



Behaviour Policy

Aspire • Believe • Achieve

Staff member responsible:	Hazel McCalvey
Role:	Deputy Head
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Ratified by governing board:	
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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, educational visits 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 2014
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion from Schools (DfE)
- Keeping Children Safe in Education (KCSIE) 2026 and any subsequent version in force
- Equality Act 2010
- SEND Code of Practice
- Use of Reasonable Force (DfE)
- Searching, Screening and Confiscation Guidance (DfE)

This policy operates alongside the:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusions Policy
- Searching, Screening and Confiscation Policy
- Physical Intervention Policy
- Boarding Handbook and related boarding procedures

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 they help 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.

3b. Safeguarding Integration and KCSIE Alignment

Safeguarding is central to Frewen College's approach to behaviour management. All staff recognise that behaviour can be an indicator of unmet need, vulnerability, abuse, neglect, exploitation, trauma, mental health concerns or other safeguarding risks.

The school operates a whole-school safeguarding approach in accordance with Keeping Children Safe in Education (KCSIE).

Behaviour decisions will be informed by consideration of a student's:

- Age and developmental stage
- Special educational needs and disabilities (SEND)
- Communication needs
- Social, emotional and mental health needs
- Disability
- Vulnerabilities
- Safeguarding history and risk factors

Incidents involving child-on-child abuse will always be treated as safeguarding matters and managed in accordance with the Safeguarding and Child Protection Policy.

This includes, but is not limited to:

- Bullying and prejudice-based bullying
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Abuse in intimate personal relationships
- Physical abuse
- Emotional abuse
- Coercive or controlling behaviour
- Online abuse and exploitation

The school will work with parents, carers, safeguarding agencies and external professionals where appropriate to ensure suitable support, intervention and risk management.

Safeguarding procedures will always take precedence where behaviour may be linked to abuse, exploitation, neglect, trauma, mental ill health or vulnerability.

3c. Behaviour Expectations

Frewen College is committed to maintaining a culture of high expectations and positive conduct.

All students are expected to:

- Treat others with dignity, kindness and respect.
- Follow reasonable instructions from staff promptly.
- Attend lessons, activities and appointments punctually.
- Arrive prepared to learn and participate positively.
- Respect the rights, property and wellbeing of others.
- Behave safely and responsibly at all times.
- Demonstrate honesty, integrity and accountability for their actions.
- Use technology and digital communication responsibly.
- Contribute positively to the school community.
- Demonstrate the values of Aspire, Believe and Achieve in their daily conduct.

These expectations apply in lessons, boarding, social time, educational visits, transport, online environments and all other contexts in which students are representing or participating in the life of the school.

3d. Teaching Expected Behaviour

Frewen College recognises that positive behaviour must be explicitly taught, modelled, practised and reinforced.

Students are taught behavioural expectations through:

- Tutor time and pastoral programmes
- PSHE and Personal Development education
- Assemblies
- Classroom routines
- Boarding routines
- Educational visits and enrichment activities
- Staff modelling and reinforcement

Behaviour expectations linked to Aspire, Believe and Achieve are regularly revisited and embedded throughout school life.

4. Roles and Responsibilities

All Staff

All staff must:

- Apply this policy consistently
- Promote positive behaviour
- Conduct restorative conversations where appropriate

- Record incidents accurately
- Escalate concerns promptly
- Report safeguarding concerns immediately

Class Teachers and Tutors

Responsible for:

- Managing low-level behaviour
- Promoting positive conduct
- Delivering restorative conversations
- Recording and monitoring concerns

Heads of Faculty

Responsible for:

- Oversight of repeated or moderate concerns
- Communication with parents and carers
- Monitoring behaviour within curriculum areas

Key Stage Leads

Responsible for:

- Managing escalated and serious incidents
- Coordinating behaviour support interventions
- Overseeing social-time incidents

Deputy Head

Responsible for:

- High-severity behaviour
- Behaviour contracts
- Suspensions
- Reintegration arrangements

Headmaster

Retains final authority for:

- Critical incidents
- Extended suspensions
- Permanent exclusion decisions

These decisions will be made in accordance with statutory guidance and the school's Exclusions Policy.

5. Rewards and Positive Behaviour

Positive behaviour is recognised through:

- House Points

- Commendations
- Celebration events
- Formal termly achievement awards

Rewards are never removed as a sanction.

Recognition is explicitly linked to Aspire, Believe and Achieve and reinforces positive conduct, effort, resilience, kindness and contribution to the school community.

6. Behaviour Stages and Escalation Pathway

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

Application of Behaviour Responses

When applying behaviour responses and sanctions, staff will consider whether a student's:

- SEND
- Communication needs
- Social, emotional and mental health needs
- Disability
- Medical needs
- Safeguarding vulnerabilities
- Other individual circumstances

require reasonable adjustments, support strategies or alternative approaches.

Whilst maintaining high expectations of behaviour, staff will ensure behaviour management remains fair, proportionate and consistent with the Equality Act 2010 and SEND Code of Practice.

Stage 1 – Low-Level Behaviour

Examples

- Talking out of turn
- Off-task behaviour
- Uniform reminders
- Minor disruption
- Lateness

Led by

Class Teacher / Tutor

Responses

- Verbal warning

- Reminder of expectations
- Seating change
- Time-out
- Break or lunch detention

Logging required after the second incident.

A restorative conversation follows.

Stage 2 – Repeated or Moderate Behaviour

Examples

- Persistent disruption
- Refusal to follow instructions
- Repeated lateness
- Dishonesty
- Inappropriate language

Led by

Head of Faculty

Responses

- Faculty detention
- Parental contact
- Subject report
- Restorative meeting

All incidents must be recorded.

Stage 3 – Escalated or Serious Behaviour

Examples

- Continued behaviour after intervention
- Disrespect towards staff
- Bullying
- Online misconduct impacting school life
- Repeated breaches of expectations

Led by

Key Stage Lead

Responses

- Parent meeting
- Behaviour report
- Reflection room

- Behaviour support planning
- Formal restorative meeting

Stage 4 – High Severity Behaviour

Examples

- Fighting
- Verbal abuse
- Significant vandalism
- Serious intimidation
- Persistent bullying

Led by

Deputy Head

Responses

- Behaviour contract
- Suspension
- Risk assessment
- Individual behaviour risk assessment
- Behaviour support plan

Individual behaviour risk assessments may be implemented where behaviour presents an ongoing concern regarding safety, wellbeing, safeguarding or access to education.

A reintegration meeting is required following any suspension.

Stage 5 – Critical or Dangerous Behaviour

Examples

- Violence
- Drug-related incidents
- Possession of weapons
- Sexual assault
- Serious bullying
- Child-on-child abuse
- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia

- Disability-related harassment
- Other serious discriminatory or prejudice-based incidents

Prejudice-based incidents may relate to protected characteristics including race, religion or belief, disability, sex, sexual orientation or gender reassignment and will be treated seriously.

Led by

Headmaster / Senior Leadership Team

Responses

- Suspension
- Extended suspension
- Permanent exclusion

These measures will be applied in accordance with the Exclusions Policy and statutory guidance.

A senior leader-led restorative conference may take place before reintegration where appropriate and safe to do so.

Deliberately false, malicious or vexatious allegations against another student or member of staff may be addressed under this Behaviour Policy and may also be treated as a safeguarding concern.

7. Behaviour Beyond the Classroom

This policy applies equally to:

- Breaktimes
- Lunchtimes
- Boarding provision
- Educational visits
- Transport
- Off-site activities

The school reserves the right to investigate and apply sanctions in response to behaviour occurring outside school premises where:

- The behaviour could have repercussions for the orderly running of the school;
- The behaviour poses a threat to another student, member of staff or member of the public;
- The behaviour adversely affects the reputation of the school; or
- There is a clear and direct connection between the behaviour and the school community.

Social-time incidents are managed by the Key Stage Lead and escalated through the same framework.

Behaviour within boarding provision is managed in accordance with this policy, the Boarding Handbook and relevant boarding standards.

Boarding incidents will be recorded, monitored and reviewed in line with safeguarding and welfare requirements.

7a. Online Behaviour

The standards of behaviour expected at Frewen College apply both offline and online.

Behaviour taking place online through:

- Social media
- Messaging platforms
- Gaming platforms
- Email
- Group chats
- Other digital communication

may be addressed under this policy where it:

- Impacts the safety, wellbeing or dignity of members of the school community
- Constitutes bullying, harassment, discrimination or abuse
- Brings the school into disrepute
- Disrupts teaching, learning or the orderly running of the school
- Creates a safeguarding concern

Online incidents may be investigated where there is a clear connection to the school community regardless of whether the behaviour occurred on school premises.

Where online behaviour gives rise to a safeguarding concern, the matter will be managed through safeguarding procedures and may involve external agencies.

Mobile phones, tablets, laptops and other personal devices must be used in accordance with the school's Mobile Phone Policy, Acceptable Use Agreement and safeguarding requirements.

This includes misuse of:

- Artificial intelligence technologies
- Deepfake content
- Manipulated imagery
- Nudification applications

- Synthetic media
- Image-based abuse
- Emerging technologies that cause distress, harassment, bullying, discrimination or safeguarding concerns

The creation, sharing, possession or distribution of digitally altered images intended to humiliate, threaten, intimidate, exploit or cause harm to another person may result in disciplinary action and safeguarding intervention.

8. Physical Intervention

Physical intervention is used only as a last resort to:

- Prevent injury
- Prevent serious damage to property
- Prevent serious disruption
- Protect individuals from harm

All incidents are recorded, reported and reviewed in accordance with safeguarding requirements and the school's Physical Intervention Policy.

8a. Searching, Screening and Confiscation

To maintain a safe environment and protect the welfare of students, the school may undertake searching, screening and confiscation activities where lawful, reasonable and proportionate.

Detailed procedures relating to:

- Searches of students and their possessions
- Prohibited items
- Screening arrangements
- Confiscation of items
- Storage and disposal of confiscated items
- Associated safeguarding requirements

are contained within the school's Searching, Screening and Confiscation Policy. This Behaviour Policy should be read alongside that policy.

Any search, screening activity or confiscation will be conducted with due regard to safeguarding, dignity, privacy, proportionality and equality considerations.

9. Prohibited Sanctions

Frewen College explicitly rejects the use of corporal punishment.

The following practices will never be used:

- Corporal punishment or the threat of corporal punishment

- Any form of physical punishment or deliberate infliction of 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 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 the Senior Leadership Team.

Behaviour information may be used to:

- Identify patterns and trends
- Inform intervention planning
- Monitor vulnerable groups
- Support safeguarding processes
- Improve consistency in practice

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

All Stage 4 and Stage 5 incidents will be reviewed by a member of the Senior Leadership Team and recorded using the school's behaviour and/or safeguarding recording systems.

This policy will be reviewed annually by Senior Leaders and Governors or sooner where required by changes to legislation or guidance.

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)
- The Safeguarding and Child Protection Policy
- The Equality Act 2010
- The SEND Code of Practice

- Relevant DfE Behaviour Guidance

Where behaviour may be linked to SEND, disability, communication needs, medical needs or identified vulnerabilities, reasonable adjustments, support strategies and appropriate interventions will be considered before determining sanctions.

Such considerations will not prevent the school from applying proportionate sanctions where appropriate but will ensure decisions are fair, lawful and take account of individual circumstances.

Behaviour may be a symptom of:

- Abuse
- Neglect
- Exploitation
- Trauma
- Mental ill health
- Unmet SEND needs
- Other vulnerabilities

Appropriate safeguarding action, support, risk assessment and reasonable adjustments will be considered alongside any behavioural response.

Child-on-child abuse will always be treated as a safeguarding concern and will never be dismissed as banter, horseplay, part of growing up or harmless behaviour.

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
- Monitor safeguarding concerns
- Support reintegration and behaviour planning

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

12a. Equality Monitoring

The school monitors behaviour, sanctions, suspensions and exclusions to identify any disproportionate impact on groups of students, including those with:

- SEND
- Disabilities
- Social, emotional and mental health needs
- Protected characteristics under the Equality Act 2010
- Safeguarding vulnerabilities

Where patterns or disproportionality are identified, leaders will review practice, consider additional support and implement appropriate action to ensure fair and equitable treatment.

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
1 – Low-Level	- Talking out of turn - Off-task - low level disruption - Uniform reminder - Swearing (must be addressed in and out of class) - Lateness	Class Teacher / Tutor	1st: Verbal warning 2nd: • Moved seat or 5-minute time out if deemed appropriate (in lessons) • Final warning and behaviour points 3rd: Break time detention with class teacher	All incidents logged after 2nd offence (behaviour points issued)	Conversation after lesson or tutor check-in
2 – Repeat /	-Persistent disruption of lessons (i.e. if a	Head of Faculty	1st: HOF issued lunchtime	All incidents logged	Student reflection sheet

Moderate	detention has been issued twice already by class teacher in a half term, and another is required) -Refusal to follow instructions/Defiance -Dishonesty (academic or otherwise)		detention + contact home from HOF or class teacher 2nd: - HOF Issued lunchtime detention - Subject report and monitoring for 2 weeks, keeping parents updated 3rd: Escalation to Key Stage Lead should no improvement be seen	including actions taken	+ 1:1 restorative meeting to be overseen by HOF
3 – Escalated / Serious	-Repeated behaviour concerns in one or multiple lessons (continued even after Heads of Faculty have intervened) -Disrespect to staff (e.g. student swearing at staff, name-calling, mimicking or mocking, remarks	Key Stage Lead	1st: - Key Stage Lead lunchtime detention issued. - Parent meeting - Pastoral/ Behaviour report (2 weeks) 2nd: SLT after-school detention	SIMS log updated with summary, actions, and parent communication	Formal restorative meeting with student and parent

	intended to undermine authority) -Incidents of bullying (verified) <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>		3rd: Escalation to Deputy Head to discuss next steps with Headmaster (possible suspension/permanent exclusion)		
4 – High Severity	-Fighting -Verbal abuse -Property damage/significant vandalism	Deputy Head	1st: SLT to decide whether fixed term suspension or SLT detention (Friday after school) is most appropriate sanction 2nd: Fixed term suspension 3rd: Extended Fixed Term Suspension and possible escalation to Level 5, where permanent exclusion will be discussed	Full incident report, behaviour chronology updated	Reintegration meeting with support outcomes set as appropriate
5 – Critical / Dangerous	-Extreme bullying, racism or harassment	Headmaster / SLT	1st: Suspension + parental meeting 2nd: Extended	Safeguarding and behaviour logs complete	SLT-led conference before reintegration

	-Stealing -Extreme or persistent violence, actual or threatened, against a pupil or member of staff -Sexual abuse, assault or activity -Smoking, illegal drugs or drug paraphernalia, alcohol (possession and/or use/consumption) -Carrying an offensive weapon. -Persistent misbehaviour when previous disciplinary measures have failed		fixed-term suspension 3rd: Permanent exclusion <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>	d, SLT note added	tion (if applicable)
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