

**FREWEN COLLEGE**  
**BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY**

*This policy which applies to the whole school inclusive of boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the school Office.*

(In our School the pupils are referred to as students. Therefore the using the term 'child' or 'student' is interchangeable in this policy as is appropriate and the age range of the students at Frewen College is from 7 to 19 years)

**Keeping Children Safe in Education (KCSIE) (DfE: September 2023) is referred to in this policy as KCSIE (currently in force), We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support this policy.**

*Oversight and implementation of this policy rests with **Heather Miller**, who is the designated member of the Board of Governors for safeguarding and is responsible for the adoption of the policy in practice. They can be contacted through the School.*

**Applies to all:**

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

**Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the [Education \(Independent College Standards\) \(England\) \(Amendment\) Regulations 2014](#) and the [National Minimum Standards for Boarding Schools\(NMS\)](#) (DfE: 2022)
- [Behaviour in Schools, Advice for Headteachers and School Staff](#) (DfE: 2022)
- [Keeping Children Safe in education \(KCSIE\)](#) (DfE: 2023)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Getting the simple things right: Charlie Taylor's behaviour checklists](#) (DfE: 2011)
- [Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies \(DfE 2013\)](#) (which incorporates previous directorates)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#) (DfE: Sept 2023)
- [Behaviour and discipline in schools: guide for governing bodies](#) (DfE: 2015)
- [Mental health and behaviour in schools](#) (DfE: 2018)
- [Searching, screening and confiscation in schools](#) (DfE: 2023)
- [Working together to safeguard children](#) (DfE: 2022)
- [Respectful School Communities](#)
- [Sharing nudes and semi-nudes: advice for education settings](#) (DfE: 2020)

**Designated Member of Staff responsible for Behaviour Management:** The Member of Staff with overall responsibility for Behaviour Management in the whole school is: Katie Skinner, Vice Principal, who also has oversight of Pastoral Care.

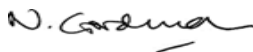
**Monitoring and review:** These arrangements are subject to continuous monitoring, refinement, and audit by the -Principal and Vice Principal. The Board of Governors will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. However, if significant

changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, the policy will be reviewed earlier than the date shown below. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Reviewed: September 2023

Next Review: September 2024

Signed:



N. Goodman  
Principal



J. Stevenson  
Chair of Governors

**Pupil Profile:** Frewen College provides for those with Specific Learning Difficulties and Speech, Language and Communication Needs as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Many of our children are referred to us and funded through the local authorities. Our age range is between 7-19 years of age. Some of our children will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

**Statement of Intent:** This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. We create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school. This is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Children should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our children.

We believe that children flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms. We have an emphasis on self-discipline and believe that whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individuality of our pupils. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build, and repair where necessary, positive working relations founded on considered communication and collaboration. The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring. By careful planning and preparation and by involving children in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences.

It is recognised that behaviour problems in the school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities

- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff & children

As part of our Behaviour Policy Frewen College believes that pupils should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act (currently in force)), and the use of discriminatory language. We take all forms, including prejudice-based bullying extremely seriously and it is not tolerated at our school. Please see our Anti-Bullying Policy for more details. Bullying can occur through several types of anti-social behaviour.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

**Our behaviour policy adheres to the following principles and should be:**

- accessible and easily understood - clear and easily understood by pupils, staff and parents;
- aligned and coherent - aligned to other key policy documents;
- inclusive - consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- consistent and detailed - have sufficient detail to ensure meaningful and consistent implementation by all members; and
- supportive - address how pupils will be supported to meet high standards of behaviour.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key worker through to the Principal. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

**The Role of the Principal :** The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

**The Class Teacher and Classroom Management:** The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management (see Managing and Changing Children's Behaviour Document).

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order

of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Principal and a points or house system. School reports are also seen as a means of constructive praise.

**The Role of All Staff:** All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**The Role of Pupils:** Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

**The Role of Parents:** Frewen College strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

**Other Agencies:** Frewen College has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

**Standards of Behaviour:** Frewen College demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

**The School Environment:** We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- if they are going outside the classroom, pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books;

- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all members of staff refrain where possible from physical contact with the children, except for example when first aid is required;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins and leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code.

Pupils should confine items of jewellery worn at school to a watch and, in the case of girls, one pair of stud earrings to be worn in the earlobe only which should be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing. Pupils should hand in to the Class Teacher any medication, apart from asthma inhalers, brought into School. Pupils should be very careful crossing roads outside the school grounds. Buying and selling in the school is not permitted unless as part of a pre-arranged activity e.g. selling cakes for charity.

**Expectations:** These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

**Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence:** Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, We will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

Frewen College is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals. We are opposed to any form of open, or concealed, racism or racist behaviour. All pupils, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Principal is to be informed.

**The Frewen Code:**

1. Be kind and caring to others
2. Respect your teacher and your friends
3. Respect the school environment
4. Always try your best

**Unacceptable behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Our school Rules should be well known to all and reinforced consistently.

**Code of Conduct and Care for Others:** *In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of Frewen College to conform to the following code of conduct.*

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.
- We expect all members of Frewen College to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

At Frewen College, we believe that positive behaviour is achieved through our core value of **RESPECT**, which means:

<b>Responsibility</b>	<b><i>We value doing the right thing</i></b>
<b>Effort</b>	<b><i>We value trying our best</i></b>
<b>Success</b>	<b><i>We value personal achievement</i></b>
<b>Perseverance</b>	<b><i>We value determination &amp; grit</i></b>
<b>Equality</b>	<b><i>We value our diversity</i></b>
<b>Community</b>	<b><i>We value our positive relationships</i></b>
<b>Trust</b>	<b><i>We value each other</i></b>

**Responsibility - We value doing the right thing.** We expect that pupils in all situations will do the right thing and be kind at all times. As such, behaviour, both in and out of school, must always be such as to bring credit to the pupil and to the School. Good manners and good taste whether in language, dress or demeanour will be expected. Pupils should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a pupil is at risk.

**Effort-We value trying our best.** To succeed and fulfil their potential pupils must try their best - Nothing Achieved Without Effort. Pupils should participate fully in lessons. Effort should be put into all homework tasks. We also encourage pupils to try their best through involvement in extra-curricular activities and value participation and excellence in equal measure.

**Success- We value personal achievement.** With effort, every pupil can enjoy success. In every aspect of school life, pupils are encouraged to set high personal goals and with effort and commitment pupils should try to achieve the success and rewards they deserve.

**Perseverance-We value determination and grit.** We encourage our young people to display grit, determination and perseverance, rising to the different challenges throughout their school career.

**Equality-We value our diversity.** We value our diversity and are determined to ensure that every member of the school community is treated with respect.

**Community-We value our positive relationships.** We are all responsible for making a positive contribution to the School community, helping to foster and strengthen the very positive and friendly relationships that exist. We value the role played by parents, Friends of Appleford School and the Shrewton Village in strengthening our sense of community.

**Trust-We value each other.** We encourage every member of the School community to act with integrity, reliability and fairness  
**Rewards:** Frewen College has measures in place to promote positive behaviour, including positive reinforcement and

consequences systems of both rewards and sanctions. Throughout the school, good behaviour is promoted at all times. Frewen College believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by children mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. *Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward children who demonstrate this sense of responsibility.*

Practical praising strategies with specific reference to ESD:

- Praise what the child has done rather than the child themselves
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how children like to be praised

**Good Order Mark Scheme:** This scheme forms an important part of our whole school discipline policy and provides the opportunity to monitor a pupil's performance over the whole curriculum. Pupils may gain or lose points in the Prep School, or 'order marks' in the Senior School, for behaviour, courtesy, time keeping, uniform etc. Positive behaviour is rewarded by our Bronze, Silver, Gold and Platinum awards. 25 good order marks earns a pupil the Bronze award. 50 earns a Silver award, 100 a Gold and a 150 the Platinum award. In the Sixth Form there is an order mark system with tangible rewards that are age appropriate, such as cinema vouchers (20 good order marks).

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers congratulate children;
- Cups and certificates are awarded in school assemblies.
- Recognition of personal qualities by peer group through the election of House Captains, School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Vice Principal, Principal or other teachers.
- Children can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the school.
- Children are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area cricket club.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

**Behaviour Management:** The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanour of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the pupil's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the miscreant. The

safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. The class teacher *may* discuss the matter with the pupil's parents at the end of the day, if deemed appropriate.

The Principal or the Vice Principal will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Principal. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the Principal.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

**Exclusion (*please refer to the Exclusion Policy*):** We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold, used or brought on site alcohol, illegal drugs or "legal highs".
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

**Anti-Bullying:** For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

**Serious Misbehaviour, recording behavioural incidents:** The school keeps a variety of records of incidents of misbehaviour. The Principal keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**Incidents and Sanctions Book:** Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Principal and entered in the Serious Sanctions Book, which is kept in the office. *Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

**Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities):** Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Pupils are expected to behave appropriately when travelling on the mini-bus.

**Corporal Punishment:** The use or the threat of the use of **Corporal Punishment** is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

**Punishments that are humiliating or degrading will not be used.**

**The following sanctions / punishments will *never* be used:-**

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.



- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

*Concerns about the welfare of colleagues or children should be communicated to the Principal immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

**Physical Restraint (for further detail see Physical Intervention Policy):** Frewen College recognises that there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. As is required by the law we do not have a 'no touch' policy. In our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' on the circumstances in which physical intervention is allowable.

**Involvement of Pupils:** Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

**Duties under the Equality Act 2010:** In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

**The Right to Learn in a Calm and Undisrupted Atmosphere:** Pupils should move around the school calmly and quietly. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are discouraged in school and there must be no misuse of mobile phones. Children are expected to use the internet and social networks in a sensible manner

**Members of the School must not:**

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

**The Rights and Responsibilities of Pupils:** Our school believes that as a pupil you have the right:

- to develop to your full potential in every area of school life, and to be treated with respect.

As part of these rights, children should recognise the following responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to be safe	I have a responsibility to make the School safe by not threatening, hitting or hurting anyone
I have the right to an education	I have a responsibility to co-operate with teachers, classroom support staff and other children to make sure that lessons proceed smoothly I should not behave in a way that will interfere with the other children's right to learn I have a responsibility to attend classes regularly and to arrive at lessons on time I should adhere to the school dress code
I have a right to be treated with understanding	I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling I should help other members of the school, particularly those who are new or younger than me
I have a right to be treated with respect and politeness	I have a responsibility to treat others politely and with respect I have a responsibility to respect the authority of teachers and learning support staff If necessary I have a responsibility to disagree without being disagreeable
I have a right to expect my property to be safe	I have a responsibility not to steal, damage or destroy the property of others
I have a right to be taught in a pleasant school environment which does not put me at risk	I have a responsibility to take care of the school and its resources I have a responsibility to inform staff about any damaged equipment or fittings I accept that adults may more easily see dangers and I will comply with their instructions I have a responsibility to report others I see damaging school
I have a right to enjoy a healthy lifestyle while I am at School	I have a responsibility not to bring tobacco, alcohol or drugs into school

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

**Pupils' Conduct outside the School Gates:** Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Principal; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

**Behaviour of Parents on/off the School Premises:** It is expected that parents will comply with our school regulations regarding

dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, except during organized school events such as concerts, parents evenings etc.
- Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not send emails or make placements on social network or other websites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Principal first.

**Staff Development and Support:** We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

**Managing Pupil Transition:** We carefully manage the transition of our pupils throughout the school and the preparation for their senior school and FE placements. A particular strength of our school is the relationship staff develop with the pupils. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. Pupils in Years 6 and 7 also spend time towards the end of the academic year working with their new prospective teacher for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group.

**Support systems for pupils, parents and other agencies:** In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Frewen College also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

**Malicious accusations:** If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal will temporarily or permanently exclude the pupil.

**Recording:** A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

**Related Documents:**

- Anti-bullying Policy

- Safeguarding Children – Child Protection Policy
- Exclusions Policy
- Restraint and Intervention Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Online Safety Policy
- Staff Behaviour Policy (Staff Code of Conduct)
- Singular Equalities Policy
- Accessibility Plan
- Attendance Policy
- Use of Reasonable Force Policy
- Complaints (Parents and Pupils)

### **Appendix One - PASTORAL PROCESSES AND RECORDS**

The pastoral team can be notified of an issue/concern by verbal discussion; email; meetings; notes or the recording of an incident on CPOMS. Whenever we are informed or approached about an issue, we ensure that we deal with it correctly and we use all the available resources/staff to do so. We often consult and receive valuable advice from our network of therapists.

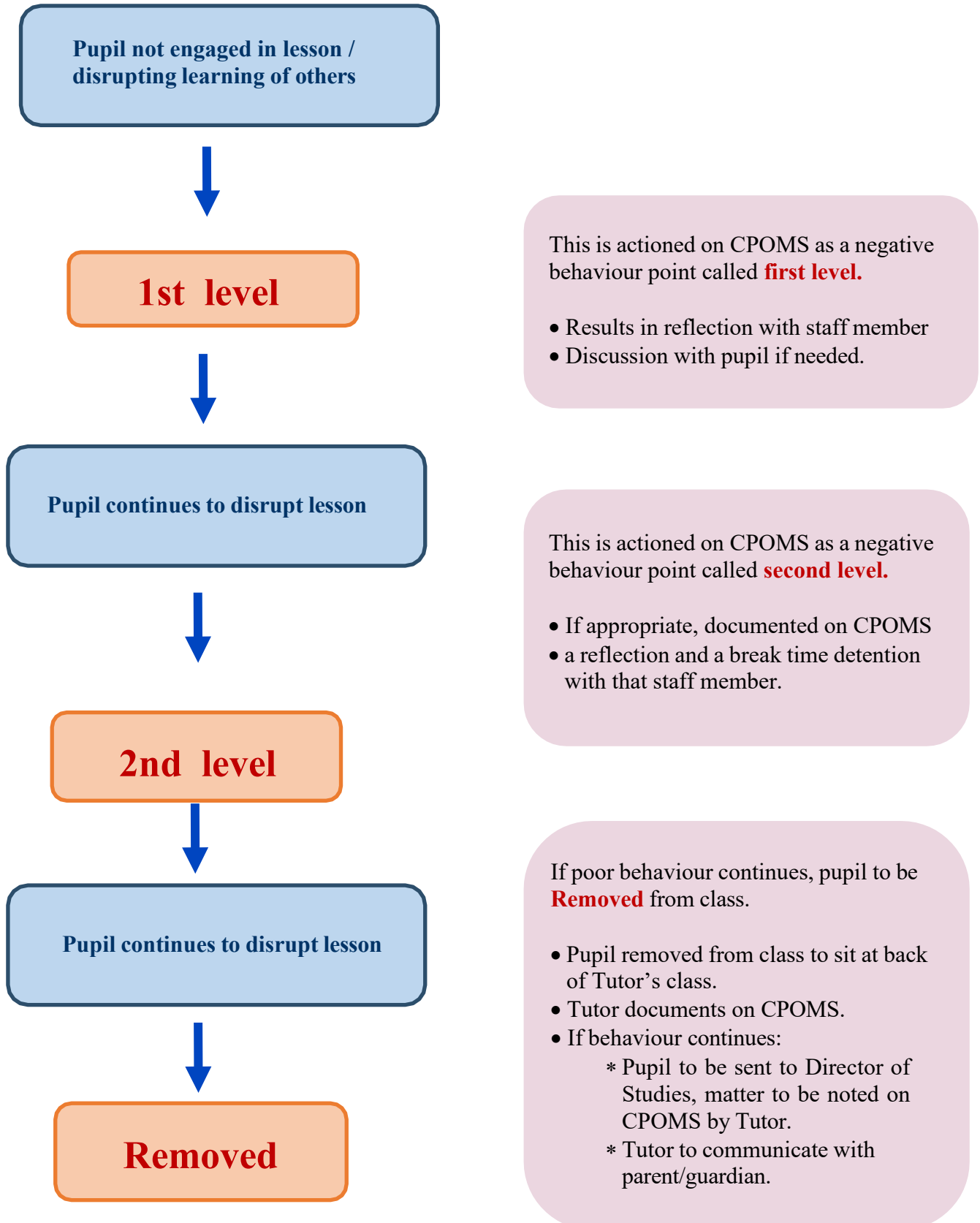
The pastoral team are available to discuss matters daily.

Any issue/concern reported to the pastoral team will be reported on CPOMS. The pastoral team will discuss the concerns during a weekly pastoral meeting. Planning and proposed interventions will be decided during this time. Reviews of previous interventions will also be discussed.

When a member of staff witnesses an incident, or feels concerned about a pupil or pupils, they can talk to any member of the Pastoral team and are required to log the incident on CPOMS. If the matter is regarding a pupil and another member of staff, this should be reported directly to the Headmistress.

Once the incident has been logged and forwarded to the correct person, the member of staff involved in the incident will find time to speak with the pupil/pupils and reflect with them. This discussion will enable the pupil, or pupils, to reflect of their actions. The pastoral team will meet and audit the incidents logged on CPOMS and then decide if any further action is then required.

## Classroom Behaviour Management Flow Chart



### **APPENDIX 3 – SEARCHING AND CONFISCATION**

Only the Principal, or a member of staff authorised by the Principal can carry out a search to search a pupil or their possessions where there is reasonable grounds to suspect that the pupil may have a prohibited item from the list below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

The staff member conducting the search should:

- Ensure the pupil understands the reason for the search and how it will be conducted
- Consider the age and needs of the pupil being searched or learning difficulties.
- Only search for the item the Principal has authorised, i.e. to search for stolen property and alcohol, but not for weapons or drugs.
- If the pupil refuses to co-operate, the staff may sanction the pupil in line with the school's behaviour policy.
- An appropriate location, away from other pupils.
- A staff member may search a pupil's outer clothing, pockets, possessions, locker.
- The pupil must not be asked to remove any clothing other than outer clothing. 'Outer clothing' means clothing worn wholly next to the skin or immediately over a garment that is being worn as underwear.
- The staff member conducting the search must be the same sex as the pupil being searched and should have a witness (other member of staff) present.
  - The limited exception to this rule, is when the staff member carrying out the search believes there is a risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency, and
  - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
  - A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Being in possession of a prohibited item may mean that the pupil is at risk of anti-social/ criminal behaviour, gang involvement or child criminal exploitation.

The DSL (or DDSL) must be informed. The DSL may make a referral to MASH if evidence is found that the child is at risk of harm.

If a member of staff considers a search necessary, but not urgently, they should seek advice from the Principal or DSL, whilst the child is supervised and kept away from other pupils. The pupil should not have a mobile phone.