectiveness of behaviour management across the College;
- receive regular reports relating to behaviour, suspensions, exclusions, safeguarding trends and restrictive physical interventions;
- ensure appropriate resources are available to support students with additional needs;
- hold senior leaders to account for maintaining high standards of behaviour and student welfare;
- review this policy at least annually.



4.3 The Head

The Head has overall responsibility for standards of behaviour throughout the College.

The Head will:

- promote a culture of high expectations, mutual respect and positive relationships;
- ensure this policy is implemented consistently;
- provide strategic leadership for behaviour and pastoral care;
- ensure behaviour management supports safeguarding and student wellbeing;
- make decisions regarding suspension and permanent exclusion;
- ensure serious behaviour incidents are appropriately investigated;
- ensure staff receive appropriate behaviour management training;
- report significant behaviour trends to Governors.

4.4 Deputy Head (Pastoral)

The Deputy Head (Pastoral) provides strategic leadership for behaviour, pastoral care and student wellbeing.

The Deputy Head (Pastoral) will:

- oversee the implementation of this policy across the College and boarding provision;
- ensure behaviour systems are applied consistently and fairly;
- monitor behaviour data to identify patterns, trends and emerging concerns;
- lead interventions for students requiring additional behavioural support;
- oversee restorative approaches and behaviour support plans;
- support staff in managing complex behaviour;
- ensure behaviour decisions take account of safeguarding, equality and SEND;
- work closely with the Designated Safeguarding Lead (where this is a separate role), the SENCO, Houseparents and academic leaders;
- report behaviour trends to the Senior Leadership Team and Governors.

4.5 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is responsible for ensuring that behaviour concerns which may indicate safeguarding risks are appropriately managed.

The DSL will:

- advise staff where behaviour may indicate abuse, neglect, exploitation or other safeguarding concerns;



- ensure concerns are recorded and managed in accordance with the Safeguarding and Child Protection Policy;
- contribute to behaviour risk assessments where appropriate;
- support students whose behaviour is linked to safeguarding concerns;
- work collaboratively with external agencies where necessary.

4.6 Senior Leaders

Senior leaders are responsible for promoting a consistent approach to behaviour across the College.

They will:

- support staff in implementing this policy;
- monitor standards of behaviour;
- investigate serious incidents;
- ensure sanctions are fair, proportionate and consistent;
- support restorative approaches;
- promote positive behaviour through visibility and leadership.

4.7 Teachers

Teachers play a central role in establishing positive classroom behaviour and fostering a culture of learning.

Teachers will:

- establish clear classroom routines and expectations;
- build positive professional relationships with students;
- model respectful behaviour at all times;
- teach and reinforce expected standards of behaviour;
- recognise and celebrate positive conduct and achievement;
- challenge unacceptable behaviour promptly and consistently;
- maintain accurate behaviour records using the College's management information system;
- communicate concerns with Tutors, Houseparents and pastoral leaders;
- identify behaviour which may indicate safeguarding concerns;
- make reasonable adjustments where appropriate for students with SEND or disabilities.



4.8 Tutors

Tutors play a key role in supporting students' personal development and behaviour.

Tutors will:

- develop positive relationships with students;
- reinforce the College's expectations and values;
- monitor behaviour, attendance and punctuality;
- support students in reflecting upon their behaviour;
- celebrate success and recognise achievement;
- liaise with parents, carers, guardians, Houseparents and teaching staff;
- identify students requiring additional pastoral support.

4.9 Houseparents and Boarding Staff

Houseparents and boarding staff have a vital role in promoting positive behaviour within the boarding community.

They will:

- establish a safe, welcoming and respectful boarding environment;
- reinforce College expectations consistently;
- model appropriate behaviour and respectful relationships;
- encourage independence, responsibility and self-discipline;
- supervise students effectively;
- respond promptly to concerns relating to behaviour or welfare;
- maintain appropriate records of significant incidents;
- work closely with academic and pastoral colleagues to provide consistent support.

4.10 Support Staff

All support staff contribute to maintaining a positive College environment.

Support staff are expected to:

- model respectful behaviour;
- challenge inappropriate behaviour where appropriate;
- report concerns promptly;
- contribute positively to the College culture;
- support students in maintaining high standards of conduct.



4.11 The SENCO

The SENCO will:

- advise staff regarding reasonable adjustments;
- support behaviour planning for students with SEND;
- contribute to risk assessments where appropriate;
- liaise with families and external professionals;
- ensure behaviour support reflects individual educational needs.

4.12 Students

Students are expected to take responsibility for their own behaviour and contribute positively to College life.

Students are expected to:

- treat others with kindness, dignity and respect;
- follow reasonable instructions from staff;
- demonstrate honesty and integrity;
- attend lessons and boarding commitments punctually;
- contribute positively to learning;
- care for College property and the environment;
- behave responsibly online and offline;
- report concerns about bullying, discrimination, abuse or unsafe behaviour;
- accept responsibility for their actions and engage positively with restorative processes where appropriate.

4.13 Parents, Carers, Guardians and Agents

The College values strong partnerships with parents, carers, guardians and educational agents.

They are expected to:

- support the College's Behaviour Policy;
- encourage high standards of behaviour;
- reinforce College expectations at home;
- communicate concerns promptly and respectfully;
- attend meetings when requested;
- work collaboratively with staff to support positive behaviour;



- inform the College of any significant changes which may affect a student's wellbeing or behaviour.

4.14 Working in Partnership

Positive behaviour is most effectively promoted through strong partnerships between students, families and staff.

The College is committed to open communication, mutual respect and collaborative working. Where behavioural concerns arise, the College will seek to work constructively with students, parents, carers, guardians and relevant professionals to identify appropriate support and secure positive outcomes.

Behaviour management is most successful when expectations are understood, relationships are strong and all members of the College community work together to support students in becoming responsible, respectful and successful young adults.

5. Behaviour Expectations

5.1 Our Expectations

At St Andrew's College, we expect every student to contribute positively to our learning and boarding community by demonstrating respect, responsibility, kindness and integrity in all aspects of College life.

Students are expected to make positive choices, take responsibility for their actions and contribute to creating an environment in which everyone feels safe, valued and able to succeed.

These expectations apply equally to day students and boarders and extend beyond the classroom to boarding accommodation, educational visits, online environments and the wider community.

5.2 Respect for Others

Students are expected to treat every member of the College community with dignity, courtesy and respect.

This includes:

- using polite and respectful language;
- listening when others are speaking;



- following reasonable instructions given by staff;
- respecting personal space and physical boundaries;
- showing empathy, kindness and consideration;
- valuing diversity and respecting individual differences;
- behaving in a manner that promotes inclusion and belonging.

Students must not engage in behaviour that causes fear, distress, humiliation or harm to another person.

The College has a zero-tolerance approach to bullying, discrimination, harassment, intimidation, victimisation and abusive behaviour.

5.3 Respect for Learning

Students are expected to contribute positively to a calm and purposeful learning environment.

Students should:

- arrive punctually for lessons and registrations;
- attend lessons fully prepared to learn;
- bring the correct equipment;
- participate positively in learning activities;
- complete classwork and homework to the best of their ability;
- allow others to learn without interruption;
- follow classroom routines and expectations;
- use technology appropriately to support learning.

Students should demonstrate honesty in all aspects of their academic work.

Academic dishonesty, including plagiarism, collusion, contract cheating or the inappropriate use of artificial intelligence, is unacceptable and will be addressed in accordance with this policy and the College's Academic Integrity procedures.

5.4 Respect for the College Environment

Students are expected to take pride in their College and boarding environment.

This includes:

- caring for classrooms and boarding houses;
- respecting College property and the belongings of others;
- disposing of litter responsibly;



- helping to maintain clean and welcoming communal spaces;
- reporting damage or safety concerns promptly.

Deliberate damage, vandalism or theft will be treated as serious breaches of this policy.

Students may be required to contribute towards the cost of repairing or replacing deliberately damaged property where appropriate.

5.5 Personal Conduct

Students are expected to demonstrate maturity, honesty and responsibility throughout the College day.

Students should:

- behave safely at all times;
- follow health and safety instructions;
- wear appropriate dress in accordance with College expectations;
- use respectful language;
- avoid behaviour that could place themselves or others at risk;
- seek help if they are concerned about their own wellbeing or that of another student.

Students are encouraged to act with integrity even when not directly supervised.

5.6 Behaviour in Boarding

Boarding is founded upon mutual respect, trust and shared responsibility.

Boarders are expected to:

- respect the privacy and personal space of others;
- maintain tidy bedrooms and shared living areas;
- comply with registration, signing in and curfew procedures;
- behave responsibly during evening and weekend activities;
- follow instructions given by boarding staff;
- respect quiet times and the need for others to study and rest;
- contribute positively to the boarding community;
- care for boarding accommodation and facilities;
- behave responsibly when off-site or on approved leave.

Boarders must not possess prohibited items or engage in behaviour that places themselves or others at risk.



5.7 Relationships

The College promotes healthy, respectful and appropriate relationships.

Students are expected to:

- treat others with dignity and respect;
- understand and respect personal boundaries;
- recognise the importance of consent;
- avoid behaviour that may make another person feel uncomfortable, intimidated or unsafe;
- seek support if they experience or witness inappropriate behaviour.

Sexual harassment, sexual violence, harmful sexual behaviour, abusive relationships, coercive behaviour and any form of child-on-child abuse will be treated as safeguarding matters and managed in accordance with the College's Safeguarding and Child Protection Policy.

5.8 Online Behaviour and Digital Citizenship

Students are expected to demonstrate the same high standards of behaviour online as they do in person.

This includes when:

- using College devices;
- using personal devices on College premises;
- communicating through social media;
- participating in online learning;
- using messaging platforms;
- representing the College online.

Students must not:

- engage in cyberbullying;
- post offensive, discriminatory or abusive content;
- share images or information without consent;
- create, possess or distribute indecent or harmful material;
- impersonate another individual;
- use artificial intelligence to harass, deceive or manipulate others;
- create or distribute deepfake images or videos;



- use technology in a manner that compromises safeguarding or the wellbeing of others.

The College reserves the right to investigate online behaviour where there is a sufficient connection to the College or where the behaviour may affect the safety, wellbeing or reputation of members of the College community.

5.9 Behaviour Beyond the College

Students represent St Andrew's College whenever they are identifiable as members of the College community.

High standards of behaviour are expected:

- travelling to and from College;
- during educational visits;
- whilst participating in sporting or cultural activities;
- during work experience or volunteering;
- whilst in boarding accommodation;
- whilst on authorised leave;
- within the local community;
- online.

The College may apply sanctions for behaviour outside College where there is a clear connection to the College or where the behaviour has the potential to:

- harm another member of the College community;
- undermine discipline;
- damage the reputation of the College;
- compromise safeguarding;
- constitute a criminal offence.

5.10 Prohibited Behaviour

The following behaviours are examples of conduct that is incompatible with the values and expectations of St Andrew's College. This list is not exhaustive.

Examples include:

- bullying, including cyberbullying;
- discriminatory language or behaviour;



- physical aggression or violence;
- threatening or intimidating behaviour;
- verbal abuse;
- sexual harassment or sexual violence;
- harmful sexual behaviour;
- child-on-child abuse;
- theft;
- vandalism or deliberate damage;
- possession or supply of illegal drugs or psychoactive substances;
- possession or use of alcohol, tobacco products or vaping devices;
- possession of offensive weapons or prohibited items;
- misuse of medication;
- persistent disruption of learning;
- dishonest or fraudulent behaviour;
- misuse of technology or artificial intelligence;
- malicious allegations against staff or students;
- behaviour that places others at risk;
- behaviour likely to bring the College into disrepute.

Such behaviours may result in serious sanctions, including suspension or permanent exclusion, and may also require referral to external agencies, including the police or children's social care, where appropriate.

5.11 Living Our Values

Students are encouraged to see positive behaviour not simply as compliance with rules, but as a reflection of personal character and respect for others.

Every interaction provides an opportunity to demonstrate the College values of kindness, responsibility, integrity and respect. By making positive choices each day, students help create a community in which everyone can feel safe, flourish and achieve their very best.

6. Teaching and Promoting Positive Behaviour

6.1 Our Commitment

At St Andrew's College, we believe that positive behaviour is learned through explicit teaching, positive relationships, clear routines and consistent expectations. Our aim is not simply to manage behaviour but to equip students with the knowledge, skills and attitudes they need to make positive choices throughout their lives.



We recognise that young people develop socially, emotionally and academically at different rates. Staff therefore provide appropriate guidance, encouragement and support whilst maintaining consistently high expectations for every student.

The College seeks to foster a culture where positive behaviour becomes habitual because students understand its value to themselves and to the wider community.

6.2 Behaviour as Part of the Curriculum

Behaviour education forms an integral part of the College's curriculum and pastoral provision.

Students are explicitly taught the knowledge, understanding and behaviours required to become responsible, respectful and active members of society through:

- induction and orientation programmes;
- tutor time;
- Personal, Social, Health and Economic (PSHE) education;
- Relationships, Sex and Health Education (RSHE);
- assemblies;
- boarding meetings;
- academic lessons;
- enrichment activities;
- educational visits;
- leadership opportunities;
- volunteering and community engagement.

Teaching focuses not only on expected behaviour but also on helping students understand why positive behaviour matters.

6.3 College Values

The College values underpin every aspect of behaviour and pastoral care.

Students are encouraged to demonstrate:

- kindness;
- respect;
- integrity;
- responsibility;
- resilience;



- compassion;
- honesty;
- self-discipline;
- inclusion.

Staff reinforce these values through everyday interactions, recognising that students learn as much from the behaviour modelled by adults as they do from formal teaching.

6.4 Establishing Positive Relationships

Positive relationships are at the heart of effective behaviour management.

Staff are expected to:

- know students as individuals;
- build professional, respectful relationships;
- communicate calmly and respectfully;
- maintain high expectations;
- recognise effort as well as achievement;
- encourage student voice;
- respond consistently and fairly;
- maintain appropriate professional boundaries.

Strong relationships help students feel safe, understood and motivated to succeed.

6.5 Creating Positive Learning Environments

All staff are responsible for establishing classrooms and learning environments that promote engagement, safety and success.

Effective practice includes:

- greeting students positively;
- establishing predictable routines;
- maintaining calm and orderly learning environments;
- communicating clear expectations;
- providing engaging and appropriately challenging learning;
- reinforcing positive behaviour promptly;
- addressing low-level disruption consistently;
- encouraging active participation;
- ensuring every student feels included.



6.6 Positive Behaviour in Boarding

Boarding provides significant opportunities for personal development beyond the classroom.

Houseparents and boarding staff actively promote:

- independence;
- responsibility;
- mutual respect;
- cooperation;
- cultural understanding;
- healthy relationships;
- resilience;
- community living.

Boarding routines, meetings and activities provide opportunities for students to develop life skills, self-management and respect for others within a diverse international community.

6.7 Recognition and Praise

The College believes that recognising positive behaviour is one of the most effective ways of encouraging students to make positive choices.

Praise should be:

- genuine;
- specific;
- timely;
- proportionate;
- meaningful.

Staff are encouraged to recognise effort, improvement and positive attitudes as well as outstanding achievement.

Recognition helps students develop confidence, resilience and intrinsic motivation.

6.8 Student Leadership

Students are encouraged to take an active role in promoting positive behaviour throughout the College.

Leadership opportunities may include:

- Student Council;
- House Captains;



- Boarding representatives;
- Academic mentors;
- Wellbeing ambassadors;
- Peer mentors;
- Student leaders for enrichment activities.

Student leadership promotes responsibility, confidence and a strong sense of belonging.

6.9 Partnership with Parents, Guardians and Agents

Positive behaviour is best promoted through effective partnership between home and College.

The College works collaboratively with parents, guardians and educational agents to:

- communicate expectations clearly;
- celebrate success;
- address concerns promptly;
- share information appropriately;
- agree strategies to support students;
- promote consistent messages between home and College.

Where concerns arise, parents, guardians and agents will normally be involved at an early stage so that positive solutions can be identified collaboratively.

6.10 Supporting Students to Succeed

The College recognises that some students require additional support in developing positive behaviour.

Support may include:

- restorative conversations;
- mentoring;
- pastoral support;
- tutoring;
- behaviour support plans;
- SEND support;
- counselling;
- wellbeing interventions;
- safeguarding support;
- external professional involvement where appropriate.



The purpose of intervention is to help students develop the skills necessary to make positive choices whilst maintaining clear expectations regarding behaviour.

6.11 Consistency Across the College

Students benefit when expectations are applied consistently.

All staff are expected to:

- use common language when discussing behaviour;
- reinforce College expectations consistently;
- respond promptly to concerns;
- recognise positive behaviour regularly;
- apply sanctions fairly and proportionately;
- record significant behaviour incidents accurately;
- work collaboratively with colleagues.

Consistency provides clarity, promotes fairness and helps students feel secure.

6.12 Continuous Improvement

The College continually reviews its approach to behaviour to ensure it reflects current educational research, safeguarding practice and the needs of its students.

Behaviour data, student voice, staff feedback, parental feedback and boarding evaluations are regularly reviewed to identify strengths, emerging trends and opportunities for improvement.

Professional development enables staff to remain confident in promoting positive behaviour through evidence-informed practice.

7. Rewards and Recognition

7.1 Our Approach

At St Andrew's College, we believe that recognising and celebrating positive behaviour is one of the most effective ways of encouraging students to develop confidence, resilience and intrinsic motivation.

Students should feel that their effort, kindness, integrity and contribution to the College community are noticed and valued. Recognition helps reinforce the behaviours that enable individuals and the wider community to flourish.



Whilst sanctions are sometimes necessary, the College seeks to ensure that praise, encouragement and recognition are the most common experiences of behaviour management.

Rewards are used to:

- reinforce positive behaviour and attitudes;
- recognise effort, improvement and achievement;
- encourage students to take pride in their conduct;
- strengthen motivation and engagement;
- celebrate contribution to the College community;
- promote the College values of kindness, respect, responsibility and integrity.

7.2 Principles of Recognition

Recognition should be:

- fair and inclusive;
- proportionate;
- timely;
- meaningful;
- consistent;
- personalised where appropriate.

Staff should recognise effort as readily as achievement and ensure that all students have opportunities to experience success.

Recognition should celebrate both individual achievement and contribution to the wider College community.

7.3 What We Recognise

Positive recognition may be awarded for demonstrating:

- kindness and compassion;
- integrity and honesty;
- resilience and perseverance;
- respect for others;
- academic effort and progress;
- leadership;
- service to others;
- excellent attendance and punctuality;



- contribution to boarding life;
- positive citizenship;
- teamwork and collaboration;
- creativity and innovation;
- commitment to extracurricular activities;
- environmental responsibility;
- courage in doing the right thing.

Students who consistently demonstrate the College values should be recognised and celebrated.

7.4 Everyday Recognition

The most powerful recognition often occurs in everyday interactions between staff and students.

Staff are encouraged to use:

- sincere verbal praise;
- positive written feedback;
- recognition during lessons;
- acknowledgement in tutor time;
- positive conversations during boarding;
- celebration during assemblies;
- informal recognition of improvement and effort.

Praise should be specific so that students understand exactly which behaviour or attitude is being recognised.

7.5 Formal Rewards

Formal recognition may include:

- positive behaviour or achievement points recorded on the College Management Information System;
- commendations from teachers, tutors or Houseparents;
- Head's Commendations;
- Deputy Head (Pastoral) Commendations;
- Principal's Awards;
- certificates;
- letters, emails or telephone calls home;
- recognition in assemblies;



- Student of the Week or Boarder of the Week awards;
- House awards;
- subject awards;
- leadership awards;
- service awards;
- attendance awards;
- end-of-term and annual prize giving awards.

The College reserves the right to introduce additional recognition schemes where these support student motivation and wellbeing.

7.6 Boarding Recognition

Boarding provides many opportunities to celebrate students who contribute positively to the residential community.

Recognition may include:

- Boarder of the Week;
- House Commendations;
- recognition at boarding meetings;
- additional responsibilities or leadership opportunities;
- celebration of acts of kindness or service;
- acknowledgement of positive contributions to community life.

The purpose of boarding rewards is to encourage responsibility, independence and positive citizenship within the boarding community.

7.7 Leadership and Responsibility

Students who consistently demonstrate maturity, reliability and positive behaviour may be invited to undertake positions of responsibility.

These may include:

- Prefect;
- House Captain;
- Student Council Representative;
- Boarding Representative;
- Academic Mentor;
- Wellbeing Ambassador;



- Peer Mentor;
- Student Leader.

Leadership positions are privileges which carry additional responsibilities and are expected to reflect the values of the College.

7.8 Celebrating Improvement

The College recognises that progress is not always measured by attainment alone.

Students who demonstrate significant personal growth may be recognised for:

- improved attendance;
- improved punctuality;
- sustained effort;
- resilience following setbacks;
- improved relationships;
- positive changes in behaviour;
- successful engagement with support;
- commitment to personal development.

Recognising improvement encourages students to continue making positive choices and reinforces the belief that everyone has the capacity to grow and succeed.

7.9 Partnership with Parents, Guardians and Agents

The College believes that sharing success with families strengthens positive relationships and reinforces good behaviour.

Parents, guardians and agents may be informed when students demonstrate:

- exceptional effort;
- sustained improvement;
- leadership;
- acts of kindness;
- academic achievement;
- contribution to boarding life;
- service to the wider community.

Recognition may be communicated through:



- telephone calls;
- emails;
- letters;
- reports;
- parent meetings;
- College publications;
- award ceremonies.

7.10 Celebrating the College Community

Celebrating success contributes to a positive College culture.

The achievements of individuals and groups may be recognised through:

- assemblies;
- newsletters;
- boarding meetings;
- displays;
- College publications;
- awards evenings;
- social events;
- House competitions;
- community celebrations.

Recognition should reflect the wide range of talents, interests and contributions within the College community.

7.11 Equality and Fairness

The College is committed to ensuring that its rewards system is equitable and accessible to all students.

Recognition will:

- celebrate effort as well as attainment;
- take account of individual starting points where appropriate;
- avoid unfair disadvantage;
- support students with SEND through appropriate reasonable adjustments where necessary;
- promote inclusion and equal opportunity.



Recognition systems will be monitored to ensure they are applied consistently and fairly across the College.

7.12 A Culture of Encouragement

The College believes that the strongest behaviour culture is created when students experience frequent encouragement, meaningful recognition and positive relationships with staff.

By celebrating kindness, responsibility, resilience and service alongside academic success, St Andrew's College seeks to develop young people who are motivated not simply by rewards, but by a genuine commitment to making a positive contribution to their community.

8. Responding to Unacceptable Behaviour

8.1 Our Approach

At St Andrew's College, we recognise that all young people will occasionally make mistakes. When unacceptable behaviour occurs, our response seeks to be fair, proportionate, consistent and educational.

Our primary aim is to help students understand the impact of their behaviour, take responsibility for their actions and develop the knowledge and skills required to make better choices in the future.

Responses to behaviour seek to:

- protect the safety and wellbeing of the College community;
- maintain a calm, orderly and purposeful environment;
- promote accountability;
- repair relationships where appropriate;
- prevent recurrence;
- support students in achieving positive behavioural change.

Sanctions are not intended to punish for punishment's sake, but to encourage reflection, responsibility and personal growth.

8.2 Behaviour Expectations

Staff will respond to behaviour consistently whilst exercising professional judgement.



Responses will always take account of:

- the seriousness of the behaviour;
- the student's age and maturity;
- previous behaviour patterns;
- whether the behaviour formed part of a repeated pattern;
- safeguarding concerns;
- SEND or disability;
- medical needs;
- known vulnerabilities;
- whether the behaviour was deliberate or impulsive;
- the impact upon others.

The College recognises that consistency does not necessarily mean identical responses in every circumstance. Rather, it means applying the principles of fairness, proportionality and reasonableness.

8.3 Early Intervention

Whenever appropriate, staff should seek to address low-level behaviours promptly before they escalate.

Early intervention may include:

- non-verbal reminders;
- quiet verbal reminders;
- redirection;
- restorative conversations;
- coaching;
- offering choices;
- moving seating;
- time for reflection;
- reminding students of expectations;
- discussions with Tutors or Houseparents.

Many incidents can be resolved quickly through calm, respectful conversations.

8.4 Restorative Approaches

Where appropriate, restorative approaches will be used to help students understand:



- what happened;
- who has been affected;
- how others have been affected;
- how harm can be repaired;
- what should happen differently next time.

Restorative conversations may include:

- facilitated discussion;
- written reflection;
- apology where appropriate;
- restorative meetings;
- mediation.

Restorative approaches will not replace appropriate sanctions where behaviour is serious or where safeguarding concerns exist.

Participation should always be voluntary for those affected, and no student will be expected to take part in a restorative process if doing so would compromise their safety or wellbeing.

8.5 Sanctions

Where behaviour falls below the College's expectations, proportionate sanctions may be applied.

Examples include:

- verbal reminder;
- restorative conversation;
- reflective task;
- written apology;
- behaviour reflection sheet;
- loss of privilege;
- breaktime or lunchtime restorative activity;
- detention;
- community service within the College;
- boarding sanction;
- report card;
- behaviour monitoring;
- internal suspension;
- suspension;



- permanent exclusion.

Sanctions will always seek to maintain the dignity of the student and will never be degrading or humiliating.

8.6 Sanctions That Will Never Be Used

The College will never use sanctions that are unlawful, degrading or inconsistent with safeguarding responsibilities.

The following sanctions are prohibited:

- corporal punishment;
- any sanction intended to humiliate or ridicule;
- deprivation of food or drinking water;
- deprivation of sleep;
- locking students in rooms or confined spaces as punishment;
- preventing students from contacting parents, guardians or those with parental responsibility, except where required by law or safeguarding procedures;
- excessive physical exercise as punishment;
- punishment that discriminates against protected characteristics;
- collective punishment where individual responsibility has not been established.

All sanctions must respect the dignity, welfare and human rights of the student.

8.7 Behaviour Support

Some students require additional support to develop positive behaviour.

Support may include:

- mentoring;
- behaviour support plans;
- pastoral support;
- SEND interventions;
- counselling;
- safeguarding support;
- wellbeing support;
- external agency involvement;
- risk assessment;
- multi-agency planning.



Support and sanctions are not mutually exclusive and may be used together where appropriate.

8.8 Serious Misconduct

Certain behaviours are likely to result in immediate referral to a senior leader and may lead to suspension or permanent exclusion.

Examples include:

- physical assault;
- sexual violence or sexual assault;
- harmful sexual behaviour;
- serious bullying;
- discriminatory abuse;
- possession or supply of illegal drugs;
- possession of offensive weapons;
- serious vandalism;
- theft;
- arson;
- serious misuse of technology;
- malicious allegations against staff;
- behaviour placing others at significant risk;
- repeated or persistent serious misconduct.

This list is not exhaustive.

Each incident will be considered individually, taking account of all relevant circumstances.

8.9 Safeguarding Considerations

Behaviour may indicate that a student is experiencing:

- abuse;
- neglect;
- exploitation;
- criminal exploitation;
- sexual exploitation;
- county lines involvement;
- online abuse;
- poor mental health;



- unmet additional needs.

Where behaviour raises safeguarding concerns, staff will immediately follow the College's Safeguarding and Child Protection Policy.

Safeguarding considerations take precedence over disciplinary processes where appropriate.

8.10 Students with SEND or Disabilities

The College recognises that some behaviours may be influenced by disability, additional learning needs or medical conditions.

Before imposing significant sanctions, staff should consider:

- whether reasonable adjustments have been made;
- whether behaviour is linked to identified needs;
- whether additional support is required;
- advice from the SENCO;
- safeguarding considerations.

Students with SEND remain subject to the same behaviour expectations, but responses may require reasonable adjustments to ensure they are fair, equitable and proportionate.

8.11 Recording Behaviour

Significant behaviour incidents will be recorded on the College's Management Information System.

Records should include:

- date and time;
- location;
- students involved;
- factual description of events;
- action taken;
- sanctions applied;
- restorative actions;
- safeguarding concerns;
- follow-up actions.

Accurate recording enables the College to identify patterns, evaluate interventions and ensure consistent practice.



8.12 Working with Parents, Guardians and Agents

The College values early and constructive communication with parents, guardians and educational agents.

Where behaviour concerns arise, the College will normally:

- inform parents or guardians promptly;
- explain the behaviour concern;
- outline actions taken;
- agree strategies to support improvement;
- arrange meetings where appropriate.

Partnership working is central to achieving positive outcomes for students.

8.13 Reviewing Behaviour

Where concerns persist, behaviour will be reviewed through a graduated approach.

This may include:

- Tutor monitoring;
- Houseparent monitoring;
- Head of Department involvement;
- Deputy Head (Pastoral) review;
- behaviour support planning;
- safeguarding review;
- SEND review;
- multi-agency meetings where appropriate.

The aim is to ensure that students receive the appropriate level of support whilst maintaining high standards of behaviour.

9. Behaviour Beyond the College

9.1 Purpose

St Andrew's College expects students to uphold the same high standards of behaviour whenever they are identifiable as members of the College community. Students represent both themselves and the College, and their conduct should reflect the College's values of kindness, respect, responsibility and integrity.



The College recognises that behaviour occurring beyond the College site may have a significant impact on the safety, wellbeing and reputation of the College community. Where appropriate, the College reserves the right to investigate and respond to incidents occurring outside the College premises.

9.2 Scope

This section applies to behaviour occurring:

- whilst travelling to and from College;
- during educational visits, residential visits and overseas trips;
- whilst participating in sporting fixtures, competitions and cultural events;
- during work experience or volunteering arranged or supported by the College;
- whilst attending College-organised social events;
- within boarding accommodation;
- during authorised leave from boarding;
- whilst living with host families or guardians;
- when participating in online activities;
- within the local community;
- during holiday periods where there is a sufficient connection to the College.

9.3 Behaviour Whilst Travelling

Students are expected to behave responsibly when travelling to and from College, whether independently or as part of a College-organised activity.

Students should:

- treat members of the public with courtesy and respect;
- follow the instructions of transport providers and accompanying staff;
- comply with all safety requirements;
- avoid behaviour that may place themselves or others at risk;
- behave in a manner that reflects positively on the College.

Unacceptable behaviour whilst travelling may be investigated and may result in College sanctions where appropriate.

9.4 Educational Visits and Residential Trips



Students participating in educational visits, fieldwork, residential experiences or overseas visits remain subject to this Behaviour Policy.

Students are expected to:

- follow all instructions given by staff;
- comply with risk assessments and safety procedures;
- respect accommodation, venues and facilities;
- demonstrate courtesy towards members of the public;
- support fellow students;
- comply with local laws and customs where travelling internationally;
- uphold the reputation of the College at all times.

Serious misconduct during educational visits may result in students being withdrawn from the activity, returned home where appropriate and subject to disciplinary procedures.

9.5 Behaviour in Boarding

Boarders are expected to maintain high standards of behaviour throughout the boarding day, including evenings, weekends and holiday periods where they remain under the care of the College.

This includes:

- complying with boarding routines;
- observing registration and signing-in procedures;
- respecting quiet times;
- maintaining appropriate standards within boarding accommodation;
- behaving responsibly during free time;
- following staff instructions;
- contributing positively to the boarding community.

Behaviour within boarding is considered an extension of the College day and is managed in accordance with this policy and the Boarding Handbook.

9.6 Leave, Guardians and Host Families

Students remain ambassadors for St Andrew's College whilst on authorised leave, during weekends away from boarding or when residing with approved guardians or host families.

Students are expected to:

- comply with the expectations of their host or guardian;



- demonstrate respect for property and local communities;
- comply with local laws;
- behave safely and responsibly;
- maintain appropriate contact with the College where required.

The College will work collaboratively with guardians, host families and educational agents when concerns regarding behaviour arise.

9.7 Online Behaviour

Students are expected to demonstrate the same standards of behaviour online as they do in person.

The College may investigate online behaviour occurring outside normal College hours where there is reason to believe that it:

- affects the safety or wellbeing of a member of the College community;
- constitutes bullying, harassment or discrimination;
- involves child-on-child abuse;
- involves harmful sexual behaviour or sexual harassment;
- involves the sharing of indecent or inappropriate material;
- damages the reputation of the College;
- involves criminal behaviour;
- undermines the orderly running of the College.

Students should understand that online behaviour can have lasting consequences and that anonymity online cannot be assumed.

9.8 Artificial Intelligence and Emerging Technologies

Students are expected to use artificial intelligence and emerging digital technologies responsibly, ethically and lawfully.

The misuse of technology, including but not limited to:

- generating false or misleading information;
- creating or sharing deepfake images, audio or video;
- impersonating another person;
- manipulating images without consent;
- creating abusive, discriminatory or explicit AI-generated content;
- using AI to facilitate bullying or harassment;



- using AI to gain an unfair academic advantage;

may result in disciplinary action and, where appropriate, safeguarding intervention or referral to external agencies.

9.9 Criminal Behaviour

Where behaviour outside College may constitute a criminal offence, the College may:

- investigate the matter internally;
- liaise with parents, guardians or educational agents;
- seek advice from external agencies;
- work with the police where appropriate;
- implement appropriate disciplinary procedures.

The existence of a police investigation does not prevent the College from taking action where necessary to safeguard students or maintain good order and discipline.

9.10 Behaviour Affecting the College Community

The College may respond to behaviour occurring away from the College where there is a clear connection to the College or where the behaviour has the potential to:

- place another student or member of staff at risk;
- undermine discipline;
- constitute bullying or harassment;
- damage relationships within the College community;
- adversely affect the reputation of the College;
- bring the College into disrepute;
- compromise safeguarding.

Each case will be considered individually, taking account of all relevant circumstances.

9.11 Reporting Concerns

Students are encouraged to report behaviour occurring outside the College that affects their safety or wellbeing.

Concerns may be reported to:

- Tutors;
- Houseparents;



- Boarding staff;
- Pastoral staff;
- the Designated Safeguarding Lead (DSL);
- any trusted member of staff.

All reports will be taken seriously and managed in accordance with the College's Behaviour Policy and Safeguarding and Child Protection Policy.

9.12 Working in Partnership

Where behaviour beyond the College gives rise to concern, the College will seek to work constructively with:

- parents;
- guardians;
- educational agents;
- host families;
- external agencies;
- safeguarding professionals;
- the police, where appropriate.

The aim is to safeguard students, maintain high standards of behaviour and support positive outcomes.

9.13 Principles

The College recognises that students have lives beyond the College environment and respects their growing independence.

However, where behaviour outside the College has the potential to affect the safety, wellbeing or reputation of members of the College community, or to undermine the College's values and standards, it is both appropriate and necessary for the College to take action.

Students should therefore understand that being a member of the St Andrew's College community carries responsibilities wherever they are and whenever they are identifiable as representatives of the College.

10. Searching, Screening and Confiscation

10.1 Purpose



St Andrew's College is committed to maintaining a safe, secure and orderly environment in which all students can learn and thrive. In order to safeguard students and staff, the College reserves the right to undertake screening, searches and confiscation where it is lawful, reasonable and proportionate to do so.

Searching powers exist to protect the welfare of individuals, prevent harm, maintain good order and discipline, and ensure compliance with College rules and the law.

All searches will be conducted with respect for the dignity, privacy and rights of the student and in accordance with current statutory guidance.

For more information please refer to the **Searching, Screening and Confiscation Policy**

11. Positive Handling, Restrictive Physical Intervention and Use of Reasonable Force

11.1 Purpose

St Andrew's College is committed to providing a safe, supportive and respectful environment in which all students can learn, live and flourish. We recognise that the vast majority of behavioural situations can and should be managed through positive relationships, effective communication and skilled de-escalation.

On very rare occasions, however, it may be necessary for staff to use reasonable force or restrictive physical intervention to protect a student or another person from harm.

The College is committed to ensuring that any use of force is lawful, necessary, proportionate and carried out with the utmost regard for the dignity, welfare and human rights of every student.

Physical intervention must always be regarded as a last resort.

For more details please refer to the **Positive Handling, Restrictive Physical Intervention and Use of Reasonable Force Policy**

12. Suspensions, Internal Suspension, Permanent Exclusion and Reintegration

12.1 Purpose

St Andrew's College is committed to maintaining a safe, respectful and orderly environment in which every student can learn and thrive. While the College seeks to resolve behavioural concerns through positive relationships, restorative practice and appropriate support, there are occasions when more serious sanctions are necessary to safeguard individuals and maintain good order.

Suspension and permanent exclusion are serious disciplinary measures and will only be used where they are lawful, reasonable, proportionate and fair.



The College will always seek to balance the needs of the individual student with its overriding duty to safeguard the welfare, education and wellbeing of the wider College community.

12.2 Guiding Principles

Any decision to suspend or permanently exclude a student will be guided by the following principles:

- decisions will be lawful, reasonable, proportionate and procedurally fair;
- every decision will be made on the individual facts of the case;
- exclusion will never be an automatic consequence of a particular behaviour;
- all relevant evidence will be considered before a decision is reached;
- students will be treated with dignity throughout the process;
- safeguarding will remain the College's primary consideration;
- the College will fulfil its duties under the Equality Act 2010 and consider whether disability, SEND or other vulnerabilities have contributed to the behaviour;
- wherever appropriate, supportive interventions will be considered before exclusion.

12.3 Internal Suspension

The College may require a student to attend an internal suspension (sometimes referred to as internal exclusion or supervised separation) where this is considered an appropriate response to serious misconduct that does not require removal from the College site.

Internal suspension may be used to:

- provide a structured period of reflection;
- maintain the continuity of education;
- protect the learning of others;
- support a restorative process;
- allow investigations to be completed where appropriate.

Students placed in internal suspension will:

- remain supervised at all times;
- continue to receive meaningful educational work;
- have access to appropriate welfare support;
- be expected to comply with staff instructions.



Internal suspension is not intended to be punitive but to provide a structured opportunity for reflection and behavioural improvement.

12.4 Suspension

A suspension is a temporary removal from the College and will only be used where the seriousness of the behaviour justifies such action.

Examples may include:

- serious physical assault;
- serious bullying;
- sexual harassment or sexual violence;
- harmful sexual behaviour;
- possession or use of illegal drugs;
- possession of offensive weapons;
- significant damage to property;
- repeated serious disruption;
- behaviour posing a significant risk to others.

This list is illustrative and not exhaustive.

The Head (or a senior leader acting with delegated authority) is responsible for decisions relating to suspension.

12.5 Permanent Exclusion

Permanent exclusion is the most serious disciplinary sanction available to the College.

A decision to permanently exclude will normally only be taken where:

- there has been a serious breach of the College's Behaviour Policy; **and/or**
- allowing the student to remain at the College would seriously harm the education, welfare or safety of the student or others.

Permanent exclusion will only be considered after careful consideration of all relevant circumstances and where the College concludes that no reasonable alternative is appropriate.

12.6 Investigation



Before making a decision regarding suspension or permanent exclusion, the College will normally:

- investigate the incident thoroughly;
- gather relevant evidence;
- provide the student with an opportunity to explain their account;
- consider witness statements where appropriate;
- review CCTV or electronic evidence where available;
- consider safeguarding information;
- consider previous behaviour records where relevant.

Investigations will be conducted fairly and without unreasonable delay.

12.7 Factors Considered Before a Decision

Before deciding upon suspension or permanent exclusion, the College will consider:

- the seriousness of the behaviour;
- the student's age and maturity;
- the student's previous behaviour record;
- any mitigating circumstances;
- whether the behaviour was impulsive or premeditated;
- the impact on victims;
- safeguarding concerns;
- whether the student has SEND or a disability;
- whether reasonable adjustments have been made;
- whether there are identified mental health or wellbeing concerns;
- whether the behaviour may have been influenced by abuse, exploitation or trauma;
- the wider interests of the College community.

These considerations help ensure decisions are lawful, proportionate and consistent with the College's equality and safeguarding duties.

12.8 Communication with Parents, Guardians and Agents

Parents, guardians or educational agents will normally be informed without delay where a suspension or permanent exclusion is being considered or has been imposed.

The College will provide written confirmation of:

- the reason for the decision;



- the duration of any suspension;
- expectations during the period of suspension;
- arrangements for education during the suspension;
- arrangements for reintegration where appropriate;
- the process for requesting a review or appeal.

12.9 Education During Suspension

Where a student is suspended, the College will seek to minimise disruption to learning.

Appropriate educational work will normally be provided throughout the period of suspension, enabling the student to continue their studies and maintain academic progress.

Where appropriate, pastoral support will also remain available.

12.10 Reintegration Following Suspension

Following a suspension, the College will normally hold a reintegration meeting involving the student and, where appropriate:

- parents or guardians;
- the Tutor;
- Houseparent;
- Deputy Head (Pastoral);
- SENCO;
- Designated Safeguarding Lead.

The purpose of the meeting is to:

- review the incident;
- identify any underlying concerns;
- agree expectations moving forward;
- identify additional support;
- restore positive relationships;
- promote a successful return to College life.

The emphasis will be on learning from the incident rather than assigning further blame.

12.11 Support Following Serious Behaviour Incidents



The College recognises that serious behaviour incidents can affect victims, witnesses and staff as well as the student involved.

Appropriate support may include:

- pastoral support;
- safeguarding intervention;
- counselling;
- mentoring;
- restorative processes;
- behaviour support planning;
- SEND review;
- external agency involvement where appropriate.

12.12 Appeals and Review

Parents or guardians may request a review of a decision to permanently exclude in accordance with the College's Complaints Procedure and the terms of the Parent Contract.

The review will be conducted by individuals who have not been directly involved in the original decision wherever practicable.

The purpose of the review is to ensure that the decision was:

- procedurally fair;
- evidence based;
- proportionate;
- consistent with the College's policies;
- compliant with the College's contractual and legal obligations.

12.13 Equality, SEND and Safeguarding

The College recognises that students with SEND, disabilities or additional vulnerabilities may require additional support.

Before any suspension or permanent exclusion is imposed, careful consideration will be given to:

- the Equality Act 2010;
- identified SEND;
- Education, Health and Care Plans (where applicable);
- reasonable adjustments;



- safeguarding concerns;
- involvement of social workers or other professionals;
- any known medical or mental health needs.

No student will be suspended or permanently excluded because of behaviour that is a direct consequence of unmet needs without first considering whether further support or reasonable adjustments are appropriate.

12.14 Recording and Monitoring

All suspensions and permanent exclusions will be recorded accurately.

Records will include:

- the reason for the decision;
- evidence considered;
- duration;
- communication with parents or guardians;
- educational arrangements;
- reintegration planning;
- safeguarding considerations;
- any review outcome.

Senior leaders will monitor exclusion data to identify:

- patterns and trends;
- equality implications;
- repeat suspensions;
- safeguarding concerns;
- opportunities for early intervention.

Anonymised information will be reported to Governors as part of the College's behaviour and safeguarding oversight.

12.15 Alternative Measures

Before considering permanent exclusion, the College may, where appropriate and in the best interests of the student and the wider community, consider alternatives such as:

- enhanced pastoral support;
- a behaviour support plan;
- internal suspension;



- temporary off-site education or alternative provision where suitable;
- additional SEND assessment or support;
- a managed transition to another educational setting, where agreed by all parties and in the student's best interests.

Such measures will not be used to avoid a lawful exclusion process where permanent exclusion is the appropriate response.

12.16 Monitoring and Review

The Head and Deputy Head (Pastoral) will review all suspensions and permanent exclusions to ensure that decisions are:

- lawful;
- fair;
- proportionate;
- consistent;
- free from unlawful discrimination;
- supportive of safeguarding;
- aligned with the College's values.

The Governing Body will receive anonymised reports to enable it to monitor trends, challenge practice where appropriate and assure itself that exclusion is used rarely, fairly and only when necessary.

13. Monitoring, Recording and Review

13.1 Purpose

St Andrew's College is committed to maintaining the highest standards of behaviour, safeguarding and student welfare. Effective monitoring and review enable the College to evaluate the impact of this policy, identify emerging trends, ensure consistency of practice and continually improve the support provided to students.

Behaviour monitoring is not undertaken simply to record incidents but to identify patterns, celebrate success, inform decision-making and ensure that every student receives appropriate support to thrive.

13.2 Recording Behaviour

Accurate and timely recording of behaviour is essential to ensuring consistency, accountability and effective safeguarding.



Staff are expected to record significant behaviour incidents using the College's Management Information System as soon as reasonably practicable after the incident has occurred.

Behaviour records should be:

- factual;
- objective;
- accurate;
- proportionate;
- completed promptly;
- respectful in tone and language.

Where appropriate, records should include:

- the date, time and location of the incident;
- the students involved;
- staff involved;
- a clear factual description of the behaviour;
- antecedents or known triggers;
- action taken by staff;
- sanctions or restorative measures applied;
- safeguarding concerns identified;
- communication with parents, guardians or educational agents;
- agreed follow-up actions.

Behaviour records form part of the College's safeguarding arrangements and will be managed in accordance with the College's Data Protection Policy and applicable data protection legislation.

13.3 Monitoring Behaviour

Senior leaders will regularly monitor behaviour information to ensure that standards remain high and that support is provided at the earliest opportunity.

Monitoring may include:

- frequency of behaviour incidents;
- types of behaviour occurring;
- locations and times of incidents;
- patterns across year groups;
- boarding and day student trends;
- attendance and behaviour links;



- safeguarding concerns;
- use of rewards and sanctions;
- use of restrictive physical intervention;
- suspensions and permanent exclusions;
- bullying and discriminatory incidents.

The purpose of monitoring is to identify trends, evaluate interventions and ensure that behaviour systems remain fair, consistent and effective.

13.4 Equality Monitoring

The College is committed to ensuring that behaviour systems are implemented fairly and without unlawful discrimination.

Behaviour data will be reviewed periodically to identify whether particular groups of students are disproportionately represented in behaviour incidents or sanctions.

Where appropriate, monitoring may consider trends relating to:

- students with Special Educational Needs and Disabilities (SEND);
- disability;
- age;
- sex;
- race and ethnicity;
- religion or belief;
- sexual orientation;
- gender reassignment;
- boarding or day status;
- students receiving pastoral or safeguarding support.

Where disparities are identified, senior leaders will review practice to determine whether additional support, reasonable adjustments or procedural improvements are required.

13.5 Safeguarding Oversight

Behaviour information contributes to the College's safeguarding systems.

Behaviour records will be reviewed alongside safeguarding information to identify:

- repeated concerning behaviours;
- emerging safeguarding risks;
- child-on-child abuse;



- harmful sexual behaviour;
- bullying or discrimination;
- online safety concerns;
- exploitation;
- mental health or wellbeing concerns;
- patterns requiring multi-agency intervention.

Where behaviour indicates that a student may be at risk of harm, safeguarding procedures will take precedence over disciplinary processes.

13.6 Student Support

Behaviour monitoring is intended to ensure that students receive appropriate support before concerns become entrenched.

Where patterns of behaviour emerge, the College may consider:

- restorative interventions;
- mentoring;
- Tutor support;
- Houseparent support;
- pastoral intervention;
- behaviour support planning;
- SEND assessment or review;
- safeguarding assessment;
- counselling;
- external professional support;
- multi-agency working where appropriate.

The College seeks to identify and respond to concerns at the earliest possible stage.

13.7 Monitoring the Use of Restrictive Physical Intervention

All incidents involving restrictive physical intervention will be reviewed by the Deputy Head (Pastoral) or another designated senior leader.

Reviews will consider:

- whether de-escalation strategies were appropriate;
- whether intervention was necessary;
- whether the least restrictive option was used;



- whether recording requirements were met;
- whether staff require additional support or training;
- whether the student's behaviour support plan or risk assessment requires review.

This monitoring supports the College's commitment to minimising the use of restrictive physical intervention.

13.8 Staff Training and Professional Development

The College recognises that consistent behaviour management depends upon knowledgeable and confident staff.

Appropriate training will be provided to ensure staff understand:

- the Behaviour Policy;
- safeguarding responsibilities;
- restorative approaches;
- trauma-informed practice;
- de-escalation strategies;
- positive handling and restrictive physical intervention;
- equality duties;
- behaviour recording procedures;
- searching and confiscation procedures.

Training needs will be reviewed regularly and following significant incidents.

13.9 Student Voice

Students play an important role in helping the College evaluate its behaviour culture.

The College will seek student feedback through appropriate mechanisms, which may include:

- Student Council;
- boarding meetings;
- tutor discussions;
- surveys;
- focus groups;
- pastoral reviews.

Student feedback will be considered alongside behaviour data to identify strengths and opportunities for improvement.



13.10 Partnership with Parents, Guardians and Agents

The College values feedback from parents, guardians and educational agents regarding behaviour, pastoral care and student wellbeing.

Feedback may be gathered through:

- parent meetings;
- surveys;
- individual discussions;
- boarding reviews;
- the College's Complaints Procedure.

Constructive feedback contributes to the continuous improvement of behaviour systems and strengthens partnerships between home and College.

13.11 Governor Oversight

The Governing Body has strategic oversight of behaviour and student welfare.

Governors will receive anonymised reports, at least annually and more frequently where appropriate, relating to:

- behaviour trends;
- rewards and sanctions;
- suspensions;
- permanent exclusions;
- restrictive physical interventions;
- bullying incidents;
- discriminatory incidents;
- safeguarding themes;
- policy implementation.

Governors will use this information to assure themselves that behaviour systems remain lawful, effective, proportionate and consistent with the College's values.

13.12 Review of the Policy

This policy will be reviewed annually, or sooner where:

- legislation changes;



- statutory guidance is updated;
- inspection findings indicate the need for amendment;
- significant behavioural trends emerge;
- operational experience identifies opportunities for improvement.

The review process will take account of:

- statutory guidance;
- current educational research;
- safeguarding developments;
- behaviour data;
- staff feedback;
- student voice;
- parental feedback;
- governor oversight.

13.13 Continuous Improvement

St Andrew's College is committed to fostering a culture of continuous improvement.

Behaviour management is most effective when it evolves in response to evidence, reflection and the changing needs of students. The College will therefore continue to evaluate its practice, invest in staff development and refine its systems to ensure that behaviour expectations remain clear, consistent and supportive.

Our aim is not simply to manage behaviour, but to cultivate a community in which students feel safe, valued and empowered to become respectful, responsible and compassionate young adults.

Appendix A

Behaviour Flowchart

Prior to the implementation of sanctions for low level misbehaviours, staff should utilise strategies to try and resolve the issue before escalation. This may include reflective conversations, an opportunity to complete missed homework during lunchtime, verbal warnings etc.

