Policy No. 12. (a).1

FREWEN COLLEGE

Restorative Behaviour Support and Management 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 trustees and volunteers working in the school.

Legal Status:

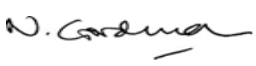
- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the Education (Independent College Standards) (England) (Amendment) Regulations 2014 and the National Minimum Standards for Boarding Schools(NMS) (DfE: 2022)
- Behaviour in Schools, Advice for Headteachers and 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: December 2023. Next review December 2024.

Signed:

 N.Goodman - Principal J. Stevenson – Chair of Governors

The Aim of our Policy

Frewen College is committed to creating an environment where positive social engagement is at the heart of productive learning. Everyone is expected accept responsibility for their behaviour and encourage others to do the same. Our policy guides staff to directly teach the skills needed for effective emotional regulation and positive social interaction. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and restorative intervention to support staff and learners. Pupils should not fear recrimination for telling the truth and a mutual feeling of trust is implicit. Pupils will know that sanctions are applied fairly and in a consistent manner.

We recognise that all behaviour has message value and aim to reduce the need for pupils to engage in challenging behaviours by providing appropriate stretch and challenge and through effective planning.

Our Pupils

Frewen College is a specialist school catering for young people between the ages of 7 and 19, with Specific Learning Difficulties (SpLD) and related needs including Speech, Language and Communication Difficulties, ADHD and other co-occurring needs. We recognise that the unique learning profiles of our pupils may mean that their developmental stage differs to their chronological age, and that this may necessitate reasonable adjustments and direct intervention in order to effectively support pupils to engage with our approach.

The aims of our approach

At Frewen college our approach to behaviour management and support is restorative. A restorative system seeks to help pupils understand the consequences and impact of their actions, their role within their community, and to build productive coping and management strategies that enable pupils to create and maintain relationships of all types. We aim to restore, redraw and repair relationships, through restorative practices, in preparation for adulthood.

The purpose of our restorative approach is to:

- promote well-being and engagement within the school community;
- encourage the development of personal independence and responsibility;
- create a safe learning and working environment for all members of the school community
- ensure praise rather than blame is the norm

Our staff code of conduct sets out our expectations of staff and how we will support them to promote these aims.

Who has a role to play?

We believe that effective learning can only be achieved through effective collaboration between parents, staff and pupils. We aim to ensure that the voice of all three strands are represented and valued within our planning.

The Role of the Principal :

- To determine the detail of the standard of behaviour acceptable at the school and embody the school values.
- To make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- To facilitate staff access to relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development
- To ensure staff members are familiar with the school's behaviour policy and guidelines for behaviour
- To ensure effective record keeping, data analysis and procedural review

The Role of the Class Teacher:

- The class teacher has prime responsibility for pastoral care
- Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school
- Teachers will provide well planned, interesting and challenging lessons. They will make reasonable adjustments and utilise personalised support strategies

The Role of All Staff:

- Building positive relationships with mutual respect between staff & pupils and leading through positive example
- Providing clarity and consistency of expectations and consequences
- Reporting and monitoring behaviour concerns to enable early intervention
- Recognising and valuing pupil and parent voice within learning pathways

The Role of Pupils:

- To take responsibility for their own behaviour
- To report incidents of bullying, violence, or any forms of harassment
- To recognise and respect the rights of their peers to learn and feel safe

The Role of Parents:

- To work in partnership with the school
- To build a supportive dialogue between home and school, and to report concerns directly to form tutors or senior leaders to enable swift support
- To take responsibility for the behaviour of their child both inside and outside the school

What are the rules?

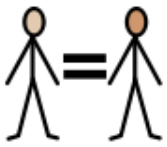
The school has a number of rules and teachers will set reasonable, specific rules within their classrooms. **But** our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together in an effective and considerate way. We aim to promote positive social interactions and the building of pro-social skills rather than merely deter anti-social behaviour.

We place our focus instead on the Frewen Values, which outline our overall expectations of pupils and staff. Our rewards system is built upon these values. We recognise and reward the following:

Our Values

We are a community with shared values.

We recognize and reward students who try to demonstrate these values and who make positive contributions to the community.

Our Values	What this means
Determination	Effort Trying when it is hard Motivation Perseverance
Respect	Kindness and Friendship Thinking of others Trust Looking after the school building
Equality	Fairness Understanding Inclusion 

What happens when it goes well?

We reward values based positive behaviours. Rewards are ENTIRELY separate to our sanctions system. Points and rewards earned for positive behaviour will not be removed as a form of sanction.

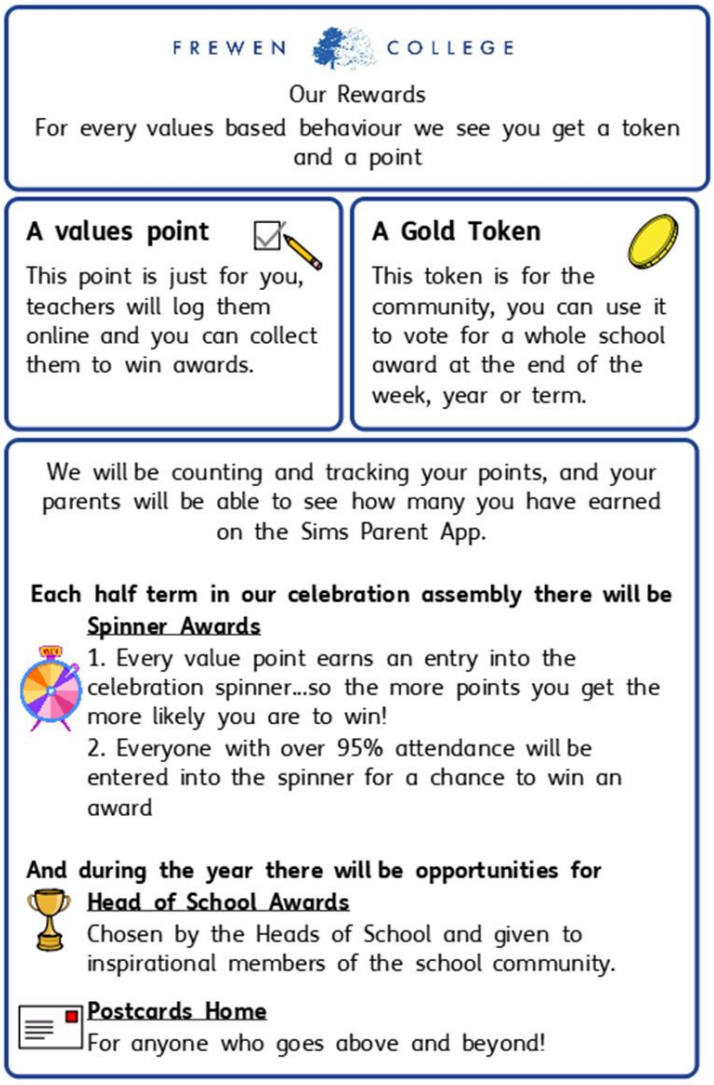
Our values are used to support pupils to learn what is expected of them and how to develop. Staff will be specific in their praise and help pupils to understand WHY they have earnt a reward.

Frewen College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We aim for rewards to be motivating, appropriate to the developmental stage of the pupil, and personalised. Awards will be differentiated in Sixth Form and the Prep school to reflect this aim. Pupils will have autonomy over how their points are used within the set systems.

Alongside personal rewards we also use a system of community rewards. These will be offered to the entire school community. The aim of these rewards is to encourage pupils to recognise and celebrate when other members of the community embody our shared values.

Head of school awards will be nominated by staff ½ termly and shared at the ½ termly celebration assemblies. Winners will also be praised in the newsletter, which is shared with the school community and put on the school website.



Examples of our Rewards

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Our Rewards

For every values based behaviour we see you get a Values Point.
Save up your points for the award you want most!
Have an award in mind? Tell the student council! Our list can grow!

10 points	A 10 point prize from the "Award Shop" Be the class DJ First out to break pass
25 points	A 25 point prize from the "Award Shop" Queue Pass Late homework pass Crazy hair day
50 points	A 50 point prize from the "Award Shop" Own clothes for the day Choose a topic for a tutor session Skip a homework pass Use the computers at break time Hot chocolate in the drawing room
100 points	Ping Pong bats Basketballs Footballs Rugby Balls Afternoon tea

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What happens if it goes wrong?

Serious Incidents

We do not accept vandalism, racism, homophobia, drugs, weapons, sexual harassment and violence, threating or violent behaviour or sustained bullying. Instances of these behaviours will be dealt with through formal sanctions and educational restorative intervention according to our exclusion policy.

We take bullying extremely seriously. Where an accusation of bullying is made, we will investigate the issue and follow up with the students involved. Actions and sanctions will be decided on by an appropriate member of staff according to the needs of the pupils involved. For more information on how we deal with incidents of bullying, please see our anti-bullying policy.

It is the expectation that the staff who witness the issue, or who have dealt with the incident will log all serious incidents on my concern, and that they will tackle the issue using the relevant level of the restorative system.

Our restorative pathway.

All incidents are a learning opportunity. Our sanctions are restorative. They are designed to actively TEACH the skills of social interaction and help pupils understand how to repair relationships following an issue.

Teachers will log incidents on sims in order that we can evaluate patterns and triggers. Pupils will not be made aware that these issues are being logged as the log is not a sanction. The restorative actions below will be used with pupils.

Heads of faculties and heads of school will evaluate the incident logs on a weekly basis to ensure that early intervention can be implemented where needed. Reports will be provided to the relevant members of staff by the data manager.

This policy recognises that restorative behaviour approaches should not open opportunities for teacher, or pupil, blaming. This policy is designed to provide a supportive structure that enables mutually respectful relationships and reflection.

Whilst we would expect all staff to provide mutual support, there is a supportive hierarchy of referral through to the principal where necessary.

In line with our safeguarding policy and approach staff will log incidents and their outcomes on My Concern to enable effective tracking and early intervention.

For more information of the Frewen Wellbeing Pathway for additional pupil support please see appendix 1 and 2.

Level 1 – Affective Statements					
Problems with:	To be addressed by	Restorative Solution	Activity for the child	Role of adult	Parental communication
Lateness Uniform Following instructions Minor Issues	Class teacher activity leader person on duty form tutor	Affective statement (see appendix 5)	Conversation with the teacher/activity leader	Focus on what you want from the child Use scripts Calm voice Solution focused Expectation focused Give time and space Private not public	Not usually necessary at this stage. Persistent concerns may warrant liaison.

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Level 2 – Restorative Conversations					
Restorative conversations can be used where the issue lies with an individual student Restorative circles can be used where the issue relates to a class or group and needs a group outcome.					
Problems with:	To be addressed by	Restorative Solution	Activity for the child	Role of adult	Parental communication
Minor ongoing problems Low level disruption Low level behaviours which do not align with our school values	Class teacher activity leader person on duty form tutor	Restorative conversation SOCCSS chart and supportive meeting	Reflect on behaviour and impact on others (if appropriate)	Use a visual scaffold Use the restorative questions Focus on the primary issue Solution focused Expectation focused Give time and space Calm voice Private not public Link to school values	Email to parent, outlining the issue and the steps taken to resolve. See appendix 9 for an example email script.

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Level 2 -Restorative Circles					
Restorative conversations can be used where the issue lies with an individual student Restorative circles can be used where the issue relates to a class or group and needs a group outcome.					
Problems with:	To be addressed by	Restorative Solution	Activity for the child	Role of adult	Parental communication
Friendship issues Low level disruption Low level behaviours which do not align with our school values	Class teacher activity leader person on duty form tutor	SOCCSS conversation Restorative form circles Restorative group conversation Restorative meeting between 2 people	Reflect on behaviour and impact on others	Use a visual scaffold Use the restorative questions Focus on the primary issue Calm voice Private not public (the group should run in a quiet classroom) Set out the ground rules & aims of the meeting at the start of discussion. Ensure that each student has the opportunity to speak. Avoid telling the young person how you feel. Solution Focused You may need to speak to each student before the restorative conference. Link to school values	Email to parent, CC'ing the form tutor, outlining the issue and the steps taken to resolve. See appendix 9 for an example email script.

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Level 3 – Restorative Conferences					
Problems with:	To be addressed by	Restorative Solution	Activity for the child	Role of adult	Parental communication
Behaviour with a clear pattern e.g. sustained serious disruption of learning – happening over several lessons Swearing/bad language – specifically swearing AT a teacher or another pupil where the swearing has been intentionally used to cause offence. Damage to property	Once this becomes a sustained issue and the level 2 strategies have been utilised escalate to Head of faculty.	Restorative conference And in some cases this will be followed by a restorative action	Restorative sanctions: First and foremost the conference IS the sanction In some cases it may be suitable to arrange a restorative action, for example: Community service litter picking Cleaning Act of kindness Apology Judgement should be used about the appropriate action based on the pupils developmental stage	Clearly outline the primary issue. Use the restorative questions/ scaffold to structure the conversation. Encourage the young person to reflect on their behaviour rather than telling them your views. Set out the ground rules & aims of the meeting at the start of discussion. Ensure that the student has the opportunity to speak. Calm voice Link to school values Solution Focused Private not public	Email to parent, CC'ing the form tutor, outlining the issue and the steps taken to resolve. See appendix 9 for an example email script.

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Level 4 – Formal Sanctions					
The HOS and SLT will investigate the issue and apply a reasonable sanction which reflects the developmental stage of the pupil and the harm caused by the serious incident. The school retains the right to implement the sanctions it deems appropriate up to and including permanent exclusion.					
Problems with:	To be addressed by	Restorative Solution	Activity for the child	Role of adult	Parental communication
Serious Incidents Including but not limited to: Racism/ homophobia Drugs Smoking Weapons Sexual harassment and violence Sexual activity on the school site Threatening or violent behaviour Sustained bullying of pupils	HOS HOS to escalate to other members of SLT if necessary	Formal Sanctions Where exclusions have been identified as necessary a full back restorative review or return meeting will take place alongside the creation of a pastoral support plan.	Potential actions could include: Restorative conference followed by a restorative activity e.g. community service Internal exclusion External exclusion Permanent exclusion	Focus on the issue being investigated Take into account the developmental stage and educational needs of the pupil Review the context Clearly outline the primary issue. Use a visual scaffold and the restorative questions to structure the conversation. Encourage the young person to reflect on their behaviour rather than telling. Calm voice Link to school values Private not public Solution Focused	Phone call to parent, who will be informed of the investigation and decision making process, and involved in the return to school (where appropriate)

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Boarding
Our boarding houses utilise their own behaviour support approaches and systems, based on the same restorative principles. A mutually supportive relationship exists between school and the boarding houses and staff from both settings will support pupils as necessary.

Behaviour outside school
Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the same policy. Incidents in such circumstances will be dealt with as they had taken place in school.

Travelling on a school bus
We recognise that journeys to and from school can have a significant impact on pupil wellbeing. We therefore apply the same rules and values to our school buses as we do within our classrooms.

Mini bus drivers will receive annual training on safeguarding procedures. Mini bus drivers may implement a range of support strategies on the bus including seating plans and setting expectations about noise and activities.

Where behaviour on the bus is felt to be disruptive, harmful or dangerous the mini bus driver will:

- Use the schools usual reporting procedures (my concern/sims) and notify the Head Of School
- The Head Of School will then support the driver to identify an appropriate course of action.
- Ongoing issues will be reported to, and discussed with, the parents.

Physical restraint (for further detail see Physical Intervention Policy)
Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Staff are committed to ensuring that physical restraint is only used as a proportionate response e.g Physical intervention may be appropriate to prevent damage to a sentimental item that could not be replaced and would cause emotional harm to the owner, but would not be appropriate for a pupil writing in replaceable text book.

Things we do not do at Frewen College
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.

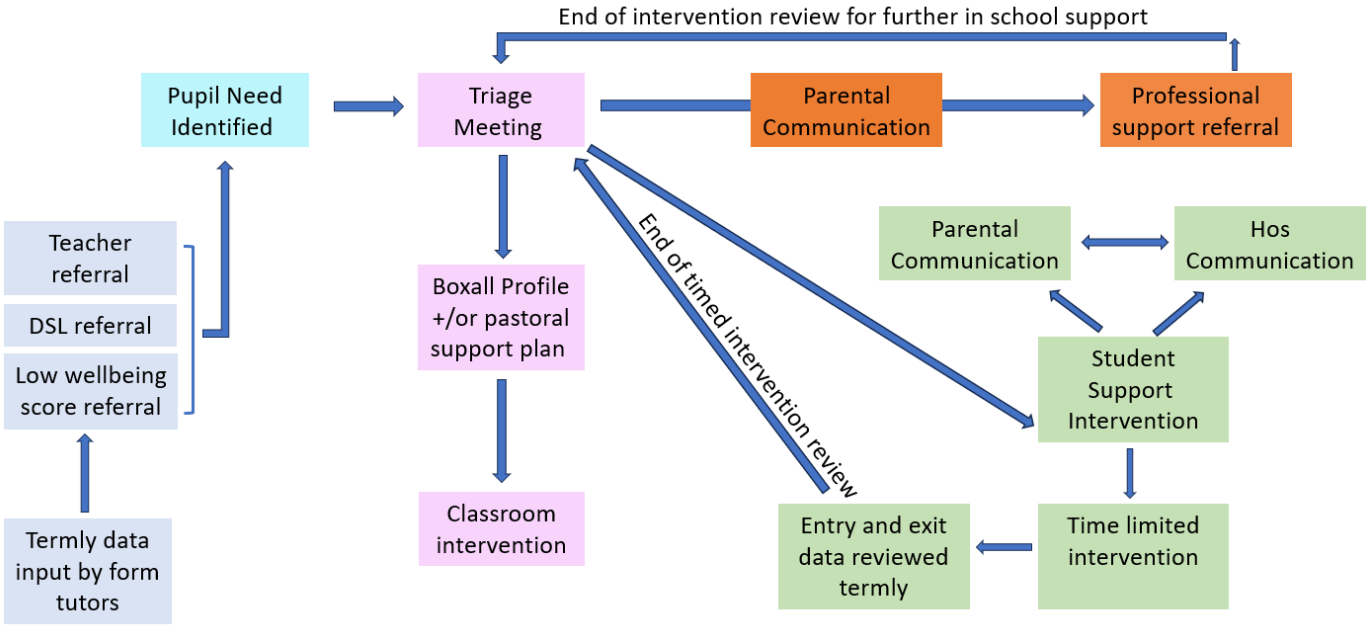
The following sanctions / punishments will never be used:-

- Corporal punishment.
- Punishments that are humiliating or degrading including shouting at children
- 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 DSL or Principal immediately.

Appendix 1 - Frewen Wellbeing Referral Pathway

Frewen Wellbeing Support and Intervention Pathway



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Appendix 2 - Frewen Wellbeing Referral Form

<table>
<tr><td colspan="3">Please Note: Referrals for wellbeing support are discussed and agreed at a fortnightly triage meeting. Urgent concerns and safeguarding issues must continue to be logged on My Concern and raised with the DSL.</td></tr>
<tr><td colspan="3">Student Support Referral</td></tr>
<tr><td colspan="2">Name of Pupil:</td><td>Year Group and Form Tutor:</td></tr>
<tr><td colspan="3">SEN needs as identified on SEN register:</td></tr>
<tr><td>Delete as appropriate:
Is the pupil:
A child in need
A child in care
Known to CAMHS
Adopted
FSM</td><td>Name of social worker if applicable

Name of early help worker if applicable</td><td>Any other agencies involved?</td></tr>
<tr><td colspan="3">Reason for referral</td></tr>
<tr><td colspan="3">Delete as appropriate, and give specific relevant details:

E.g.
Parental Separation/Divorce
Self-Harm
Suicidal Ideation
Peer relationship and friendship difficulties
Bullying
Grief and Loss
Anger
Adjustment Issues
Behavioural Concerns
Accommodation Issues
Parental/Career Concerns</td></tr>
<tr><td colspan="3">What quality first strategies have been implemented within form time/class for this pupil:</td></tr>
<tr><td colspan="3">Type of support sought:</td></tr>
<tr><td colspan="3">Desired Outcome:</td></tr>
</table>

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Appendix 3 – Restorative Conversation/Circle Scaffolds

Restorative Conversation

Chose 2 to 5 of these questions to help you discuss the problem. We need to understand the problem, and how to avoid it happening again.

What happened?	What were you thinking at the time?	What have you thought since?	How did this make people feel?
Who has been affected?	How have they been affected?	What should we do to put things right?	How can we do things differently in the future?

Restorative Conversation

Chose 2 to 5 of these questions to help you discuss the problem. We need to understand the problem, and how to avoid it happening again.

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Appendix 4 - SOCCSS Scaffold

Guidance notes on the use of SOCCSS and examples can be found on the staff CPD drive

Situation	Options 1 2 3	Consequences Option 1 Option 2 Option 3
Choice	Strategy	Simulation How will you practice your strategy?

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Appendix 5 – Restorative Scaffolds for Staff

The restorative Conversation/Circle
Select 2 - 5 of the following questions to frame your restorative conversation/ circle / conference:
What happened?
What were you thinking at the time?
What have you thought since?
How did this make people feel?
Who has been affected?
How have they been affected?
What should we do to put things right?
How can we do things differently in the future?

How to make a restorative conversation/ circle / conference work:
Don't sit behind a desk
Use a visual scaffold
Focus on the outcome
Reserve enough time for the conversation, don't make anyone feel rushed
Resist the urge to make copious notes, make sure they feel listened to.
Leave the office / classroom door open
Answer the questions yourself, not on behalf of the student but with your own reflections
Be careful not to use judgemental language.
Resist interruptions: e.g. 'This meeting is really important, can I see you later?'
Don't nit-pick uniform at the start of the meeting, this simply reaffirms hierarchy.
End the meeting well, plan how you will bring the meeting to a conclusion.
Don't bring up other business / issues.

If a student clams up:
Imagine if there were …. (people affected / a way of putting it right / things you could do differently.) What would they be?
1-10 scales: 'On a scale of 1 to 10 how angry were you?'
Offer a postponement & support if they are not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two? Or would you like to meet tomorrow and have XXXX to sit with you and help with the answers?'

A positive learning environment:
Know your students and their needs.
Meet and Greet students.
Speak in a calm voice.
Use respectful language.
Have lesson materials ready for the lesson.
Keep instructions straightforward and provide a visual copy of instructions where needed.
Set clear expectations for students, including the working rates and noise levels.
Focus on the behaviour you want to see.
Focus on and praise those students getting it right.

Use a recognition board.
Praise in public.
Adapt your teaching approach. (Is it too easy? too hard?)
Reframe questions to support or stretch.
Have adaptive tools ready for student use. (fiddle toys, wobble cushions etc)
If you need to speak to a student, do so in private.
End on a positive.

Affective statements:
You're taking learning away from the rest of the class, which is unfair.
When you (behaviour), the consequence is … what I need is (action). Thank you.
I've noticed … Remember the rule about. You have chosen to ... Do you remember when (Positive behaviour). That's the Darren I need to see now. Thank you listening (walk away).

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Appendix 6 – Pastoral Support Plan

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PASTORAL SUPPORT PLAN PUPIL NAME: TUTOR: YEAR GROUP:	
Date plan starts: Date of next review:	SEND /Medical needs: • Staff working with the pupil: •
What is going well: Pupil Parent School	Areas for development: Pupil Parent School
Current barriers to engagement: •	
Reasonable adjustments: •	

Intended impact of pastoral support plan			
Target towards the intended impact? (Smart target)	What can the pupil already achieve?	How will this be achieved? (Smart target)	What resources & support have been agreed to facilitate?

Agreement: Parent name Parent signature Date	 Staff name Staff signature Date

IBP evaluation and next steps:
How effective is the plan?
Record suggestions to be considered when this plan is reviewed.

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Appendix 7 – Restorative Review or Return Meeting Pro Forma

Student Views – Option 1					
Location	**Very Good**	**Good**	**OK**	**Poor**	**Very Poor**
Academic lessons	5	4	3	2	1
Practical lessons	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Breaks	5	4	3	2	1
Canteen/lunch hall	5	4	3	2	1
Journey to school	5	4	3	2	1
Outside School	5	4	3	2	1

How do you feel you generally behave?				
5 Very Good	**4** Good	**3** OK	**2** Poor	**1** Very Poor

Do you think your behaviour needs to change?	
Yes	No

Why do you think this?

How do you feel about changing your behaviour?		
I can change it	I might be able to change it	I cannot change it

What can we do to help you change your behaviour?

What do you like about school?

What do you like doing when you are not at school?

What do you find hard about school?

What would make school better for you?

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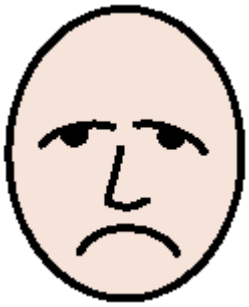
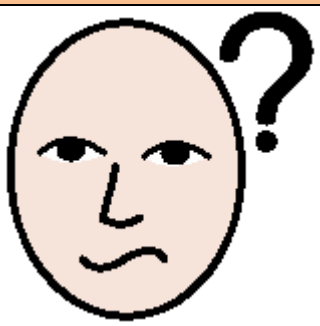
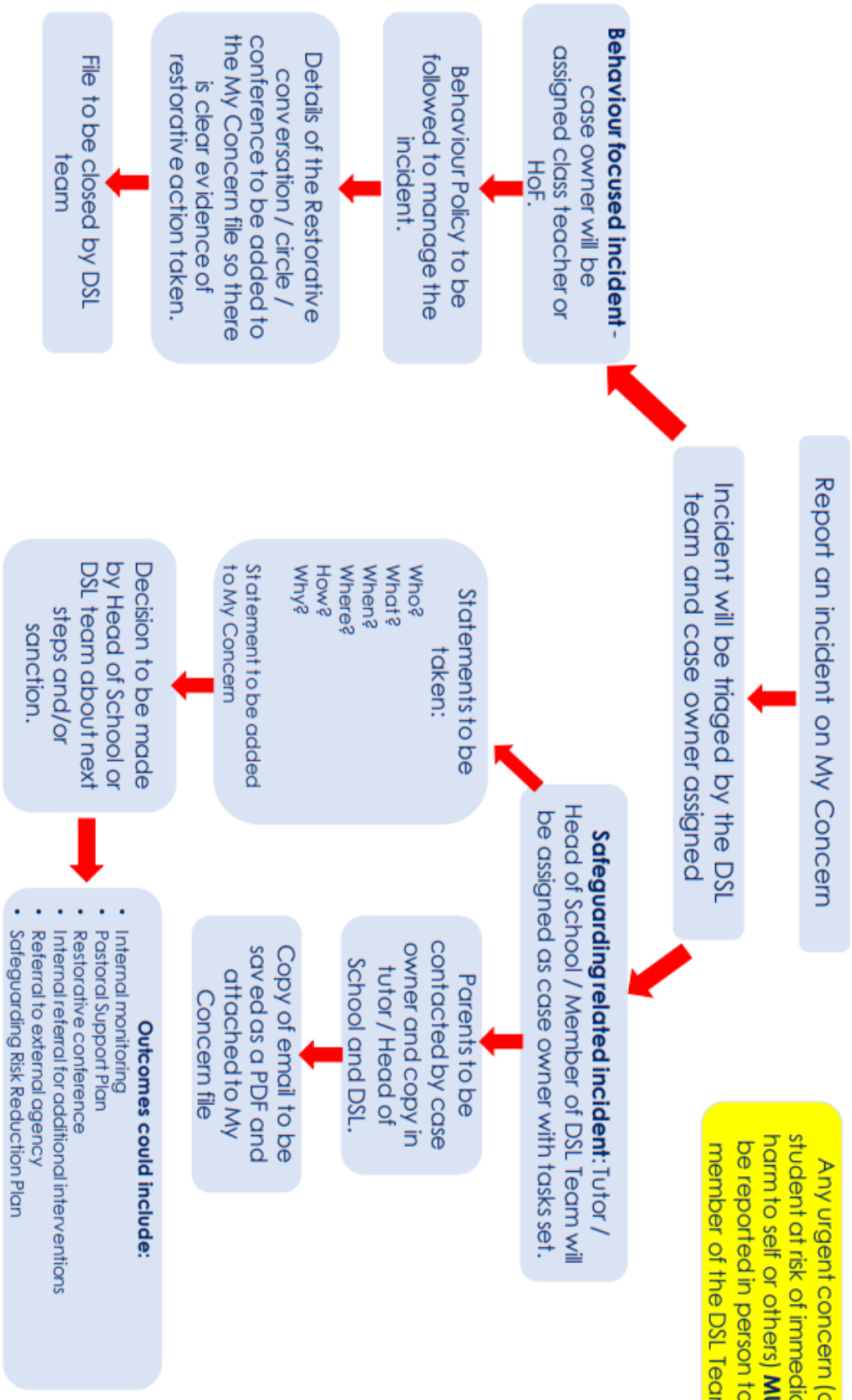
Appendix 7 - Restorative Review or Return Meeting Pro Forma

Pupil Views – Option 2			
			
Activity	**Happy**	**Unhappy**	**Confused/Worried**
Reading			
Writing			
Maths			
PE			
Computers			
Art			
Carpet/listening time			
Working by your self			
Working in a group			
Assembly			
Playtime			
Lunchtime			
What do you like doing when you are not at school?			
What things do you like at school?			
What do you find tricky at school?			
What would make school better for you?			

Frewen College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Appendix 8 – My Concern Procedure



Appendix 9 – Example School to Home email format

Dear Parent/Carer

I am writing to inform you that (student name) and I had a restorative conversation/circle/conference today about (outline issue here)

From our perspective this issue has now been resolved and (pupil name) now has a better understanding of the issue, its impact and the steps to avoid this happening in the future. This has therefore been a productive learning opportunity.

We look forward to having a fresh start tomorrow.

Best Wishes

(Name of teacher)

Appendix 10 - Other key information and policies related to Supporting Behaviour.

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".
- 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

Recording serious incidents: The school keeps a variety of records of Serious incidents. The Principal keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Trustees, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. A copy of all discipline letters are kept on file. The overwhelming majority of sanctions 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.

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.

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 pastoral support plan or risk reduction plan where needed 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 welfare services at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures. Please refer to Appendix 1 and 2 for more information on the Frewen Wellbeing Pathway.

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.

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)