



Rewards, Behaviour and Conduct Policy

Policy Owner	Deputy Head (Pastoral)
Version	2026.1
Effective from	1 st September 2026
Review Date	1 st September 2027

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

Austin Friars is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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Introduction and Rationale

Austin Friars School provides a caring and nurturing environment in which pupils are supported to flourish and be their best selves. Rooted in our Augustinian values of **Unity, Truth and Love**, we seek to create a community where every individual is valued and encouraged to achieve their full potential.

We recognise the importance of celebrating positive choices. This policy outlines how rewards are used to reinforce positive behaviour, alongside the consistent use of praise to acknowledge good Conduct in everyday interactions for all pupils, including Adult pupils.

As a small and close-knit community, pupils are encouraged to look out for one another, act with kindness and respect, and take collective responsibility for the well-being of others. We understand that growing up presents challenges, and that mistakes form an important part of learning and development.

Through effective behaviour management, we aim to develop pupils' self-awareness, responsibility and resilience, enabling them to learn from their experiences and make positive choices. This policy provides a clear framework of expectations, rewards and sanctions to ensure a consistent and supportive approach across the school. By recording these we are able to review, reflect and see patterns and trends.

This policy should be read alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- Learning Support Policy
- Exclusions Policy
- Complaints Policy

The school's rules and expectations for behaviour will apply regardless of whether a behaviour is legally permissible by virtue of a pupil's age (e.g. use of alcohol by those over 18 or cigarettes by those over 16).

Aims

The aims of this policy are to:

- **Promote a positive and united community** where pupils demonstrate respect, kindness and shared responsibility, ensuring a calm, safe and supportive environment for learning in line with the Augustinian value of *Unity*
- **Encourage honesty, integrity and personal responsibility**, supporting pupils to understand right from wrong, including a clear definition of unacceptable behaviour such as bullying and discrimination, in line with the value of *Truth*
- **Celebrate and reinforce positive behaviour**, while supporting pupils to learn from mistakes, develop resilience and fulfil their potential, reflecting the value of *Love* and the development of the whole person
- **Establish a consistent, whole-school approach** to behaviour that reflects the school's values, clearly outlining expectations, consequences and standards of Conduct expected of all pupils

Legislation, Statutory Requirements and Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for Heads and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2026](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

Roles and Responsibilities (leadership and Management)

SCHOOL LEADERS

School leaders are responsible for promoting a positive culture of behaviour and conduct that reflects the values and ethos of Austin Friars School. Through visible leadership, clear communication and consistent application of this policy, leaders seek to create an environment in which every member of the school community feels safe, respected and valued.

School leaders will:

- Model the standards of behaviour, conduct and relationships expected throughout the school.
- Ensure that behaviour expectations, rewards and consequences are implemented fairly, consistently and proportionately.
- Promote a culture of mutual respect, responsibility and high expectations.
- Provide appropriate training, guidance and support so that staff understand and can effectively fulfil their responsibilities under this policy.
- Ensure that all new staff are inducted into the school's behaviour and pastoral systems, including the expectations, routines and values that underpin school life.
- Monitor behaviour and conduct across the school, using this information to evaluate practice and identify areas for improvement.
- Work collaboratively with pupils, parents and staff to maintain a positive and supportive school community.

TEACHERS AND STAFF

All staff play a vital role in fostering a calm, orderly and inclusive environment in which pupils can learn and flourish. Through their daily interactions, staff promote the values of Unity, Truth and Love and help pupils develop self-discipline, respect for others and a sense of personal responsibility.

Staff should recognise that changes in behaviour, repeated incidents of poor conduct or persistent breaches of school expectations may indicate an unmet need or safeguarding concern. Behaviour should not be considered in isolation and staff must remain vigilant to indicators of abuse, neglect, exploitation, mental health difficulties or other vulnerabilities.

All staff will:

- Model the high standards of behaviour, courtesy and professionalism expected of pupils.
- Promote positive relationships and create an environment in which pupils feel safe, supported and able to succeed.
- Communicate and uphold school expectations consistently and fairly.
- Recognise, reward and celebrate positive behaviour, effort and contributions to school life.
- Address behaviour concerns promptly, fairly and consistently in accordance with this policy. Staff will use the school's agreed behaviour framework, including the **C Scale** (see Appendix 4a and b), to ensure a proportionate and consistent response to incidents of inappropriate behaviour. The C Scale provides guidance on the severity of behaviours and the appropriate level of intervention, support, sanction and leadership involvement required.

- Consider individual pupil needs and, where appropriate, make reasonable adjustments to support pupils in meeting behavioural expectations.
- Work closely with colleagues, parents and external agencies where necessary to support pupils' wellbeing and behaviour.
- Follow school procedures for recording, monitoring and reporting behaviour incidents.

PUPILS

Every pupil has the right to learn in an environment that is safe, supportive and conducive to learning. Pupils also have a responsibility to contribute positively to the school community and uphold the values and standards of Austin Friars School.

Pupils are expected to:

- Demonstrate respect, kindness and consideration towards others.
- Follow school rules, routines and expectations.
- Take responsibility for their actions and learn from mistakes.
- Act in a manner that promotes the wellbeing, safety and reputation of the school community.
- Engage positively with support and guidance offered by staff.
- Contribute to a culture where everyone feels valued, included and able to thrive.

The school will ensure that pupils understand the standards expected of them through induction, assemblies, tutor activities, pastoral support and ongoing education throughout their time at Austin Friars School.

PARENTS

Austin Friars School values the importance of strong and positive partnerships with parents and carers. Working together helps ensure that pupils receive consistent guidance and support both at school and at home.

Parents and carers are expected to:

- Support the values, expectations and standards outlined in this policy.
- Encourage their child to take responsibility for their behaviour and conduct.
- Work constructively with the school to address concerns and promote positive outcomes.
- Attend meetings and engage with support plans where appropriate.
- Communicate concerns respectfully and through the appropriate channels.

The school will maintain open and professional communication with parents and carers, celebrating achievements, addressing concerns promptly and working collaboratively to support the welfare, development and success of every pupil.

Behaviour Expectations

The expectations outlined in this policy apply at all times when pupils are representing Austin Friars School or where their conduct may have an impact upon members of the school community or bring, or have the potential to bring the school into disrepute.

All pupils are expected to demonstrate the values of **Unity, Truth and Love** through their actions, attitudes and relationships with others. Pupils should behave responsibly, respectfully and safely, showing consideration for fellow pupils, staff, visitors and the wider community.

Behaviour expectations apply both within and beyond the school day and include conduct in person, online and when participating in activities connected to the School.

Adult Pupils (ages 18 and over)

Austin Friars School recognises that some pupils in the Sixth Form may be legally recognised as adults. Whilst the School respects the increasing independence and responsibilities associated with adulthood, all pupils remain members of the Austin Friars community and are expected to adhere to the School's policies,

rules and expectations while on the school site, participating in school activities, representing the School or residing on residential visits.

The School's expectations regarding conduct, safeguarding, alcohol, smoking, vaping, drug use, relationships, online behaviour, educational visits and attendance apply equally to pupils aged 18 and over.

Where concerns arise involving an adult pupil, the School will normally seek to work in partnership with parents; however, the School will also respect the rights of the adult pupil and will manage information in accordance with safeguarding, data protection and confidentiality requirements.

The School reserves the right to impose sanctions for behaviour that falls below expected standards regardless of whether such behaviour would otherwise be lawful by virtue of a pupil's age.

Off Site-Behaviour

The School may apply sanctions where a pupil's behaviour outside of school falls below the standards expected by Austin Friars School.

This includes behaviour when a pupil is:

- Participating in a school visit, residential, sporting fixture, educational activity or other school-related event.
- Travelling to or from school.
- Wearing school uniform.
- Identifiable as a member of the Austin Friars School community.

The School may also take disciplinary action in response to behaviour occurring outside school where it:

- Has a negative impact upon the wellbeing, safety or education of members of the school community.
- Brings the School into disrepute.
- Could adversely affect the orderly running of the School.
- Involves bullying, harassment, discriminatory behaviour or other conduct contrary to the School's values and expectations.
- Involves inappropriate use of technology or social media.

Any action taken by the School will be reasonable, proportionate and consistent with the circumstances of the incident.

Staff Training

The School is committed to ensuring that all staff receive appropriate training and guidance to promote high standards of behaviour and conduct.

Staff training may include:

- Behaviour management strategies and restorative approaches.
- Child development and the impact of additional needs on behaviour.
- Safeguarding and child protection responsibilities, include current safeguarding themes relevant to behaviour, including child-on-child abuse, online safety, harmful sexual behaviour, bullying, discrimination, misogyny, extremist behaviour, exploitation and the safe use of technology.
- Recording and reporting procedures.
- Consistent application of rewards, sanctions and pastoral interventions.
- Supporting pupils with additional needs, including those with SEND, medical conditions or social, emotional and mental health needs.

Behaviour management forms part of the induction programme for all new members of staff and is reinforced through ongoing professional development.

Pupil Transition

The School recognises that periods of transition can present additional challenges for some pupils. Appropriate support will therefore be provided to ensure that pupils successfully adapt to new schools, phases, year groups or educational settings.

This may include:

- Induction events and transition activities.
- Information sharing between staff and, where appropriate, previous educational settings.
- Additional pastoral support.
- Individual support plans for pupils requiring enhanced transition arrangements.
- Regular communication with parents and carers.

Particular consideration will be given to pupils with SEND, medical needs or identified vulnerabilities.

Responding to Behaviour

Austin Friars School is committed to maintaining a calm, safe and purposeful learning environment where all pupils can achieve their potential and where the values of **Unity, Truth and Love** are reflected in daily school life.

Where behaviour falls below the standards expected by the School, staff will respond fairly, consistently and proportionately, taking into account the pupil's age, individual circumstances and any relevant safeguarding, SEND or pastoral considerations.

Behaviour incidents will be recorded and managed using the School's Conduct Scale (C1-C5), with each category outlining the typical behaviours, staff responses, sanctions and follow-up actions expected. Staff should refer to Appendix 4a or b when determining an appropriate response to a behaviour incident.

Responses may include, but are not limited to:

- Restorative conversations and reflection.
- Behaviour coaching and support.
- Loss of privileges.
- Detentions or other school-based sanctions.
- Tutor, Head of Year, Head of School or Senior Leadership intervention.
- Parental involvement and meetings.
- Individual behaviour support plans or pastoral interventions.
- Internal suspension or alternative supervised provision.
- Suspension.
- Permanent exclusion.

Repeated incidents, escalation in severity or failure to engage with support and intervention may result in movement to a higher level of the Conduct Scale and the application of more serious sanctions.

The School will always seek to balance appropriate accountability with support, helping pupils to reflect on their choices, repair relationships where appropriate and develop the self-discipline required to contribute positively to the school community.

Detentions

The School reserves the right to issue detentions where appropriate and inline with the C2 and C3 conduct marks. Detentions may take place:

- During break or lunchtime for Conduct 2 C2 marks
- After school for C3 and above
- As an extended after-school detention for C3 and above

- On a Saturday morning where serious or repeated breaches of the School's expectations have occurred.

Reasonable notice will normally be provided to parents and carers where detentions take place outside the normal school day.

Suspension and Permanent Exclusion

The Head has the authority to suspend or permanently exclude a pupil in response to serious breaches of the School's Behaviour, Conduct and Rewards Policy or where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

The School will follow relevant statutory guidance and ensure that decisions are made fairly, reasonably and in accordance with the principles of natural justice. There is a right to appeal, and details can be found in the complaints procedure.

Restrictive interventions, including use of reasonable force

Austin Friars School is committed to maintaining a safe, supportive and orderly environment where all pupils can learn, flourish and feel secure. The School recognises that, on rare occasions, physical intervention may be necessary to safeguard pupils, staff or others.

Any use of force will be lawful, reasonable, proportionate and used only as a last resort. Staff will always seek to de-escalate situations through positive behaviour management, restorative approaches and other appropriate interventions before considering physical intervention wherever it is safe to do so.

Members of staff may use reasonable force where necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Prevent behaviour that is likely to compromise the safety, welfare or good order of the School community.
- Maintain safe and orderly conduct during school activities, visits and educational provision.

In exceptional circumstances, authorised staff may use reasonable force when carrying out a search where this is permitted by law and where there are reasonable grounds to believe that a pupil may be in possession of a prohibited item.

Any physical intervention must use no more force than is necessary in the circumstances and must cease as soon as the risk has reduced. Significant incidents involving the use of force will be recorded and reported in accordance with current statutory guidance and school procedures.

Where restrictive intervention has been used:

- The incident will be recorded in accordance with the School's safeguarding and behaviour procedures.
- Parents or carers will normally be informed as soon as reasonably practicable.
- The pupil will be supported to reflect on the incident and, where appropriate, restorative work will take place.
- The School will review the circumstances of the incident to identify any learning, support or preventative measures required.

When considering the use of reasonable force, staff will take account of the individual needs and vulnerabilities of the pupil, including any special educational needs and disabilities (SEND), medical

conditions, communication needs, social, emotional and mental health needs, trauma history or safeguarding concerns.

The welfare, dignity and safety of all pupils remain paramount in any decision to use restrictive intervention.

Searching, Screening and confiscation

In order to safeguard pupils and staff, and to uphold the standards of behaviour and conduct expected within the Austin Friars, authorised staff may search pupils and their possessions, and may confiscate items where this is lawful, reasonable and proportionate.

The School will always seek to balance the safety and welfare of the community with the dignity and rights of the individual pupil. Wherever possible, concerns will be addressed through positive relationships, open communication and pastoral support. However, where there are reasonable grounds to do so, staff may exercise their powers to search or confiscate items in accordance with current legislation and Department for Education guidance.

Items may be confiscated where they:

- Present a risk to the health, safety or welfare of any member of the school community.
- Disrupt teaching, learning or the orderly running of the School.
- Breach the School's rules, policies or expectations.
- Are prohibited by law.
- Could be used to cause harm, damage property or facilitate inappropriate behaviour.

Prohibited items include, but are not limited to:

- Knives or weapons.
- Alcohol.
- Illegal drugs and controlled substances.
- Stolen items.
- Tobacco, vapes and smoking-related products.
- Fireworks.
- Pornographic material.
- Any article reasonably suspected of being intended for use in committing an offence, causing personal injury or damaging property.

When exercising powers of search or confiscation, staff will act reasonably, proportionately and in accordance with safeguarding principles. Consideration will always be given to a pupil's age, maturity, SEND, medical needs, communication needs and any known vulnerabilities.

Where an item has been confiscated, the School may:

- Return the item to the pupil at an appropriate time.
- Return the item directly to a parent or carer.
- Retain the item for investigation or safeguarding purposes.
- Dispose of the item where permitted by law and guidance.
- Refer the matter to the police or other appropriate agencies where necessary.

Parents and carers will normally be informed where a search has taken place, where prohibited items have been found, or where there are safeguarding or welfare concerns arising from the incident.

Any searches, confiscations or related incidents will be recorded in accordance with the School's safeguarding, behaviour and record-keeping procedures.

The School follows the most recent Department for Education guidance relating to searching, screening and confiscation in schools and will review its procedures regularly to ensure continued compliance with statutory requirements.

[Searching, screening and confiscation in schools - GOV.UK](#)

Child on Childs Abuse

Austin Friars School recognises that children can abuse other children and that such abuse can take many forms. Child-on-child abuse is never acceptable and will always be taken seriously. It will not be dismissed as "banter", "just having a laugh", "part of growing up" or any other explanation that seeks to minimise its impact.

We are committed to creating a culture in which all pupils feel safe, respected and supported. Any behaviour that causes harm to another pupil will be addressed promptly, appropriately and proportionately, with the welfare of all pupils involved remaining paramount.

Child-on-child abuse may include, but is not limited to:

- Bullying, including prejudice-based and discriminatory bullying;
- Physical abuse;
- Sexual violence and sexual harassment;
- Online abuse;
- Sharing of nude or semi-nude images and/or videos;
- Initiation or hazing-type behaviours;
- Abuse within intimate personal relationships;
- Harmful sexual behaviour;
- Behaviour motivated by misogyny, misandry, discrimination or prejudice.

Most incidents of poor behaviour between pupils will be managed through the procedures outlined within this Behaviour, Conduct and Rewards Policy. However, where an incident raises a safeguarding concern, meets the threshold for child-on-child abuse, or indicates that a pupil may be at risk of significant harm, it will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Staff must remain vigilant to indicators of child-on-child abuse and should never assume that an incident is isolated or insignificant. Any concerns should be reported immediately in line with the school's safeguarding procedures. Alleged victims, perpetrators and any other affected pupils will be supported appropriately, and the school will work in partnership with parents, carers and external agencies where necessary to safeguard pupils and promote their welfare.

The School will ensure that alleged victims are supported, protected and listened to throughout any investigation. Appropriate support will also be provided to alleged perpetrators and any other pupils affected by an incident. All concerns will be managed on a case-by-case basis with safeguarding considerations taking precedence over disciplinary procedures where appropriate.

Further information regarding the prevention, identification, reporting and management of child-on-child abuse can be found in the school's Safeguarding and Child Protection Policy.

Banned items

To maintain a safe, respectful and purposeful learning environment, pupils must not bring prohibited or banned items onto the school site, into boarding or residential accommodation, or to any school activity off site.

Prohibited items include, but not limited to:

- Knives and weapons.
- Alcohol.
- Illegal drugs and controlled substances.
- Stolen items.
- Tobacco, cigarettes, vaping devices and related products.

- Snus
- Fireworks.
- Pornographic images or material.
- Any article that has been, or is likely to be, used to commit an offence, cause injury or damage property.

The School may also prohibit other items where their possession or use is contrary to the School's values, expectations or policies.

Any banned or prohibited item may be confiscated, retained, disposed of or handed to the police or other appropriate authority where necessary. Parents and carers will normally be informed where prohibited items are found.

The School reserves the right to search pupils and their possessions in accordance with current legislation and Department for Education guidance where there are reasonable grounds to suspect that a prohibited item is present.

Mobile Phones

Austin Friars School recognises both the benefits and risks associated with mobile phones and smart technology. In line with our commitment to safeguarding and promoting the wellbeing of all pupils, the School operates as a mobile phone-free environment by default during the school day.

Pupils must not have access to mobile phones, smart watches or other smart devices with similar functionality during lessons, transitions between lessons, breaktimes or lunchtime unless a specific exception has been authorised by the School. Mobile phones brought onto the school site must be switched off and stored in accordance with School procedures. Sixth Form pupils may have their mobile phone only in the common room.

The School recognises that some pupils may require access to a device because of a medical condition, disability, pastoral need or other exceptional circumstance. Requests for reasonable adjustments will be considered on an individual basis in consultation with parents, carers and relevant staff.

The misuse of mobile phones or smart technology may result in disciplinary action where it:

- Disrupts teaching, learning or the orderly running of the School.
- Compromises safeguarding or pupil welfare.
- Involves bullying, cyberbullying, harassment, intimidation or discrimination.
- Involves the creation, possession or sharing of inappropriate, harmful or illegal content.
- Circumvents the School's filtering, monitoring or online safety arrangements.
- Breaches the School's Acceptable Use, Safeguarding, Behaviour or Data Protection policies.

The School's filtering and monitoring systems may identify concerns relating to online activity on school systems or devices. Such concerns will be reviewed and acted upon in accordance with the School's Safeguarding Policy and filtering and monitoring procedures.

Where there are concerns relating to safeguarding, behaviour, online safety or compliance with School rules, authorised staff may confiscate, search and, where appropriate, examine a device in accordance with statutory guidance and the School's safeguarding procedures. Any such action will be lawful, necessary, proportionate and take account of the pupil's age, needs and individual circumstances.

Particular consideration will be given to concerns involving online abuse, cyberbullying, the sharing of nudes or semi-nudes, AI-generated or manipulated images, harmful online content, criminal exploitation or any behaviour that places a child at risk of harm. Such concerns will be managed in accordance with the School's Safeguarding Policy and may result in referral to external agencies where appropriate.

Pupils are encouraged to report any concerns arising from the misuse of mobile technology, social media or online activity to a member of staff, the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay. The School will always prioritise the safety and wellbeing of pupils when responding to concerns involving technology.

Responding to misbehaviour from pupils with SEND/EAL

Austin Friars School is committed to ensuring that all pupils are treated fairly, consistently and with dignity. The School recognises that some pupils' behaviour may be influenced by a special educational need or disability (SEND), social, emotional or mental health need, communication difficulty, such as EAL students, medical condition or other vulnerability.

When responding to behaviour concerns, staff will consider whether a pupil's behaviour may be linked to an identified or emerging need and whether additional support, reasonable adjustments or alternative approaches are required.

This may include:

- Considering information contained within EHCPs, pupil profiles, support plans or medical plans.
- Implementing reasonable adjustments to behaviour expectations, routines or sanctions where appropriate.
- Providing additional pastoral, SEND or wellbeing support.
- Using restorative and supportive approaches to promote positive behaviour.
- Working collaboratively with parents, carers and external professionals where necessary.

Whilst reasonable adjustments may be made, all pupils are expected to behave in a manner that is safe, respectful and considerate of others. A diagnosis of SEND does not prevent the School from applying sanctions where these are reasonable, proportionate and necessary. However, staff will always consider the individual circumstances of the pupil and whether any underlying need has contributed to the behaviour.

Where behaviour concerns are persistent or significant, the School may undertake additional assessment, review support strategies, seek specialist advice, or implement an individual behaviour support plan to help the pupil succeed.

The School's aim is always to balance appropriate accountability with support, enabling every pupil to develop self-regulation, positive relationships and the confidence to flourish within the Austin Friars community.

Supporting pupils following a sanction

At Austin Friars School, sanctions form only one part of a wider pastoral and educational approach to behaviour. The purpose of any sanction is not simply to address inappropriate behaviour, but to help pupils reflect on their actions, understand the impact of their choices, repair relationships where appropriate, and develop the skills needed to make positive decisions in the future.

Following a sanction, staff should consider what support, intervention or guidance may be required to enable the pupil to successfully meet the school's behaviour expectations. Responses should be proportionate, supportive and informed by the individual circumstances, needs and vulnerabilities of the pupil.

Appropriate support may include:

- A restorative conversation with the pupil to explore what happened, the impact of their actions on themselves and others, and how similar situations can be managed more positively in the future, through differentiated learning work booklets.
- Reflection activities, mentoring or pastoral support designed to promote personal responsibility, self-regulation and positive behaviour.
- Communication and partnership working with parents or carers to ensure a consistent and supportive approach between home and school.
- Consideration of whether additional support is required for vulnerable pupils, including those with SEND, EAL, looked after children, previously looked after children, pupils with a social worker, or pupils experiencing difficulties with attendance, mental health or wellbeing.
- Discussions with relevant staff to identify any underlying factors that may be influencing behaviour and to ensure a coordinated response.

- Review of existing support plans, risk assessments, behaviour strategies, pastoral interventions or reasonable adjustments to determine whether these remain appropriate and effective.
- Referral to the Designated Safeguarding Lead (DSL) or Deputy DSL where behaviour may be linked to a safeguarding concern, unmet welfare need, exploitation, abuse, mental health difficulties, trauma or other vulnerabilities.
- Engagement with external agencies where appropriate to support the pupil's welfare, development and educational progress.

Where staff become aware of concerns suggesting that a pupil's behaviour may be symptomatic of a safeguarding issue, the matter will be managed in accordance with the school's Safeguarding and Child Protection Policy. Behaviour should not be viewed in isolation from safeguarding, and staff must remain alert to indicators that a child may be at risk of harm or may require additional support.

The school recognises that behaviour can be influenced by a range of factors, including special educational needs and disabilities (SEND), mental health needs, adverse childhood experiences, family circumstances, safeguarding concerns and other vulnerabilities. Staff will always seek to understand the reasons behind behaviour whilst maintaining high expectations and appropriate standards of conduct.

All interventions and support strategies will be delivered by appropriately trained staff and, where necessary, overseen by pastoral leaders, the SENDCo, DSL or other relevant professionals. The ultimate aim is to support pupils in learning from their experiences, restoring relationships, developing resilience and achieving positive outcomes within the school's community of **Unity, Truth and Love**.

REWARDS AND RECOGNITION

At Austin Friars School, rewards are used deliberately to reinforce and celebrate behaviours that reflect the School's values. Pupils are recognised for demonstrating qualities such as respect, responsibility, resilience, kindness and a commitment to the wider community. We aim to celebrate these achievements publicly and frequently.

Good effort, positive behaviour and good citizenship are rewarded through the allocation of **House Points**. These are awarded when pupils demonstrate the School's values in their learning, relationships and contributions to school life. Members of staff are encouraged to award up to three House Points at a time for actions or behaviours they deem worthy of recognition.

House Points are awarded to recognise effort, achievement, kindness, service and the positive contribution pupils make to the life of Austin Friars School. All House Points are recorded on iSAMS and contribute to both individual and House totals.

At the end of each term, pupils have the opportunity to exchange the House Points they have earned through participation in the School's House Point Auction. This provides a meaningful way for pupils to benefit from their hard work, commitment and contribution to the School community. House Point balances will be adjusted following each auction to reflect points spent by pupils. The School reserves the right to determine the rewards, experiences and privileges available each term.

The House system remains central to school life, encouraging pupils to work together in the spirit of **Unity, Truth and Love**. House achievements are celebrated regularly, with recognition given to House winners and pupils who have demonstrated exceptional commitment to their House and the wider School community.

Academic Rewards

In addition to House Points, pupils are recognised for academic achievement, effort and progress through the following awards:

Commendations

Pupils may be awarded a Commendation for very good work in any curriculum area. Each Commendation is worth **5 House Points**, is recorded on iSAMS, and forms part of the pupil's school record.

Commendations recognise sustained effort, improvement, and a positive approach to learning, reflecting values such as perseverance and responsibility. All Commendations must be authorised by the relevant Head of School.

Excellence Awards

Pupils may be awarded an Excellence for work of an exceptional standard. Each Excellence is worth **10 House Points**, is recorded on iSAMS, and forms part of the pupil's school record. Excellence Awards recognise outstanding achievement and a commitment to high standards, often demonstrating independence, intellectual curiosity and resilience. All Excellence Awards must be authorised by the relevant Head of School.

Staff will use their professional judgement to ensure that pupils at all stages of development have the opportunity to achieve these awards. Recognition is not limited to high-attaining pupils; it reflects effort, progress and the consistent demonstration of the School's values.

To ensure that these awards retain their significance, staff are advised to issue no more than 10 Commendations and 5 Excellence Awards per class per half term.

Junior School Recognition

In the Junior School, one pupil per class is nominated each week as **Star of the Week**, and one pupil per class is nominated for the **Unitas, Veritas, Caritas Award**. These awards recognise pupils who have consistently demonstrated one or more of the School's values over the course of the week, such as kindness, respect and determination.

Recipients are announced in the Friday assembly, where their achievements are celebrated by the school community. Each pupil receives a certificate to take home in recognition of their success.

CONDUCT

Standards of Dress and Punctuality

At Austin Friars School, we place a high value on standards of dress and punctuality, recognising their importance in fostering a purposeful, respectful and professional learning environment.

In the Junior School, matters relating to punctuality and uniform are managed by the class teacher. In the Senior School, pupils are expected to demonstrate a greater level of independence and responsibility in maintaining these standards.

Senior School: Uniform, Presentation and Punctuality

Senior School pupils are expected to adhere to the standards of dress and appearance outlined in the School Handbook, as well as to arrive punctually for morning registration and all lessons throughout the day. These expectations are shared with parents and carers.

Where a pupil does not meet expectations, the following procedures will apply:

Uniform and Presentation (Tidy Book) SENIOR SCHOOL

- Pupils not adhering to the uniform policy will be reported to their tutor through CPOMS and then must report to their tutor at the start of morning break for three consecutive school days.
- The tutor will review the pupil's uniform and presentation to ensure it meets the School's expectations and update this on CPOMS.
- Tutors to inform parents.

- Heads of House will monitor with Tutors.

Lateness (Tardy Book) – SENIOR SCHOOL

- Pupils who arrive late to school will be placed on the School's **Tardy Book**.
- They must report to their tutor at **8:30am** for three consecutive school days.
- A tutor member of staff will confirm and record their attendance on CPOMS.

Both the Tardy Book and Tidy Book are held in on CPOMS and enable staff to monitor patterns of concern and identify where further support or intervention may be required. Parents will be informed by the Form Tutor when their child is placed on either record.

Persistent Concerns

Where a pupil continues to fall short of expectations in relation to uniform or punctuality despite being placed on the Tidy Book or Tardy Book, this will be treated as a disciplinary matter.

- Uniform concerns will be addressed in consultation with the Form Tutor and the relevant Head of School.
- Punctuality concerns will be addressed in consultation with the Form Tutor and the relevant Head of School.

Any subsequent sanctions or interventions will be communicated clearly to parents or carers.

Conduct Points

Placement on the Tidy Book or Tardy Book does not, in itself, result in the awarding of conduct points, see appendix 4.

Exceptional Circumstances

The School recognises that there may be occasions where issues relating to dress or punctuality arise due to factors beyond a pupil's control.

In such circumstances, it may not be appropriate for a pupil to be placed on the Tidy Book or Late Book. This may include, for example, unavoidable lateness or medical reasons affecting a pupil's ability to meet uniform expectations.

Any decision to depart from standard procedures will be made by the Form Tutor in consultation with the Head of School or another member of the Senior Management Team, where appropriate.

Parents and carers are encouraged to communicate proactively with the School regarding any circumstances that may affect punctuality or uniform. Advance communication enables staff to respond with understanding and helps to avoid unnecessary stress for pupils.

APPENDIX 1 – EYFS Statements

Amendments to policy for pupils in reception and EYFS

Rewards – Pre-school to Preparatory may receive an age-appropriate tangible reward to recognise and celebrate achievement, in addition to any recorded house point, commendation or Excellent grade.
Conduct – If a pupil in EYFS (Preschool and Reception) receives a C1, parents or carers will be informed by the class teacher as soon as reasonably practicable, normally on the same school day.
Communication may be made in person, by telephone or via email, as appropriate.

Behaviour expectations for EYFS

EYFS Behaviour Expectations	
1.	We behave safely
2.	We try our best
3.	We are ready to learn
4.	We demonstrate good manners
5.	Our opinions are respected

APPENDIX 2 – Living Our Augustinian Values – Whole School Behaviour Expectations

Unity

We:

- Support and encourage the learning of others.
- Listen respectfully to the views and opinions of others.
- Contribute positively without interrupting.
- Demonstrate kindness, courtesy and good manners.
- Behave in a way that keeps ourselves and others safe.

Truth

We:

- Arrive prepared and ready to learn.
- Take pride in our work, appearance and environment.
- Listen carefully to feedback and act upon it.
- Learn from our mistakes and strive to improve.
- Take responsibility for our actions and choices.

Love

We:

- Always try our best.
- Show respect, compassion and understanding towards others.
- Use our voices appropriately, raising our hands and listening when others are speaking.
- Make positive contributions to our school community.
- Treat others as we would wish to be treated ourselves.

APPENDIX 3a – Junior School Code of Conduct

We wear our uniform correctly
We arrive on time to lessons
We play safely and sensibly (C1)
We do not eat without permission in lesson (C1)

We drink only water in lessons (C1)
We treat buildings, equipment etc. with respect and care (C2)
We must not have mobile phones in school (unless handed in to the Office) (C2)
We use the internet and devices as per acceptable user policy (C2/3)
We use appropriate language (C2/3)
We do not chew gum (C3)

Pupils are not allowed to drink **at all** in Science labs, for Health and Safety reasons. Pupils are asked to step outside the classroom to drink water in the corridor after asking for permission from staff.

UNIFORM BASICS – Junior School
Shirts tucked in
Top button done up
Ties straight and at belt length
Blazers in school at all times
All items are clean

APPENDIX 3a – Senior School Code of Conduct

We wear our uniform correctly (Tidy Book) – see school website and parent handbook for details
We arrive on time to lessons, activities and prep (Late Book)
We play safely and sensibly (C1)
We ask for permission before touching other people's property (C1)
We do not eat without permission in lesson (C1)
We drink only water in lessons (C1)
We treat buildings, equipment etc. with respect and care (C2)
We must not have mobile phones in school (unless handed in to the Office) (C2)
We use the internet and devices as per acceptable user policy (C2/3)
We use appropriate language (C2/3)
We do not chew gum (C3)

Pupils are not allowed to drink **at all** in Science labs, for Health and Safety reasons. Pupils are asked to step outside the classroom to drink water in the corridor after asking for permission from staff.

UNIFORM BASICS – Senior School
Shirts tucked in
Top button done up
Skirts are not rolled at waist and should be correct length.
Ties straight and at belt length
Blazers on at all times
All items are clean
Coats, hats, gloves and scarves to worn outside only (except school colour)

APPENDIX 4a - Junior School Conduct Management

Sanction	Explanation	Examples of behaviour	Teacher action	Conduct points recorded on iSAMS
First observation of low-level poor behaviour A first official warning will be given by the teacher. This can be in class on the break time spaces or anywhere around school.	- This is to ensure that people know their current behaviour is not meeting school expectations and must quickly be improved. - It should be firm, fair and explained.	Low level disruption Failure to follow simple instructions Failure to keep appropriate personal boundaries from peers Failure to settle down and proceed with set tasks Insufficient work completed	It must be clear to the people that they have received the warning. The teacher may write the name of the pupil on the board. Any warning issued during break times must be communicated to the member of staff on duty.	0
Conduct Mark 1 (C1) This is a mark of poor behaviour on the pupil's record.	- This is issued for continued poor behaviour after an official warning has been given. - C1's can also be issued for specific isolated incidents If a pupil receives 2 of these within a two week. The 2nd C1 will be escalated to a C2 (see below). Accumulation of C1 marks or reset at the end of each even week to allow pupils a fresh start but they remain on the pupil's record.	Not following a first official warning for example: - continued low level disruption - repeated refusal to follow instructions - continued lack of effort Non-adherence to any of the C1 level Code of Conduct.	Pupil should be informed verbally at the time. Staff issuing C1 must record on iSAMS. This will automatically notify the pupils Form Tutor and Head of Junior School. The Head of Junior School will monitor the issuing of Conduct marks in order to escalate accordingly. **see appendix A for amendments relating to Reception and Key Stage 1 pupils.	1
Conduct Mark 2 (C2) Reflection time	This will usually result in a loss of social time for that pupil, on a sliding scale at morning or lunchtime. Kindergarten, Transition, Preparatory: 5 mins; J1 and J2: 10mins; J3 and J4: 15 mins. The pupil will provide proof	Continued poor behaviour following the issues of AC1, for example: - persistent low-level disruption - persistent refusal to follow instructions - persistent lack of effort	C2 reflection time can be issued and arranged by any member of staff. Parents/Carer must be notified. The reflection details must be recorded on the C2 record on iSAMS in order to notify the Form teacher and SMT.	5

	of reflection on their behaviour that will be stored in their file. If a pupil receives two C2's in a half term the second C2 will be escalated to a C3 (see below)	Non-adherence to any of the C2 level Code of Conduct second C1 mark in two week period. Second C1 mark in 2 weeks	In some circumstances a discussion or meeting with Parent/Carer may also be appropriate at this point (instead of or as well as reflection time for the pupil). Head of Junior School will monitor the issuing of Conduct marks in order to escalate accordingly.	
Conduct Mark 3 (C3) Greater time required for reflection about more serious poor behaviour.	This will usually result in the following consequences: • after school detention and/or • loss of privileges. The pupil must provide proof of reflection on their behaviour that will be stored in their file. If a pupil were to receive a second C3 in a term, the second C3 will be escalated to a C4 (see below).	Not improving poor behaviour following the issue of AC2 for example: persistent disruption of learning persistent refusal to follow instructions persistent lack of effort nonadherence to any of the C3 level Code of Conduct Serious incident of poor behaviour, which could include but not limited to: • bullying • truancy • significant disrespect • serious breach of the AU policy. Second C2 mark in a half term	Teacher issuing C3 incident must notify the Head of Junior School as early as possible via iSAMS. The Head of Junior School will then authorise and arrange sanction/reflection time and notify Parents /Carers. A discussion or meeting with Parents/Carer may also be appropriate at this point. The Head of Junior School will monitor the issuing of Conduct marks in order to escalate accordingly.	10
Conduct Mark 4 (C4) Time away from normal school activities in order to reflect on very serious poor behaviour.	This could result in the following consequences: • being placed on report • internal suspension • external suspension If a pupil were to receive a second C4 in an academic year the second C4 will be escalated to a C5 (see below).	Very serious incident of poor behaviour, examples of which could include but not limited to: • Theft • vandalism • violence • extremely serious breach of AU policy • more serious or further bullying Second C3 mark in a term	Issuing of C4 to be managed by SMT. SMT will arrange reflection time/sanction, and the Deputy Head (Pastoral) will notify the Parents/Carers. A discussion or meeting with the Parents/Carers will usually be appropriate at this point. Head of Junior School will monitor issuing of Conduct marks in order to escalate accordingly.	20

Conduct Mark 5 (C5) Head's Warning	This will begin the review process of the child's position in the school and whether Austin Friars is the best place for them to continue their education.	Extremely serious incident of poor behaviour such as: • theft • vandalism • violence • extremely serious breach of AU policy • more serious or further bullying Repeated C4 behaviour	SMT meet to discuss escalation to C5 and notify the Head. PA to Head communicates with Parents/Carers regarding a meeting.	50
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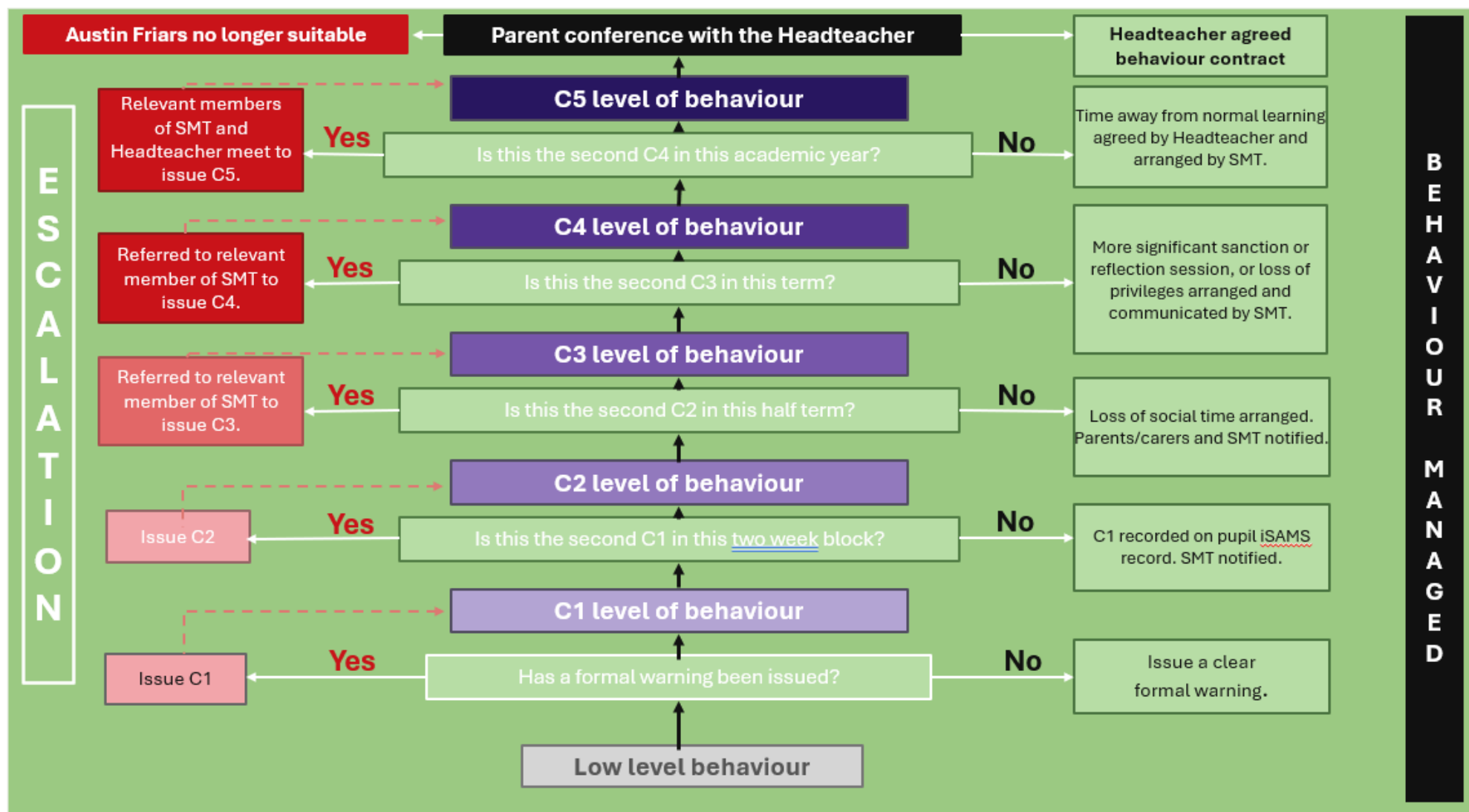
APPENDIX 4b - Senior School Conduct Management

Sanction	Explanation	Examples of behaviour	Teacher action	Conduct points recorded on iSAMS
First observation of low-level poor behaviour A first official warning will be given by the teacher. This can be in class on the break time spaces or anywhere around school.	- This is to ensure that people know their current behaviour is not meeting school expectations and must quickly be improved. - It should be firm, fair and explained.	Low level disruption. Failure to follow simple instructions. Failure to keep appropriate personal boundaries from peers. Failure to settle down and proceed with set tasks. Insufficient work completed, including homework. Anti-social behaviour.	It must be clear to the people that they have received the warning. The teacher may write the name of the pupil on the board. Any warning issued during break times must be communicated to the member of staff on duty.	0
Conduct Mark 1 (C1) This is a mark of poor behaviour on the pupil's record.	- This is issued for continued poor behaviour after an official warning has been given. - C1's can also be issued for specific isolated incidents. If a pupil receives 2 of these within a two week. The second C1 will be escalated to a C2 (see below). Accumulation of C1 marks is reset at the end of each even week to allow pupils a fresh start, but they remain on the pupil's record.	Not following a first official warning for example: - continued low level disruption - repeated refusal to follow instructions - continued lack of effort Non-adherence to any of the C1 level Code of Conduct.	Pupil should be informed verbally at the time. Staff issuing C1 must record on iSAMS. This will automatically notify the pupils Form Tutor. The Form Tutor and teaching staff will monitor the issuing of Conduct marks in order to escalate accordingly.	1
Conduct Mark 2 (C2) Reflection time during detention	This will usually result in a loss of social time for that pupil, 20 to 30 minutes at morning break or lunchtime. If a pupil receives two C2's in a half term the second C2 will be escalated to a C3 (see below).	Continued poor behaviour following the issues of a C1, for example: - persistent low-level disruption - persistent refusal to follow instructions - persistent lack of effort Non-adherence to any of the C2 level Code of Conduct.	C2 reflection time can be issued an arranged by any member of staff. Parents/Carer must be notified. The reflection details must be recorded on the C2 record on iSAMS in order to notify the Form Teacher and SMT.	5

		Second C1 mark in two week period.	In some circumstances a discussion or meeting with Parent/Carer may also be appropriate at this point (instead of or as well as reflection time for the pupil). The appropriate Heads of School will monitor the issuing of Conduct marks. Note: Pupils receiving a C2 for receiving two C1 in <u>different</u> areas will sit reflection with their Form Tutor; Pupils receiving a C2 for receiving two C1 from the <u>same staff member</u> will sit reflection with that staff member.	
Conduct Mark 3 (C3) Greater time required for reflection about more serious poor behaviour in after school or weekend detention.	This will usually result in the following consequences: • after school detention and/or • loss of privileges. The pupil must provide proof of reflection on their behaviour that will be stored in their file. If a pupil were to receive a second C3 in a term, the second C3 will be escalated to a C4 (see below).	Not improving poor behaviour following the issue of a C2 for example: • persistent disruption of learning • persistent refusal to follow instructions • persistent lack of effort Non-adherence to any of the C3 level Code of Conduct Serious incident of poor behaviour, which could include but not limited to: • bullying • truancy • significant disrespect • serious breach of the AU policy. Second C2 mark in a half term	Teacher witnessing a potential C3 incident must notify the appropriate Head of School as early as possible via iSAMS. The Head of School will then authorise and arrange sanction/reflection time and notify Parents /Carers (it may be that the Head of School delegates this task to the reporting teacher, depending on the incident). A discussion or meeting with Parents/Carer may also be appropriate at this point. The Head of School will monitor the issuing of Conduct marks in order to escalate accordingly.	10

Conduct Mark 4 (C4) Time away from normal school activities in order to reflect on very serious poor behaviour	This could result in the following consequences: • being placed on report • internal suspension • external suspension If a pupil were to receive a second C4 in an academic year the second C4 will be escalated to a C5 (see below).	Very serious incident of poor behaviour, examples of which could include but not limited to: • theft • vandalism • violence • extremely serious breach of AU policy • more serious or further bullying Second C3 mark in a term	Issuing of C4 to be managed by Deputy Heads. Deputy Heads will gather the necessary information and meet with Head of School to confirm the issue of C4 and agree an appropriate sanction/consequence. Parent/Carer will be notified by the Deputy Head. Deputy Head will monitor issuing of Conduct marks in order to escalate accordingly.	20
Conduct Mark 5 (C5) Head's Warning	This will begin the review process of the child's position in the school and whether Austin Friars is the best place for them to continue their education.	Extremely serious incident of poor behaviour such as: • theft • vandalism • violence • extremely serious breach of AU policy • more serious or further bullying Repeated C4 behaviour	Deputy Head will gather all the necessary information and meet with Head of School to discuss escalation to C5 and notify the Head. PA to Head communicates with parents.	50

APPENDIX 3 – Flow Chart of conduct management system



**In exceptional circumstances, members of SMT may decide it is inappropriate to escalate to the next level, but there would need to be a clear, recorded rationale for such exceptional decision making.*

