ST ALBANS EDUCATION GROUP

# Pupil Behaviour

June 2026

A group of sector-leading Independent Schools

STAHS Policies

# P04: PUPIL BEHAVIOUR

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## References

A. Department of Education (DfE, 2024), Behaviour in Schools: Advice for Headteachers and School Staff
B. Equality Act 2010
C. STAHS Policy P01: Safeguarding & Child Protection.
D. STAHS Policy P15: Internet Enabled Devices.
E. STAHS Policy P04: Behaviour Management Policy
F. STAHS Policy P04 RD: Behaviour Management Procedures
G. STAHS Policy P04 RD: Drugs, Alcohol & Smoking Procedures
H. STAHS Policy P04 RD: Alcohol Policy (Serving at School Events)
I. STAHS Policy P04 RD: School Rules
J. STAHS Policy P04 RD: Search & Confiscation Procedures
K. STAHS Policy P04 RD: Use of Reasonable Force Guidance
L. STAHS Policy P04 RD: Exclusion Procedures
M. STAHS Policy P04 RD: Senior School & Sixth Form Uniform Policy
N. STAHS Policy P04 RD: Guidance on Visitor Behaviour

## 1. Principles

1.1. At St Albans High School for Girls (STAHS), a sense of community is at the centre of how we interact. Rules and regulations are kept to a minimum and used as a way of establishing effective and safe working relationships and respect for others inside and outside of STAHS.
1.2. Positive behaviour is encouraged by a rewards system that formally recognises academic achievement and progress, contributions to co-curricular life and excellent conduct and informally rewards enthusiasm and participation through the House system. This is balanced by sanctions that are used primarily to encourage self-reflection and improvement.
1.3. Throughout STAHS (including EYFS), corporal punishment is not used or threatened. Sanctions will never be imposed that are either degrading or humiliating. A sense of mutual trust lies at the heart of STAHS's beliefs and ethos.

## 2. Scope and Aims

2.1. This policy applies throughout STAHS, including EYFS. It must be read in conjunction with references A and B.

## 3. Policy

3.1. By signing the Parent Contract, Parents and Guardians undertake to support the authority of the Head, or designated staff, in enforcing rules and regulations in a consistent manner that is designed to safeguard the welfare of the community as a whole.
3.2. ***References C & D*** are available to parents, teachers and pupils so that all are aware of the standards of behaviour that are expected.
3.3. ***Reference D*** is regularly reviewed by the Senior Leadership Teams with feedback also invited from STAHS Student Council.
3.4. ***Reference E*** is constructed to be consistent with ***References D, F***, procedures followed during trips

and visits, and the principles outlined above in 1.

3.5. ***Reference E*** will incorporate a tiered set of responses:

3.5.1. that have restorative justice and the opportunity for a second chance at their heart.

3.5.2. to try and prevent poor conduct from occurring in the first place.

3.5.3. to ensure that minor incidents of thoughtless and inappropriate behaviour are not allowed to become habitual or to escalate into more serious wilful poor or antisocial behaviour.

3.5.4. to ensure that all responses are both fair and reasonable.

3.6. All members of staff are expected to be aware of and follow ***Reference E***.. In particular, they need to be aware that it is the responsibility of all members of staff:

3.6.1. to be proactive in ensuring good behaviour at all times during the school day, whether they are officially 'on duty' or not.

3.6.2. to ensure that their response to incidents of poor behaviour is in line with ***Reference E*** and thus is appropriate, consistent, reasonable and proportionate.

3.6.3. to record accurately, where appropriate, using iSAMS and/or CPOMS any incident that has taken place along with the remedial action that they have actioned

3.6.4. to communicate promptly and effectively with pupils, colleagues and parents as appropriate to the situation, and in accordance with ***Reference E.***

3.7. Teachers are given the authority by the Head to use their professional judgement in deciding if a pupil's conduct falls short of expectations, regardless of whether or not a School Rule, has been breached.

## 4. Parent and Pupil adherence to this policy

4.1. As stated in paragraph 3. above, parents and pupils are expected to respect and adhere to this policy. This means that:

4.1.1. Pupils will be expected to serve any sanction that has been assigned to them. Failure to do so may result in an escalation and additional sanctions.

4.1.2. Parents are expected to ensure that their child serves any sanction that has been assigned to them. Parents may not excuse a child from a sanction, nor may they impede the school's implementation of this behaviour policy by, for example, refusing to acknowledge or allow a sanction to be served. Failure to support the School may be considered a breach of the parent contract.

4.1.3. Sanctions such as detentions, internal supervision and external exclusions are served on dates set by School and must be served on the days specified.

4.1.4. Where there is a genuine need to rearrange a sanction for an unavoidable reason, parents should in the first instance discuss a possible reschedule with the Deputy Head Pastoral.

4.2. A pupil's behaviour record is their personal, confidential data. As such, the school is not able to share any information about an individual pupil with anyone other than the pupil themselves or the pupils' parents. For example, if an incident involved two pupils, and each pupil was sanctioned, the fact that Pupil A was sanctioned and what the sanction included would not be shared with Pupil B's parents and vice versa.

4.3. There is no automatic right to appeal a sanction issued by the school. Should parents wish to discuss the sanction, they should arrange a follow-up conversation with an appropriate member of staff (normally the Head of Year or Assistant Head Pastoral & Pupil Outcomes). Sanctions may, at the discretion of the Head, be postponed until such a conversation has been held, but the sanction must not be postponed for any more than two school days before being served, and therefore may be required to be served even if the follow-up conversation has not yet happened, provided the school has made an attempt to arrange

the follow-up discussion.

## 5. The School may reach conclusions on the balance of probabilities

5.1. The school does not have a burden to prove *beyond a reasonable doubt* that a pupil is in breach of school rules or expectations for behaviour.

5.2. School staff will consider all available evidence regarding an incident, including but not limited to pupil and staff statements (with particular attention given to eyewitness statements and statements made before any opportunity for collusion between parties), CCTV footage (where applicable), and physical evidence (for example, damaged property).

5.3. When determining the exact nature of an incident, school staff will reach their conclusions based on the balance of probabilities; that is, the member of staff will use their professional judgement alongside evidence to determine the most probable course of events.

5.4. Sanctions may be issued based on the balance of probabilities, even in the absence of direct 'proof'.

5.5. As stated in section 4 above, parents and pupils are expected to adhere to this policy and therefore accept the outcome of any disciplinary investigation. This includes instances where the precise nature of an incident remains unclear, but a decision has been reached by staff based on the balance of probabilities that the incident occurred in a particular way.

## 6. Incidents involving pupil use of tobacco, vapes, alcohol or drugs

6.1. Any incident involving pupil use of tobacco, vapes, alcohol or drugs will be dealt with in accordance with *Reference G.* STAHS believes and supports the following educational aims in respect of drugs, alcohol, tobacco and substance use and misuse:

6.1.1. to enable pupils to make healthy, well-informed choices by increasing knowledge, challenging attitudes and developing and practicing decision making skills.

6.1.2. to provide accurate information about drugs, alcohol, tobacco and substance use.

6.1.3. to increase understanding about the implications and possible consequences of their use and misuse.

## 7. Student interviews and statements

7.1. STAHS staff may require pupils to discuss their experience of an incident, whether the pupil was involved as a participant or simply witnessed event(s) being investigated by STAHS, with a member of staff. In some cases, pupils may be asked to write a statement, but wherever possible their statements will be taken verbally and transcribed by staff. Pupils are expected to comply with such requests with honest accounts of their experiences. Every effort will be made to ensure that the pupil is accompanied by a neutral supporting adult – typically their Form Teacher (Prep) Form Tutor, Head of Year or the Pastoral Assistant (Senior), as appropriate. The supporting adult will not interview the child but will instead be there to help the pupil clarify their answers and to ensure that the pupil is as comfortable and settled as possible.

7.2. These statements are used in the gathering of information during STAHS investigations, are stored electronically on a secure server with limited staff access (original hard-copies are destroyed) and are never shared with other pupils or parents.

## 8. Search and Confiscation and Use of Reasonable Force

8.1. STAHS staff may conduct searches of pupils, with or without consent, if required. All members of staff are expected to be aware of and follow ***Reference J.***

8.2. STAHS staff members may use reasonable force if necessary to ensure the safety of pupils or to prevent disruption of lessons, events, trips or visits. All members of staff are expected to be aware of and follow ***Reference K.***

## 9. Reasonable adjustments for pupils with additional needs

9.1. STAHS will consider reasonable adjustments necessary to ensure pupils with a disability are not inadvertently discriminated against. This may include for example, training staff in de-escalation and supervision techniques for a pupil whose disability causes them to lash out at others. A pupil engaging in arson, theft, sexual abuse, exhibitionism or voyeurism occurring as a result of a disability is not protected under ***Reference B*** however.

## 10. Permanent Exclusion

10.1. The Head has the right to permanently exclude a pupil if their behaviour is deemed to be a serious concern. This will be done in accordance with ***Reference L***.

## 11. Visitor Behaviour

11.1. Staff are responsible for ensuring that visitors to STAHS (including parents) behave appropriately when they are on the School site or representing the School (for example, when attending a sports fixture at another school). In the event that a visitor is in breach of the expected behaviour outlined in ***Reference N***, staff will respond directly and proportionately to this behaviour as described in the guidance.

Policies and related documents as indicated are available request from info@STAHS.org.uk. St Albans High School for Girls, 3 Townsend Avenue, St Albans AL1 3SJ. Tel: 01727 853 800

This policy can be made available in large print or other accessible format if required.