

Behaviour Management Policy



This policy applies to:

1. BCAA Whole College

Policy owner:	Victoria Shillingford and Melanie Rackham.
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Date of current review:	August 2022
Date of next formal review:	August 2023
Linked policies/documents:	Safeguarding Policy, Inclusion Policy, E-Safety Policy, Anti-bullying Policy
Comments:	

Introduction

Brighton College seeks to encourage and reward good behaviour by creating a respectful, well-ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others, so as to develop their self-knowledge, self-esteem and self-confidence. The behaviour policy is instrumental to this ethos. Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the College and who strive to encourage and reward pupils regularly and openly. The celebration of achievements as a community forms an essential part of the policy. Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between pupil, parents and teachers wherever possible. The College seeks to explore the reasons that cause poor behaviour and, by reasonable discussion in which pupils take an active part and are encouraged to confront their actions, be reflective and find strategies to encourage all pupils to behave well. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and enforcement of good behaviour.

Behaviour management is the responsibility of all staff and every member of staff acts as an equal point of authority at BCAA. Caring and mutually respectful relationships between pupils and their peers, and pupils and their teachers are essential in creating a positive learning culture. Our Behaviour Policy is predicated on our College values and our Code of Conduct, presented below:

Code of Conduct

- Be respectful
- Be kind
- Be polite
- Be helpful
- Take care of our school
- Try our best

College Values

- Curiosity
- Confidence
- Kindness

Relationships are core at Brighton College Al Ain

Establishing positive, empathetic, nurturing and supportive relationships is essential to promoting positive pupil behaviour. This will be the bedrock for children to grow and become emotionally resilient independent learners, unafraid of mistakes and full of confidence and self-belief.

- Taking time to actively listen.
- Encouraging reciprocal conversation.
- Ensuring concerns are recorded appropriately, shared promptly and regularly.
- Understanding pupil context and concerns the child may be facing.
- Creating strong links with parents to understand more fully a child's situation.
- Recognising when a child does not seem themselves and acting upon it.

BCCA staff focus on positive behaviour management, underpinned by the Code of Conduct and our school values. Staff seek out and always celebrate positive behaviour, both in lessons, around the campus or when on a school trip. Teachers plan and deliver exciting, multi-sensory learning activities, which support high levels of pupil engagement, pupil ownership of learning and therefore support *behaviour for learning*. Teachers provide high 'Quality First Teaching' with excellent Wave 1 provision to meet the needs of all learners. Different types of rewards are used to reinforce and celebrate positive behaviour.

Communication with parents

At Brighton College Al Ain keeping parents informed of positive and poor behaviour is essential in creating a positive climate for learning and maintaining good relationships. College staff focus on positive behaviour management, underpinned by the Code of Conduct and our school values.

Positive behaviours

Teachers and House Tutors will inform parents if a pupil has demonstrated excellent behaviour, achievement or attitudes. Communication may be via telephone call, email or, where possible, face to face. Communication of positive behaviour may occur at any point during term time. Any rewards and nominations will be communicated to parents in the same way.

Behaviour concerns

The College will endeavour to inform parents of behaviour concerns on the same day as their occurrence. Where this is not possible, the College will inform parents by the next working day, at the very latest. The College aims to contact parents via telephone in the first instance. The College will offer 'in-person' meetings to parents, which will be attended by the most relevant staff, depending on the nature of the incident. Staff in attendance may include, but may not be limited to:

- Class teacher
- House Master/Mistress
- House Tutor
- Head of Year
- Subject teacher
- A member/members of the Senior School Leadership Team
- Deputy Head - Pastoral
- Head of Senior School
- Head Master

With a positive behaviour for learning approach, we believe the Golden Triangle is at the forefront of how we support and manage behaviour in the College.

ADEK Guidelines

Senior School

Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, values and this policy. House Mistresses/Masters will lead tutors in the effective management of wider pastoral matters in the Senior School, particularly behaviour for pupils in their House.

Heads of Departments and class teachers will assume initial responsibility for any inappropriate behaviour in lessons. They will follow the Senior School Behaviour Protocols in order to strive to solve the issue and rebuild positive behaviours.

As much as possible, House Master/Mistresses should train and empower tutors to feel comfortable in dealing with the majority of issues that occur for their tutees. The Assistant Head of Achievement and Standards will assume overall leadership of operational behaviour management in the Senior School, led and managed by the Head of Senior School and ultimately the Head Master.

Positive approach

House points

House Points are awarded by teachers and tutors for anything that they feel worthy of particular praise. A House Point should not be awarded for pupils simply meeting our basic expectations, such as bringing the correct equipment or completing prep. House Points are awarded in the Senior School for pupils displaying any of the BCAA values of Curiosity, Confidence and Kindness. Please see [HERE](#) for the full rewards overview.

House Points must be logged by teachers and tutors on iSAMS so that they can be tracked for each individual. House Masters/Mistresses should monitor the number of House Points each pupil in their House is receiving by running reports on iSAMS and sharing this report with pupils and tutors, on a weekly basis.

House Masters/Mistresses should encourage their House Tutors to discuss with pupils if and where they are receiving House Points. Tutors should encourage pupils to be proactive in prompting teachers to award House Points. House Mistresses/Masters should communicate with SSLT regarding excellent or troubling practice in terms of issuing House Points.

Brighton Excellence Award JS and SS

Each half term, House teams will nominate pupils to SSLT to receive the Brighton Excellence Award. The nominations will be based on the pupil's demonstration of the College Values. :

There will be no limit to the number of nominations a House team can make and all nominations will be shared with the College community.

SSLT will meet to discuss all nominations and to make a final decision as to who will receive the Brighton Award.

The awards will be given to pupils in a dedicated assembly at the end of each half term.

The Head of Senior School and SSLT will then contact the parents of each recipient by telephone to offer congratulations and praise.

Poor behaviour and consequences

Poor behaviour in lessons

It is the College's intention for all teachers to foster positive relationships with all pupils. This is achieved through consistent, caring interactions, which encourage self-control and self-awareness in both pupils and teachers and that reflect the College's Code of Conduct. Within lessons, we aim to be clear and consistent in administering the following procedure when pupils display poor and/or disruptive behaviour:

- Warning 1 - A clear explanation of what the pupil has done to receive the warning, with a clear and, where practical, visible display of the pupil's name in the classroom. Explanation will be given of what will happen if the behaviour persists.
- Warning 2 - A clear explanation of what the pupil has done to receive the warning, with a clear and, where practical, visible display of the pupil's name in the classroom. A clear explanation that the next incident of poor behaviour will result in a BP. The pupil will be separated for a brief one-to-one discussion, perhaps outside the classroom, outlining the issues arising and potential further consequences should changes not be made.
- Warning 3 - Issue a BP. Explain to the pupil exactly why they have been given a BP. A convenient time will be set for the detention, but certainly no later than the following day's lunch time. The incident will be logged on iSAMS, written clearly and with sufficient detail as to the nature of the poor behaviour displayed by the pupil. An email will be sent to the parents of the pupil, detailing the behaviour displayed and the detention issued. Pupils will not be allowed to 'work off' the BP. Pupils should not be left outside a

classroom for long periods of time, but may be asked to calm down and/or reflect outside the room, but within sight of the teacher, for a brief period.

NB: A very serious incident, such as fighting, vandalism, racism, swearing at a teacher, or other 'ADEK Stage 2/3' (see 'Pertinent ADEK Guidelines for Behaviour Management') incidents will result in an automatic BP, and possibly more, in consultation with SSLT. The SSLT on-call member should be contacted immediately.

House Mistress/Masters will receive email notifications of every Behaviour Point that is issued to members of their House. House Mistresses/Masters should encourage House Tutors to have restorative, detailed discussions with their tutees about these incidents as soon as is convenient and timely. House Masters/Mistresses may also wish to speak with the pupil, but will allow the tutor to be the first point of call. For the full overview of the Behaviour Protocols please refer to the [Behaviour Protocols Document](#)

On-Call

A member of SSLT will be 'on-call' each lesson of every day. If a pupil presents a significant disturbance to learning and/or demonstrates extreme defiance or violence, the class teacher must telephone the SSLT member 'on-call' at that time so that the pupil may be removed from the lesson. Pupils should be asked to wait outside the classroom but within sight of the teacher until the SSLT member arrives.

Mobile numbers will be shared at the beginning of the year for all staff to save. Pupils removed from lessons through 'on-call' will automatically serve a Head of Senior School detention between 3.00pm and 4.00pm on a Thursday afternoon.

Outside of lessons

Proper conduct around the College is vital in instilling in our pupils the values that we hope to foster. In particular, we monitor punctuality, conduct and uniform in our shared spaces. House Mistresses/Master track pupil standards using iSAMS. Subject teachers should adhere to the following guidelines:

- If a pupil is acting inappropriately inside the College buildings at free/transition times, such as wrestling, pushing, shouting, etc., a warning should be issued by the teacher witnessing it.
- If this becomes repeated behaviour for an identified pupil, a log will be created on iSAMS and the relevant House Master/Mistress made aware.
- Failure to correct inappropriate behaviour immediately will result in the witnessing teacher issuing a Behaviour Point and the pupil sitting a detention with the reporting teacher, at their convenience.
- If a teacher deems a pupil's behaviour in the corridors to be extremely disruptive and/or anti-social, a teacher may immediately issue a Behaviour Point, or request On-call from SSLT.
- In the event of an ADEK Stage 2 or 3 incident, the College will follow ADEK guidelines, as set out in the Private Schools Policy Manual 2014-15, referenced below.
- Where necessary, for example if a pupil expresses physical pain or discomfort, where there has been a potential head injury, or where the teacher/s notice signs of injury and pain, pupils will be evaluated by the College nursing team.

House Teams will use their monitoring to gauge if a pupil's behaviour is limited to a subject area, or if there are wider and/or more general concerns. Pastoral interventions will be catered to the individual, based on their circumstances.

Tracking and Monitoring: Using Isams/CPoms

It will be the collective responsibility of House Teams to track and monitor the various points given to members of each House. House Masters/Mistresses will lead on using iSAMS to generate weekly reports for the following data sets:

- House Points totals, by pupil and the entire House
- Behaviour Points total, by pupil
- Average attendance for the year, by pupil and tutor group
- Negative logs issued on iSAMS, by pupil and House

All data sets should be shared with the tutor team each week, with agreed actions and interventions for each pupil discussed. There is no preferred method of data storage; however, excel is useful due to the number of functions it can perform.

As part of House Master/Mistress Line Management meetings with SSLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the House. It is the House Mistress/Master's responsibility to fully engage with the House Tutor team in this process in order to distribute pastoral leadership, thus providing the very best care and experience for our pupils.

[Weekly Tracking Document](#)

Interventions based on report data

After each data set is published and shared following pupil reports, House Tutors and House Masters/Mistresses should identify those pupils in their Houses who have concerning levels of effort. Investigation of which subjects are of particular concern and why:

- Discussions with subject teachers regarding specific poor behaviours exhibited
- Lesson drop-ins to observe pupil behaviour
- Parental contact via telephone or email
- House Tutor/House Mistress/Master meeting with parents
- Effort report for a set period of time with effort and/or attitude to learning being a key focus
- On-going discussions with the pupil
- Mentoring

Based on other information that House teams have regarding individual pupils, a decision may be taken to enact any of the interventions listed above. Conversations should take place between the relevant pastoral and academic staff in order to make this judgement.

[Pastoral interventions guidelines](#)

BCAA: Escalated response for Severe or repeated poor behaviour.

Pupils committing any behaviours categorised as Stage 2 or 3 within the ADEK guidelines will be dealt with on a case by case basis. The course of action for each pupil will be decided upon in liaison between all necessary parties, including: parents, House Tutor, House Master/Mistress, College Counsellor, SSLT, HoSS and Head Master. In most cases, action will be taken immediately by SSLT in response to Stage 2 or 3 behaviour. Where there are mitigating circumstances, action may be postponed until the next day.

Some of our responses include, but are not limited to, the following:

- Case conferences for challenging pupils
- Mentoring
- Counselling
- Referral to outside bodies for specialist help/care e.g. Maudsley
- HoSS/DHoSS restorative discussion for one hour on Thursday afternoon
- Internal suspension for one day
- Suspension/s

Junior School

Positive rewards

Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, values and this policy. Heads of Year and Heads of House will lead teachers in the effective management of wider pastoral matters in the Junior School, particularly behaviour for pupils in their Year group or House. It is not the sole responsibility of the Heads of Year to celebrate and deal with all of the behaviour issues, both positive and negative, that present themselves, but rather a team effort. Class and specialist teachers will assume initial responsibility for any inappropriate behaviour in lessons. They will follow the Junior School Behaviour Protocols in order to strive to solve the issue and rebuild positive behaviours. As much as possible, Heads of Year should train and empower teachers and specialist teachers to feel comfortable in dealing with the majority of issues that occur for their pupil's and should inform specialist teachers of behaviour support plans or target cards set up for individuals in their year groups. The Deputy Head of Pastoral will assume overall leadership of operational behaviour management in the Junior School, led and managed by the Head of Senior School and ultimately the Head Master.

Junior School Class Contract

There is an expectation that each class has a class contract. The children need to discuss the Code of Conduct with the class teacher and decide together a behaviour success criterion (be polite by listening to others, using please and thank you, showing good table manners and opening doors for one another.) Display the Class Contract for all children to see, and have the children sign it or show agreement through a thumbs up in a photo.

House points

House Points are awarded by all teachers for anything that they feel worthy of particular praise. A House Point should not be awarded for pupils simply meeting our basic expectations, such as sitting on the carpet, lining up nicely or answering a question. House Points are awarded in the Junior School for pupils going 'above and

beyond' in their positive efforts and achievements, displaying any of the Code of Conduct or our BCAA values of Curiosity, Confidence and Kindness. [Please see HERE for the full rewards overview](#)

House point analysis

House Points must be logged by teachers and specialist teachers on Class Dojo so that they can be tracked for each individual under one of the Code of Conduct strands. Heads of Years should ensure that House Points are a weekly agenda item so House Points can be monitored and analysed to see the number of House Points each pupil in their Year is receiving by looking at the weekly House Point Analysis. This allows parity across the Junior School and fairness when sharing House Points.

Heads of House are also expected to track and monitor House Points for the children in their House to ensure consistency amongst year groups, and to make sure it is in line with the expectation for how many children should receive House Points per term. In addition, monitoring that every teacher is rewarding House Points so there are no significant differences. Heads of House and HoYs will inform the Deputy Head of Pastoral and JSLT regarding excellent or troubling practice in terms of issuing House Points.

Brighton Excellence Awards

Each term, teachers, Heads of House and Heads of Year will nominate pupils to JSLT to receive the Brighton Excellence Award. The following criteria must be considered and deemed appropriate for all pupils who are nominated:

Criterion
1 Curiosity award per year group - a book chosen specifically for the children
1 Confidence award per year group - a book chosen specifically for the children
1 Kindness award per year group - a book chosen specifically for the children
Excellence award - a book chosen specifically for the children
Values award for FS - a book chosen specifically for the children

There will be no limit to the number of nominations made and all nominations will be shared with the College community.

JSLT will meet to discuss all nominations and to make a final decision as to who will receive the Brighton Award.

The awards will be given to pupils in a dedicated assembly at the end of each term in which each Head of Year or Head of House will deliver a speech about the recipient.

The Head of Junior School and JSLT will then contact the parents of each recipient by telephone to offer congratulations and praise.

Behaviour systems

We have a variety of methods in order to reward positive behaviours.

- 1) The House Point system which recognises children going above and beyond. House Points are awarded linked to the Code of Conduct and are **not to be used as an in-classroom reward system**, it is an addition to a class system.
- 2) Teachers adopting their own rewards system in order to encourage positive behaviours, that actively promote positive behaviour and engagement adapted to the specific needs of children within the class, i.e., being on task, sharing, working collaboratively etc. This may be encouraged through
 - positive feedback and praise to pupils
 - through parent communication
 - stickers and stamps
 - or additional play time.
- 3) Ongoing rewards may include stickers, stamps, wrist bands, notes and emails home; however, sweets (or

similar are **not** given to children, as we need to encourage and promote healthy eating. Formalised rewards in the Junior School are golden time and awards linked to the House points.

Pupils are encouraged to do well intrinsically because it is the right thing to do and not for reward, taking responsibility for their behaviour with the support of the Code of Conduct. On occasions teachers may choose to use reward as a motivational tool for the whole class to achieve a class goal.

Within the **Foundation Stage**, children are rewarded in class for meeting the Code of Conduct by having a pictured name card put on the specific Code of Conduct that they achieve. Teachers will explain what Code of Conduct criterion they met and how they met it so that others can learn from this. They may also reward the children with stickers and praise. The sanction will be moving to a quiet area of the classroom for a cool-down period to reflect, followed up with a discussion.

Pre-prep and **Prep** may copy the FS reward system or use a traffic light system - red, yellow, green, wow. They will receive a whole class award such as extra golden time or stickers and praise. Alongside this, the teachers may use table points so a group of children can be awarded with extra play time or a special activity. Sanctions may involve time out to reflect on behaviour.

Sanctions

Sanctions are applied in instances where the Junior School Code of Conduct is broken. Sanctions are applied incrementally, based on the extent to which the rules haven't been followed. Whenever practicable, the pupil should:

- Have a clear understanding of the mistake made.
- Reduce the impact of their mistake (for instance, through an apology, cleaning up a messy area or completing work to a higher standard).
- Have an opportunity to reflect on their mistake and consider a better response in the future.

At no time should a child be belittled or treated with disrespect, even if they have made a significant mistake. There must be no physical contact. No child should be sent out of the classroom unsupervised.

[Link to JS stages of managing behaviour](#) [Junior Behaviour Protocols](#)

Usually, sanctions will start at Stage 1, then move to Stage 2 and, if the undesirable behaviour persists, move to Stage 3. In extreme cases of undesirable behaviour (for instance, aggression towards another pupil), then this process would be accelerated to Stage 4.

If this is the case, the member of staff witnessing the behaviour needs to complete an Incident Report Form, as soon as possible. He/she will email the Incident Form to the Deputy Head of Pastoral and Wellbeing, Head of Junior School, Cc to the Head of Year and, and JS Admin. The Head of Year will gain any pupil witness reports and any additional staff witness reports, to add to the Incident Report Form before forwarding it on to the Headmaster and his PA, as outlined in the Safeguarding Health and Safety Policy. Action points from Stage 4 are varied, according to each case. A significant act of undesirable behaviour may lead to suspension.

Repeated undesirable behaviour

It is most likely that children who are repeatedly breaking the Junior School Code of Conduct are being adversely affected by identifiable factors (e.g., home life, special educational needs). In this situation, the class teacher should be in regular contact with parents, to describe the child's behaviour and explain applied sanctions for

Stages 1 and 2. As soon as the class teacher identifies a repeated pattern of undesirable behaviour, they should immediately add the child's name to the SEMH profile which records time frames, behaviour, sanctions and who was informed. The teacher needs to identify the category for concern linked to factors in the child's life.

Tracking and Monitoring:

Behaviour points

Behaviour Points are given as a follow up sanction, *after* a pupil has not responded to the usual range of classroom behaviour management strategies. The pupil needs to know that they have been given a Behaviour Point and the reason that they have been withdrawn from the classroom/playground. A behaviour point can be raised by a staff member to the child's HOY, whereby an agreement needs to be made on whether to issue the behaviour point. The behaviour point will be recorded on the SEMH profile.

The member of staff awarding the behaviour point needs to inform the Deputy Head of Pastoral and Wellbeing and this information will be added to the Behaviour Point log. The child's parents must be informed by the class teacher if they have received a Behaviour Point and the reason why.

If a child receives 3 Behaviour Points, then parents are requested for a meeting with the Deputy Head of Pastoral or Head of Junior School. It is important that all teachers make it clear to their class what a Behaviour Point is and the fact that a Behaviour Point is logged and will be on their record. It is also important for them to know that few children are given Behaviour Points so receiving one is a serious issue within the Junior School. The Deputy Head of Pastoral and Wellbeing will analyse the Behaviour Points in conjunction with Incident Forms and the SEMH Profile for patterns and to ensure follow up.

SEMH Profile (Social, Emotional, Mental Health)

The SEMH Profile is a log, for individuals that require it, that records patterns of social, emotional and mental health behaviours, categories of concern for behaviours, concerns about homelife and wellbeing, and any factors contributing to a child's social and emotional wellbeing.

As soon as a child has been identified with repeatedly concerning behaviour, their name, incidences and current provision is recorded. The SEMH Profile is set up on google drive by the Deputy Head of Pastoral. Children transitioning to the next class may already have been identified, their information will already be on the SEMH Profile and identified in the Pastoral Handover notes.

Case Conferences

If a child displays significant behaviour concerns and has a pattern of concerning behaviour on the SEMH Profile, Incident Reports and Behaviour Points, the class teacher should alert the Head of Year. The Deputy Head of Pastoral or Head of Year will call a Case Conference involving the relevant staff (Learning Support Teacher, class teacher and TLA, specialist teachers), to identify the types of behaviour being presented, potential causes and propose action points for next steps and interventions. All is documented.

A Case Conference may take place depending on the level of concern and escalation. It will involve the team around the child to discuss concerns from different caregivers and to decide on a course of action and interventions. From conversation with staff, observations and monitoring, and fastidious record keeping a child may be placed on the SEMH Register as a wave for behaviour – social (S) or emotional (E).

Next steps involve liaising with parents and/or the implementation of other behaviour strategies, such as the use of a weekly target card, intervention, assessment by an Educational Psychologist assessment or 1 to 1 support.

Action points as a result of a Case Conference will be varied, according to each case. In the most extreme cases,

persistent poor behaviour may lead to suspension and/or exclusion.

Incident Reports

An Incident Report is filed when a child or children have made an undesirable behaviour choice resulting in injury to another child, fighting, poor language or actions, or a defiant manner towards a staff member.

The Incident Form needs to be completed online immediately by the person(s) witnessing the behaviour, so it can be investigated fully by the Head of Year, and should be submitted by no later than 3pm that day to the Deputy Head of Pastoral and Wellbeing, Head of Junior School, Headmaster of the College and his PA, Cc to the Head of Year and a member of office staff. Forms must be completed so please seek cover to enable this.

If a child has been injured due to the incident, they must be sent to the Nurse, and they will add their report to the Incident Form. The HOY will contact the parents of the child to inform them of the behaviour, if another child has been hurt as a consequence of the behaviour, then those parents must also be informed.

Target Cards

Children that have been identified as reluctant learners or display significant behaviour concerns will be discussed with the Class teacher, HOY and Learning Support team. They will be placed on a Target card which will track and monitor the child's behaviour throughout the school week, for a course of 6 weeks. The Class Teacher will create an electronic version of the Target Card using their timetable, they must add a specific measurable target, to be shared with the child, parents and specialist teachers, in order for the child to have success in meeting it.

The aim of the target card is to champion and celebrate success through the child's timetabled week. The expectation is that every subject teacher will provide feedback on the child's progress and behaviour within the lesson and assign a colour (green - good, amber - okay, red - poor and requires improvement) to support this. At the end of the week, the Target Card is collated and a photo is emailed home by the class teacher. Paper copies will be given to the Deputy Head of Pastoral and the data collected to monitor, track and further support the progress of the pupils. When a child successfully completes their Target Card by achieving all green across 3 weeks, they will be given a certificate, acknowledging their progress.

Behaviour Flowchart in the Junior School

In the Junior School we ensure that there is a team around the child. The Class teacher, HOY and Deputy Head of Pastoral, in collaboration, will identify children with SEMH and place them on the SEMH Register. Interventions and support. All staff involved will be regularly updated with the decisions made alongside home.

The Flowchart outlines the order of the steps needed to be taken to ensure consistency and continuity of progression for behaviour across the Junior School.

Link to detailed wave document.

Anti-bullying

The College aims to produce a safe and secure environment where all pupils can learn without anxiety, by making all of those connected with the school aware of our opposition to bullying and by having consistent and robust approaches to behavioural management, specifically bullying. If bullying has been identified then an Incident Form must be completed and sent to the Deputy Head of Pastoral, they will be copied and put in the child's file. An investigation will be conducted, and all incidences will be recorded on the Anti-Bullying log. Please see the [**Anti-Bullying Policy**](#) for further details.

Pastoral Handbook

To further understand the behaviour system and how Pastoral and Wellbeing is supported please refer to the Junior School [Pastoral Handbook](#).