

## Behaviour Policy

Behaviour Policy for both the Junior School and Senior School

Issue number	2.1
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT and Full Board of Governors
Last updated	20 <sup>th</sup> December, 2018
Reason for update	minor changes
Last reviewed by SLT	May 2018
Last reviewed by Governors	June 2018
Next SLT review due	April 2019
Next Governor review due	June 2019
Where available	Staff Handbook, School web-site (unrestricted area)



## Introduction

We want children at Freeman's to learn, to lead and to make a difference.

We will do this by:

- nurturing a community of learners – adults and children – who are ambitious about what they might achieve in and out of the classroom;
- providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
- establishing an environment at Freeman's where everyone involved in the community is respected, trusted and supported;
- encouraging responsibility and capability; honesty and reliability; pride and passion;
- promoting determination and innovation; flexibility and adaptability; kindness and consideration;
- fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.

To support these aims, Freeman's believes in identifying strengths within the young people in its care and in celebrating pupil achievements. It is important for young people to feel publicly acknowledged for the good things that they do.

### **Aims**

The School attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. The aim of this policy is to promote good behaviour and respect, prevent bullying, to ensure that pupils complete assigned work and to develop and sustain good conduct of pupils.

The best way to ensure the highest standards in both behaviour and work is to create a positive ethos where self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between all members of the community will lead to the fulfilment of the pupils' potential both academically and socially.

Pastoral care at Freeman's is rooted in the individual relationships between staff and students. Students are valued for their unique contribution to the community. Ensuring good behaviour is the responsibility of all staff, students and parents. Disciplinary action, where necessary, combines understanding of the individual with the community's belief in justice.

This policy and the associated School Rules are applied fairly and consistently, without regard to race, gender or seniority, are consistent from person to person and from occasion to occasion as far as possible so that each case is reviewed on its merits. In addition, and in relation to our duties under the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities (such as not awarding a sanction for repeated fidgeting to a pupil with Attention Deficit Hyperactivity Disorder).

The School will promote good citizenship through the pastoral systems and via PSHE curriculum.

## **Expectations**

The School rules are set out in the *Code of Conduct and School Rules* booklet and a copy of this is given to all parents and pupils at the time a place in the School is offered. The Headmaster is entitled to exercise a wide discretion in relation to the School's policies, rules and regime.

This Behaviour Policy applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School, and also when boarders are in the company of day pupils at, or away from School premises, or outside School hours.

Pupils are expected to attend School regularly, arrive for lessons and activities punctually, in an orderly fashion and with all the necessary equipment.

Pupils are expected to respect the physical environment of the School by leaving classrooms and communal areas tidy and by not maliciously damaging buildings and equipment.

Pupils are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) with respect. The term "respect" covers good manners, honesty, a readiness to accept blame where necessary and respect for other people's possessions. It also means thinking about the language that we use and how it will be perceived by those around us. In particular, language that belittles or offends someone on account of his/her gender, race, religion, disability, sexuality or gender identity must be avoided.

Pupils are expected to wear their uniform with pride and in accordance with the dress of the day.

Pupils are expected to give due time and diligence to the completion of work in class and homework. Deadlines should be adhered to. Academic staff will keep records of late or poor work so that an overall picture of a pupil's performance can be obtained and suitable help or sanctions applied.

Pupils are encouraged to take responsibility e.g. through being Form Representative, a Prefect, a peer mentor, captain of a sports team or by being in charge of House events.

Pupils are encouraged to take full advantage of the wide range of co-curricular activities.

Consideration for those less fortunate is encouraged through the School's charitable fund-raising efforts.

Allegations of wrongdoing or inappropriate behaviour made by pupils against members of staff are always taken seriously and investigated thoroughly in line with the process detailed in our Safeguarding Policy. The lead Government safeguarding document, *Keeping Children Safe in Education*, recognises the concept of a malicious allegation, defining it as where "there has been a deliberate act to deceive". Such instances can, also in line with *Keeping Children Safe in Education*, be dealt with as a disciplinary matter and would, in the absence of exceptional extenuating circumstances, attract a serious sanction.

## **Prefects**

Prefects are authorised by the Headmaster to challenge behaviour by pupils that is in breach of the Code of Conduct and School Rules, or which is in any way contrary to the ethos of the School. They should report any such incidents to the pupil's Head of Year, who will issue sanctions accordingly.

Pupils are expected to comply with any reasonable request by a Prefect to behave or to desist from behaving in a certain way. If a pupil feels that a Prefect has behaved inappropriately or unfairly in the execution of his/her duties, he/she should speak to his/her Head of Year so that the matter can be investigated further if necessary.

## **Rewards**

Freemen's has always been a school where the achievements of the individual have made a significant impact on the whole community and the whole community has valued the individual. High academic standards, sporting prowess, musical, artistic and dramatic accomplishments and not least civilised behaviour have been of direct benefit to all and the greatest reward for the individual is the recognition of such achievements within and by the community.

The success of the School in a wide range of academic, sporting and cultural pursuits is owing to the collective input of a whole year group, to teamwork and to a determination not to let others

down. Reward comes from outside the School in the shape of trophies won, certificates awarded and recognition in public performances and in such schemes as the Duke of Edinburgh Award Scheme.

Rewards can be given to pupils for good academic work or for good behaviour, kindness to others and initiative in and outside the classroom. These descriptors are not designed to cover all the possibilities that pupils may gain reward but it is designed to give an overview of the possible situations in which a pupil may receive a reward.

Pupils in U3-U6 are eligible for Colours in the following areas of school life: Art; Design and Technology; Drama; Sports (rather than individual sports); Music. Information about Colours can be found in a separate policy, which can be found in the parental handbook in our website's parent portal.

## **Junior School**

### **Merits**

Merits should be awarded for encouragement and reward. Any piece of work or exemplary behaviour, acts of kindness and initiative may be awarded up to five merits. Any member of staff may award merits that will be recorded in homework diaries and exercise books.

Totals for each pupil should be recorded on Schoolbase regularly. Pupils are awarded badges and certificates on a sliding scale.

Merits should be added to House point totals.

### **Distinctions**

If a pupil produces a piece of work that is notable, or above his/her usual level of effort, or demonstrates particularly good manners or behaviour, a Distinction should be awarded. Any member of staff may award a Distinction. Teachers record Distinctions on Schoolbase and they are collected and celebrated. Distinctions equate to three Merits and are added to the termly totals for badges, certificates and house points.

### **House points**

House points are awarded for academic, sporting and cultural events held during the school year. Any member of staff may award them where appropriate to the event. A running total is kept by Heads of Houses. Winning houses are announced at the end of events and in assemblies. The Kemp House shield is awarded to the winning House at the end of the School year.

## **Senior School**

### **Merits**

Merits may be awarded by any member of staff for: good work at all ability levels; good achievement in co-curricular activities; helping the School community; demonstrating initiative and/or leadership; any behaviour that conspicuously promotes the values of the School. Staff are encouraged to give them open-handedly, and they are recorded by the awarding member of staff on Schoolbase. Totals for each pupil are monitored by Form Tutors and mentioned in reports. Merits count towards House Points.

### **Merit certificates / postcards**

a. Upper School. Pupils earn certificates for accumulating Merits over the academic year: 25 for Bronze (signed and sent home by Head of Year); 50 for Silver (Head of Section); 75 for Gold (Deputy Head); 100 for Platinum (Headmaster), plus £20 Book Token. Pupils who achieve Gold and Platinum Certificates are invited to refreshments at Break in the Headmaster's Office with the Headmaster and Deputy Heads. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Merit certificate.

b. Sixth Form. Students earn postcards for accumulating Merits over the academic year: 15 for Bronze (signed and sent home by Head of Year); 30 for Silver (Head of Sixth Form); 50 for Gold (Deputy Head); 75 for Platinum (Headmaster), plus £30 Book Token. A pupil's Form Tutor, Assistant Head of Year, Head of Year and Head of Section are e-mailed when he/she receives a Merit postcard.

### **Distinctions**

Distinctions are given for work or achievement of truly exceptional quality - often a lengthy project or presentation – and, although they should not be awarded lightly, staff are encouraged to recognise excellence when major pieces of work have been produced to a high standard. Distinctions can also be awarded for exceptional supererogatory behaviour, as well as for genuinely outstanding performance in a co-curricular activity. Distinctions count toward House Points and, as such, are of equal weight to 5 Merits.

### **Distinctions certificates**

Distinction certificates are signed and sent home by Head of Year. They are also rewarded with an Early Lunch Pass for a day with a plus-one for a friend (for Upper School only) or a snack from the tuck van up to the value of £1. A pupil's Form Tutor, Assistant Head of Year, Head of Year and Head of Section are e-mailed when he/she receives a Distinction.

### **House points**

House points are awarded for academic, sporting and cultural events held during the school year. A running total is kept by Heads of Houses. Winning Houses are announced at the end of

events and in assemblies. The Cock House Shield is awarded to the winning House at the end of the School year.

24 points towards the Cock House Shield are competed for annually on the basis of House Points won for Merits and Distinctions. The 24 points are divided between the three Houses in proportion to the House Points achieved by members of each.

## Sanctions

It is essential that colleagues are consistent in the awarding of sanctions; however, this is by no means to say that there is no room for discretion and professional judgement in awarding them. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems; each case must be judged on its merits.

It is anticipated that minor offences can be dealt with quickly and concisely with a verbal reprimand. Whenever possible, a pupil should be reminded of the consequences of his/her actions.

When necessary, teachers impose their own sanctions in the first instance: asking a child to catch up work missed through absence, talking to a pupil about poor attitude, giving a pupil time to reflect etc. In Form One and Lower Two, for example, a pupil is asked to complete a 'thinking time' sheet after discussion with the Head of Year about the misdemeanour. The sheet is then sent home to parents to read and sign.

However, should a pupil fail to heed advice and continue to misbehave, or for more serious misdemeanours, he or she may receive a more formal sanction. These are rarely used for younger pupils.

The use of corporal punishment is forbidden. Physical force is never used as a sanction, and it is only ever used on pupils to prevent them from hurting themselves or others, from damaging property or from causing disorder. Further details can be found in our Physical Restraint Policy, which is in the parent handbook accessed through the parent portal on our website.

### Sanctions at KS2 (Form 1–L3)

#### Specific year group sanctions/procedures:

Stage/Year group	F1	L2	U2	L3
<b>Stage 1 Classroom management</b>	Traffic light system (see below)			
<b>Stage 2 One-to-one</b>	May involve: verbal telling off, missing a break time or completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time, completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology
<b>Stage 3 Form teacher (if sent by subject teacher) or HOY (if sent by form teacher)</b>	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section)	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention)	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention)	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention)



	above) and consider contacting parents	and consider contacting parents	and consider contacting parents	and consider contacting parents
<b>Stage 4 AHJS/HJS</b>	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)

**Parents may be contacted** at any point in above proceedings – depending on nature of incident and at discretion of teacher.

### **F1 Traffic Lights:**

**If we are given a third warning, we will be put on red for the rest of the day. We will also need to complete a Thinking Time sheet which will be sent home to review with our parents.**

**If we are given a second warning, we will be put on amber for the rest of the day.**

We all start on green. We might be given 1 warning.

### **Sanctions in U3-U6**

The following sliding scale of sanctions is designed to ensure that: there is not an over-reaction to less serious misbehaviour and that pupils have the opportunity to amend their conduct without the matter going further; repeated behaviour of this kind nonetheless attracts a higher sanction; both repeated misbehaviour and single serious misdemeanours are accompanied by an opportunity for concerted teacher intervention so that the root of the problem can be tackled; misdemeanours can be categorised, enabling pastoral leaders to spot patterns and act accordingly.

U3 and U4 have a grace period (the month of September) while they adjust to what is a new pattern of school life. Pupils joining the School at non-standard transition points have a grace period of one month.

### **Warnings and Head of Year Detentions**

a. **U3 to U5**. The following Warnings all result in a one-hour Detention run weekly by the Head of Year on a day of his/her choosing 4.05-5.05 p.m.:

- 3 Behaviour Warnings in a rolling 12-week period excluding school holidays → Behaviour Detention. Behaviour Warnings are given for relatively minor infringements of the *Code of Conduct and School Rules* such as horseplay, swearing, chewing gum, inconsiderate or disruptive behaviour, or failure to sign in/out.

- 3 Uniform Warnings in a rolling 12-week period excluding school holidays → Uniform Detention. Uniform Warnings are given for major breaches of the School's rules on uniform or for minor breaches following an earlier informal warning.
- 5 Work Warnings in a rolling 12-week period excluding school holidays → Work Detention. Work Warnings are given for late work / no work / work showing an unacceptably low level of effort.
- 5 Organisation Warnings in rolling 12-week period excluding school holidays → Organisation Detention. Organisation Warnings are given for not bringing essential equipment to the lesson, including Games kit.
- 5 Punctuality Warnings in rolling 12-week period excluding school holidays → Punctuality Detention. Punctuality Warnings are given for being late without good excuse, usually to Registration or periods 3 or 5.

b. **Sixth Form.** Sixth Form Warnings can be given for breaches of the uniform code, late/unsatisfactory work, poor organisation, failure to sign in/out, unacceptable behaviour or being late without excuse. 8 Sixth Form Warnings in a rolling 12-week period excluding school holidays triggers a one-hour Detention run weekly by the Head of Year on a day of his/her choosing 4.05-5.05 p.m..

In respect of accumulation of Warnings, totals are set to zero at the start of a new academic year.

While preserving scope for professional judgement and discretion, colleagues are consistent in awarding Warnings for arriving after the bell without good excuse and late/non-submission of work.

A straight Behaviour Detention (Upper School) or Head of Year Detention (Sixth Form) can be awarded for more serious misdemeanours such as insolence, bullying, obscenity, plagiarism, cheating in tests, deliberate damage to school property, intentionally missing Registration, direct disobedience or withdrawal from a school fixture without due notice.

A teacher who has decided to issue a straight Behaviour Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Assistant Head of Year, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Year Detention.

During these Detentions, the Head of Year speaks to one pupil at a time to uncover the underlying reasons why the pupil is there and to agree an action plan. It may be appropriate for pupils to spend some of the time writing a reflective piece to examine their own behaviour or to engage in "community work" of some kind. In any case, there is always a clear restorative element to the Detention. Subject teachers play their part in these Detentions by responding to

requests for extension work. These Detentions are not, however, opportunities to obtain missing work from a pupil. Missing work should be handed in before the Detention is sat, and responsibility for checking this lies with the relevant subject teacher.

Given the proximity of public examinations, U5 and U6 pupils in Detention after mock exams can use the time to catch up missed work or to revise.

Failure to attend a Head of Year Detention without a very good reason means that it is escalated to a Head of Section Detention.

## **Head of Section Detentions**

Any 3 Head of Year Detentions in a rolling 12-week period excluding holidays triggers a Head of Section Detention, which is served 4.05-5.35 p.m. on Fridays in the place of the third Head of Year Detention. Head of Section Detentions follow the same format.

A straight Head of Section Detention can be awarded for particularly serious misdemeanours such as serious and deliberate damage to school property, theft, aggravated bullying, using a Virtual Private Network (VPN), truancy, being under the influence of alcohol on the school premises or while representing the school.

A teacher who has decided to issue a straight Head of Section Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Assistant Head of Year, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Section Detention.

Telephone contact is made with parents following a Head of Section Detention, with an action plan and timeframe agreed.

Failure to attend a Head of Section Detention without a very good reason means that 30 minutes are added to the re-arranged Detention.

On the occasion of a second Head of Section Detention in an academic year, parents are called in for a meeting. External suspension is usually the next step if such behaviour persists.

## **Administration of Detentions**

It is important that the administration of Detentions is efficient and timely. Every pupil must be informed clearly of its date, time and location, as well as the reason why it has been awarded. The date, time and location should be written in the pupil's planner.

Although parental permission as such is not required to detain pupils, parents have a right to know when and why their child is being detained. We also need to know that they know before

we detain their son/daughter. Parents are informed as soon as possible and no later than the day before the Detention is scheduled.

## **Resolving clashes between Detentions and other activities**

Head of Year Detentions take precedence over school rehearsals, sports practices and voluntary academic clinics. If a pupil is committed to a compulsory academic clinic, school match, concert or performance, he/she may respectfully request that his/her Head of Year Detention be sat at a later date.

Head of Section Detentions take precedence over all school activities unless a replacement for the detainee cannot be found.

If parents express the wish that their son/daughter not miss a non-school activity (e.g. tennis lessons or private tutoring) in order to attend a Detention, inconvenience caused to the pupil him/herself is not a mitigating factor. Yet, if the activity is paid for in advance by the parents and cannot be re-arranged, or if missing it would involve letting down a number of other people, an alternative date is set. The support of parents in trying as far as possible to honour the date of the Detention set by the School is greatly appreciated.

There may be circumstances in which it is not a clash but rather concerns for the safety of the pupil that lead to a parental request for the Detention to be re-arranged. For example, it may be that an U3 pupil cannot be picked up by a parent on a certain day in winter at 5 p.m., and that the parent isn't content for the pupil to travel home alone in the dark. In such circumstances, the Detention is re-arranged for another day after school. Detentions are only scheduled during lunch-times as a last resort and only after consultation with the Deputy Head.

## **Suspension (all years)**

In the case of a serious breach of discipline such as aggravated bullying (including cyber bullying), drugs, vandalism, violence, theft, arson or sexual misconduct, being under the influence of alcohol on the school premises or while representing the school such that the pupil requires adult assistance, distributing youth-produced sexual imagery without consent, or because of bad behaviour that has persisted despite the awarding of Head of Section Detentions, it may be necessary and appropriate to suspend a pupil- either internally or externally. Only the following members of the School's Senior Leadership Team have the authority to suspend pupils: the Headmaster; Deputy Head; Deputy Head (Academic); Heads of Section; Head of Boarding.

Serious breaches of discipline will be properly investigated and written statements produced, the principal aim of which is to establish the facts of the matter. The investigator is typically a Head of Section or the Head of Boarding and usually reports to the Deputy Head. A pupil's Form

Tutor or Head of Year will usually be present in any interview with a pupil both to act as a support for the child and to take a note of the meeting.

A pupil may have his/her accommodation or belongings searched if it is believed he/she is in possession of prohibited items, including weapons, illegal drugs, alcohol or stolen items in accordance with the School's Searches and Confiscation Policy.

The member of SLT who receives the investigation then determines the most appropriate sanction. Any insight and/or remorse shown by a pupil in relation to his/her wrongdoing is taken into account. The Head is consulted before committing to a suspension.

Internal suspension means isolating him/her within school for a period of time. This sanction would be applied when a pupil has committed a significant offence that required some time for reflection and when an external suspension would be inappropriate or disproportionate.

External suspension means that a pupil is sent or released home (or alternatively, in the case of a boarder, to a guardian) for a limited period either as a disciplinary sanction or pending the outcome of an investigation. The purpose of such a suspension is for a pupil to reflect on his or her actions, supported by their parents.

The Head, the Deputy Heads, Heads of Section and Head of Boarding are empowered to suspend a pupil or pupils from School for up to eleven days for a serious breach of discipline. A pupil may be given a Final Warning as part of his or her suspension. This means that a repeat of any of the forms of behaviour noted in the Final Warning letter would most likely result in the pupil being asked to leave the School.

Parents are informed as soon as reasonably practicable after it becomes clear that a pupil will face formal disciplinary action. Within reason, a pupil should be accompanied and assisted by a parent, education guardian, friend or member of staff chosen by the pupil at the point at which the suspension is handed out. "Within reason" in this case should take into account practicalities, the seriousness of the matter, the age of the pupils, the attitude of the pupil (i.e. in denial, distressed, taciturn).

Except as required by law, the School and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which was acquired during an investigation.

A written notification of a suspension should include brief details of the incident(s) in question and should state why the pupil is being suspended, the length of suspension and the date of return to School. A copy of the letter should go to the Head and will be placed on the pupil's file. The member of SLT who has suspended the pupil must also enter the details of the suspension onto the Serious Breaches of Discipline form. These forms are inspected by the Head and Deputy Head on a termly basis.

Serious breaches of discipline will be recorded in the school file of the pupil. These sanctions will be reviewed by Headmaster periodically, *usually at the point of transition between sections*, and may be deemed to have expired but will still remain on file. In the event of a sanction being deemed to have expired pupil and parents will be informed. An expired sanction will not be referred to in internal or external references.

Staff should be notified of a suspension (pupil name and duration). The details of a disciplinary matter and its investigation should only be divulged to pupils and staff on a need-to-know basis.

Once a pupil has completed a suspension and has returned to School, reasonable efforts should be made to rehabilitate the pupil concerned and help put the matter behind him/her.

There is no appeal as such against a suspension. However, if parents have an objection to any part of the process they should use the School Complaints Policy.

A Permanent Exclusions [Expulsions] Policy exists as a separate document.