



# Behaviour Policy

Aspire • Believe • Achieve

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<b>Role:</b>	Deputy Head (Pastoral)
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# **Frewen College Behaviour Policy**

Restorative Behaviour, Clear Boundaries and Consistent Escalation

Reviewed: December 2026

Next Review: September 2027

## **1. Statement of Intent**

Frewen College is committed to creating a safe, respectful and purposeful learning environment in which all students can thrive academically, socially and emotionally.

This Behaviour Policy establishes a clear, consistent and robust framework that balances:

- Restorative practice as the golden thread
- Explicit expectations and boundaries
- A clearly defined escalation pathway
- Recognition and reward of positive behaviour
- Proportionate and educational consequences for poor behaviour

This policy applies to all students, staff, volunteers and visitors, and to all school contexts including lessons, boarding, social time, transport, trips and off-site activities.

## **2. Legal and Regulatory Framework**

This policy has due regard to the following legislation and statutory guidance:

- Education (Independent School Standards) Regulations
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion from Schools (DfE – current guidance)
- Keeping Children Safe in Education (current version)
- Equality Act 2010
- Use of Reasonable Force (DfE)

This policy operates alongside the Safeguarding, Anti-Bullying, SEND and Exclusions Policies and should be read in conjunction with them.

## **3. Core Principles – Restorative Practice and Consequences**

Frewen College's approach to behaviour is underpinned by the school mantra:

Aspire – Believe – Achieve

These principles provide a shared language for expectations, reflection and growth, and are embedded throughout behaviour management, restorative practice and rewards.

#### Aspire

Students are encouraged to aspire to high standards of behaviour, respect and contribution, taking pride in the school community and making positive choices.

#### Believe

We believe all students can learn from mistakes and improve. Behaviour management is rooted in the belief that change is possible through support, boundaries and reflection.

#### Achieve

Positive behaviour enables students to achieve academically, socially and personally. Clear expectations, consistent consequences and restorative support help students rebuild trust and reintegrate successfully.

Achievement and House Points are explicitly linked to Aspire, Believe and Achieve.

### **3a. Behaviour Values – Aspire, Believe, Achieve**

Restorative practice is the golden thread that runs through this policy. Behaviour is understood as communication and a learning opportunity.

Restorative approaches are used because there is a strong evidence base showing that they can reduce repeated incidents of poor behaviour by helping students to:

- Understand the impact of their actions
- Take responsibility for harm caused
- Repair relationships
- Learn alternative behaviours and coping strategies

Restorative practice does not mean an absence of consequences. Where behaviour causes harm, disruption or risk, sanctions will always be applied. Restorative work runs alongside consequences and supports students to reintegrate successfully following sanctions, including suspension.

### **4. Roles and Responsibilities**

All staff must apply this policy consistently, log behaviour accurately and escalate concerns appropriately.

Class Teachers and Tutors manage low-level behaviour and restorative conversations. Heads of Faculty oversee repeated or moderate concerns and parental communication. Key Stage Leads manage escalated or serious behaviour and social-time incidents.

The Deputy Head (Pastoral) oversees high-severity behaviour, behaviour contracts and suspensions.

The Headmaster retains final authority for critical incidents, extended suspensions and permanent exclusion, in line with the Exclusions Policy.

## **5. Rewards and Positive Behaviour**

Positive behaviour is recognised through House Points and formal termly achievement awards.

Rewards are never removed as a sanction.

Recognition is explicitly linked to Frewen College values and reinforces expected behaviours.

## **6. Behaviour Stages and Escalation Pathway**

Escalation is mandatory where behaviour is repeated, escalates in severity, or previous interventions have not been effective.

### Stage 1 – Low-Level Behaviour

Examples: talking out of turn, off-task behaviour, uniform reminders, lateness.

Led by: Class Teacher / Tutor

Responses: verbal warning, seat move/time-out, break or lunch detention.

Logging required after the second incident.

Restorative conversation follows.

### Stage 2 – Repeated or Moderate Behaviour

Examples: persistent disruption, refusal to follow instructions, dishonesty.

Led by: Head of Faculty

Responses: faculty detention, parental contact, subject report.

All incidents logged with restorative meeting.

### Stage 3 – Escalated or Serious Behaviour

Examples: continued behaviour after intervention, disrespect to staff, bullying.

Led by: Key Stage Lead

Responses: parent meeting, behaviour report, reflection room.

Formal restorative meeting required.

### Stage 4 – High Severity Behaviour

Examples: fighting, verbal abuse, significant vandalism.

Led by: Deputy Head (Pastoral)

Responses: behaviour contract and/or fixed-term suspension, applied in line with the Exclusions Policy.

Reintegration meeting required following any suspension.

Stage 5 – Critical or Dangerous Behaviour

Examples: violence, racism, drugs, sexual assault, weapons.

Led by: Headmaster / SLT

Responses: suspension, extended suspension or permanent exclusion, determined in accordance with the Exclusions Policy and statutory guidance.

SLT-led restorative conference prior to reintegration where applicable.

## **7. Behaviour Beyond the Classroom**

This policy applies equally to breaktimes, lunchtimes, boarding, transport, trips and visits.

Social-time incidents are directed by the Key Stage Lead and escalated using the same framework.

## **8. Physical Intervention**

Physical intervention is used only as a last resort to prevent harm, serious disruption or damage.

All incidents are recorded, reported and reviewed in line with safeguarding and restraint guidance.

## **9. Prohibited Sanctions**

Frewen College explicitly rejects the use of corporal punishment. Corporal punishment is unlawful and is prohibited under Section 131 of the School Standards and Framework Act 1998.

The following sanctions or practices will never be used at Frewen College:

- Corporal punishment or the threat of corporal punishment
- Any form of physical punishment or deliberate physical pain
- Humiliating, degrading or shaming practices
- Shouting, intimidation or aggressive behaviour by staff
- Deprivation of food or drink
- Prevention of reasonable contact with parents or carers
- Withholding of essential support, aids or reasonable adjustments
- Any sanction that discriminates on the basis of protected characteristics

All behaviour management practices must uphold dignity, respect and safeguarding at all times.

## **10. Monitoring, Accountability and Review**

Behaviour data is reviewed regularly by pastoral leaders and SLT.

Patterns of concern trigger early intervention, support planning or escalation.

This policy is reviewed annually by SLT and Governors, or sooner if required.



## **11. Compliance, Equality and Safeguarding Assurance**

This Behaviour Policy is compliant with the Education (Independent School Standards) Regulations and is implemented in a manner consistent with statutory safeguarding guidance.

All behaviour management decisions are made with due regard to:

- Keeping Children Safe in Education (KCSIE – current version)
- The school's Safeguarding and Child Protection Policy
- The Equality Act 2010, including the duty to make reasonable adjustments
- The Special Educational Needs and Disabilities (SEND) Code of Practice

No student will be sanctioned or excluded as a direct consequence of unmet special educational needs or disability-related behaviour without reasonable adjustments and appropriate support having first been considered.

Where behaviour raises a safeguarding concern, safeguarding procedures take precedence over disciplinary processes.

## **12. Record Keeping and Information Sharing**

Accurate records of behaviour incidents, sanctions, restorative actions and parental communication are maintained in accordance with data protection requirements.

Behaviour records are used to:

- Identify patterns or emerging concerns
- Inform early intervention and pastoral support
- Support fair and consistent decision-making

Information is shared internally on a need-to-know basis and externally only where lawful and appropriate.

## Appendix 1: Behaviour Escalation Pathway

# Frewen College Behaviour Stages – Sanctions and Restorative Actions

This table outlines specific behaviour types under each stage (1–5), including examples of 1st, 2nd, and 3rd offence responses, staff responsibility, SIMS logging, and required restorative actions. This structure aims to ensure clarity, consistency, and fairness in our dealings with student behaviour at Frewen College.

Stage	Behaviour Type	Staff Responsible	Sanctions (1st–3rd Offence)	SIMS Logging	Restorative Action
<b>1 – Low-Level</b>	<ul style="list-style-type: none"> <li>- Talking out of turn</li> <li>- Off-task</li> <li>- low level disruption</li> <li>- Uniform reminder</li> <li>- Swearing (must be addressed in and out of class)</li> <li>- Lateness</li> </ul>	<b>Class Teacher / Tutor</b>	<p><b>1st:</b> Verbal warning</p> <p><b>2nd:</b></p> <ul style="list-style-type: none"> <li>• Moved seat or 5-minute time out if deemed appropriate (in lessons)</li> <li>• Final warning and behaviour points</li> </ul> <p><b>3rd:</b> Lunchtime detention issued</p>	All incidents logged after 2nd offence (behaviour points issued)	Conversation after lesson or tutor check-in
<b>2 – Repeat</b>	-Persistent disruption of lessons (i.e. if a	<b>Head of Faculty</b>	<b>1st:</b> HOF issued lunchtime	All incidents logged	Student reflection sheet + 1:1

<p><b>ted / Moderate</b></p>	<p>detention has been issued twice already by class teacher in a half term, and another is required)</p> <p><b>-Refusal to follow instructions/Defiance</b></p> <p><b>-Dishonesty (academic or otherwise)</b></p>		<p>detention + contact home from HOF or class teacher</p> <p><b>2nd:</b></p> <ul style="list-style-type: none"> <li>• HOF Issued lunchtime detention</li> <li>• Subject report and monitoring for 2 weeks, keeping parents updated</li> </ul> <p><b>3rd:</b> Escalation to Key Stage Lead should no improvement be seen</p>	<p>including actions taken</p>	<p>restorative meeting</p>
<p><b>3 – Escalated / Serious</b></p>	<p><b>-Repeated behaviour concerns in one or multiple lessons</b> (continued even after Heads of Faculty have intervened)</p> <p><b>-Disrespect to staff</b> (e.g. student swearing at staff, name-calling, mimicking or mocking, remarks</p>	<p><b>Key Stage Lead</b></p>	<p><b>1st:</b></p> <ul style="list-style-type: none"> <li>• Key Stage Lead detention issued.</li> <li>• Parent meeting</li> <li>• Pastoral / Behaviour report (2 weeks)</li> </ul> <p><b>2nd:</b> SLT after-</p>	<p>SIMS log updated with summary, actions, and parent communication</p>	<p>Formal restorative meeting with student and parent</p>

	<p>intended to undermine authority)</p> <p><b>-Incidents of bullying (verified)</b></p> <p><i>NB- Incidents occurring during break and lunchtimes should be referred to relevant Key Stage Lead, who will direct to the appropriate level/person</i></p>		<p>school detention</p> <p><b>3rd:</b> Escalation to Deputy Head (Pastoral) to discuss next steps with Headmaster (possible suspension/permanent exclusion)</p>		
<b>4 – High Severity</b>	<p><b>-Fighting</b></p> <p><b>-Verbal abuse</b></p> <p><b>-Property damage/significant vandalism</b></p>	Deputy Head (Pastoral)	<p><b>1st:</b> SLT to decide whether fixed term suspension or SLT detention is most appropriate sanction</p> <p><b>2nd:</b> Fixed term suspension</p> <p><b>3rd:</b> Extended Fixed Term Suspension and possible escalation to Level 5, where permanent exclusion will be discussed</p>	Full incident report, behaviour chronology updated	Reintegration meeting + SEMH intervention
<b>5 – Critical / Dangerous</b>	<p><b>-Extreme bullying, racism or harassment</b></p> <p><b>-Stealing</b></p> <p><b>-Extreme or persistent</b></p>	Headmaster / SLT	<p><b>1st:</b> Suspension + parental meeting</p> <p><b>2nd:</b> Extended fixed-term suspension</p>	Safeguarding and behaviour logs completed, SLT note added	SLT-led conference before reintegration (if applicable)

	<p><b>violence</b>, actual or threatened, against a pupil or member of staff</p> <p><b>-Sexual abuse, assault or activity</b></p> <p><b>-Smoking, illegal drugs or drug paraphernalia, alcohol</b> (possession and/or use/consumption)</p> <p><b>-Carrying an offensive weapon.</b></p> <p><b>-Persistent misbehaviour when previous disciplinary measures have failed</b></p>		<p><b>3rd:</b> Permanent exclusion</p> <p><i>NB: All Level 4 and 5 incidents will be subject to discussion with SLT and suspensions/permanent exclusions will be sanctioned on a case-by-case basis by the Headmaster, if they are deemed the appropriate consequence</i></p>		
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