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SECTION 2.8 – BEHAVIOUR MANAGEMENT POLICY

“Celebrate and Challenge”

Introduction

In keeping with the school's ethos and traditions, Frensham Heights places greatest emphasis on individual responsibility, respecting others and learning to work as a positive member of the community. The school's values stress the importance of **respect or individuality** and the **spirit of togetherness** in a close-knit community that is **nurturing** and **supportive**.

Our behaviour policy covers both the day and boarding elements, the classroom and ‘wider life’ of a Frensham school experience, such as trips and excursions.

We believe that a student's learning is best achieved in a **collaborative, supportive environment** where high expectations are fostered, with any “sanctions” being used consistently but appropriately (as per school rules). Reinforcing positive behaviour (**celebrate**) is concerned with responding to negative behaviour with a view to then changing future behaviour (**challenge**). By adopting an understanding approach, fostering the importance of a mutually respectful relationship, and having high expectations, one can then be the catalyst for changes in future behaviour.

In essence we want students to be the **best version of themselves** so that they are **resilient, self-reliant, intellectually curious individuals who are prepared for the modern world**

At the heart of Frensham ethos is an understanding that students are individuals and have individual needs that may be taken into account in changing behaviour. This includes age (including EYFS), SEND, EAL, religious and cultural beliefs, as well as the individuals emotional wellbeing and stage of development. We apply this ethos to help students to learn the lessons necessary for improved behaviour, improving their positive contribution to the community or improving their academic levels of success.

Under no circumstances do we threaten or give corporal punishment to any child or threaten any form of punishment which could have an adverse impact on the child's well-being. In accordance with The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989, corporal punishment and the threat of corporal punishment are strictly prohibited for all students of Frensham. The prohibition includes the administration of corporal punishment during

any activity, whether or not within school premises. The prohibition applies to all members of staff and volunteers.

Any member of staff found to have used or attempted to use corporal punishment should expect to be subject to disciplinary action in accordance with Frensham's staff code of conduct.

Close connections between Behaviour Policy , Anti Bullying policy, School Rules and Child Protections and Safeguarding policy

All our formal sanctions, AtL's, general low-level concerns are recorded on Daybook and CPOMS to allow for patterns of behaviours to be identified and addressed with students and parents as appropriate. Pastoral Leads, the Assistant Head Pastoral, Head of Sixth Form and Deputy Heads and DSL, undertake this review as part of their regular meetings as needed. In addition, every incident that is reported on CPOMS is "read" by the DSL, it is here that patterns can be seen very easily and follow up actions can be put in place.

Good Work and Behaviour

Frensham has never used competition between members of the community, or cups, prizes, points as a reward for good behaviour. Rather we seek to encourage the individual to celebrate their achievements, set their own targets for improvement, in the belief that the best form of competition is with oneself. Each student should aim to monitor their own behaviour and to aim for the highest standards/achievements that they are capable of as an individual. These efforts and achievements should be acknowledged by:

- Personal congratulations, positive comments on work, or positive feedback to class teachers, tutors, boarding, pastoral staff or via Daybook.
- Public recognition at Notices, in 'School' Notices, within a class or tutor group session or via the Friday Newsletter.
- Commendations for 'above and beyond' and 'outstanding' work which will be celebrated by the Assistant Head Pastoral and Head.
- Examples of good behaviour or work should be communicated widely. Departmental recognition via postcards or positive feedback being sent to Parents etc.
- When a student meets their agreed targets, they should be congratulated.
- A teacher can make time for more 'formal' positive reinforcement at the end of a lesson, or during notices (for Year 7 and above).
- A tutor, Pastoral Lead or any member of staff should look to commend those who are consistently positive members of the community; for N-Y6 this is done in person or via the class teacher and for Year 7 and above this can be done using the Teams Praise feature (within the chat function).
- A twice yearly "celebrating achievements" form is sent to students in Year 7-13 to capture, recognise and help celebrate successes outside of school (or things they are proud of in the wider life off the school)

Removing students from Lessons

Removing a student from a lesson is unlikely to be necessary but if it is used sparingly, in order to remove them from a difficult situation, or to reinforce a particular expectation you have of them in their behaviour, then this exclusion from the lesson must only be for a brief time. Outside of the classroom explain your reasons for excluding the student.

In Junior School we use this very rarely and a student is only sent to a neighbouring class for a period of 'time out' and reflection if absolutely necessary. If needed a member of the Junior School leadership team will be contacted if urgent.

For Year 7 and above send them to the Head of School's office and email or call to The Heads of School office should be made to alert them to the child coming to them. IF this is not possible/there is no staff member there, Reception should be contacted. A brief record of the exclusion should be made on CPOMS.

If a Year 7 and above student is being sent to Main House for an exceptional situation (eg breaking school rules, or violent behaviour) a call should also be made to Reception directly, to let them know to expect a student, so that they in turn can contact a member of the Senior Management Team.

Misbehaviour during School HoursJunior School

During the School Day the children are supervised at all times around the site. If they are misbehaving, they will be spoken to in line with the expectation of our Learning Charter and if this behaviour persists then we will follow our AtL process. When children are in Year 5 and 6 are starting to be allowed independence to walk to certain lessons, they will be expected to manage their behaviour appropriately and if other staff around site see misbehaviour, they should challenge it at the time and notify the class teacher and if necessary, log on CPOMS.

Year 7 and above

If a teacher encounters inappropriate behaviour either during a lesson, around the school site, in the village or on a school trip then these guidelines should be followed in order to give a consistent response (this policy should be read in conjunction with the discipline section of Section 3.1 of the Staff Handbook).

- In the first instance a teacher or the staff member should ensure that the student is spoken to; explaining why their behaviour is inappropriate and either email sent to the Tutor/Head of School for information or a CPOMS entry. The Head of School may decide, in discussion with the student, that they should learn from their behaviour by making a positive contribution to the school community, such as being an extra helper after lunch in cleaning the dining room, or after break, cleaning an area of the school, helping to keep our environment beautiful, or undertaking a period of gating/time out for reflection.

- If the misbehaviour is such that the teacher feels an immediate response is required then the student should be taken to the Head of School, where the teacher can explain their concerns and the Head of School can then decide an appropriate response. The Head of School should discuss the behaviour, explain why the school cannot accept their behaviour as suitable and then inform parents of the incident and outcome as appropriate. (if the Head of School is not available - the child should report to Reception where an appropriate adult will be found to support and explore the incident). This incident should be recorded on CPOMS
- The Head of School may also decide, in discussion with the student, that they should learn from their behaviour by making a positive contribution to the school community, such as being an extra helper after lunch in cleaning the dining room, or after break, cleaning an area of the school, helping to keep our environment beautiful, or undertaking a period of gating. Any sanction that includes gating should be reported via CPOMS, so that the information is stored centrally.
- Any **serious misbehaviour** (that is likely to incur a week's gating or longer) should be reported to the Deputy Head immediately. The Deputy Head will investigate the matter and recommend appropriate responses to the Head, and Head of School. Any misbehaviour at this level must be communicated to parents either by the Head of School or the Deputy Head, seeking their support for improving the students' behaviour in the future. The school's response may include internal suspension, loss of free time ("Gating"), or suspension from the school for fixed period. Again, any sanction involving Gating or a form of suspension from the Deputy Head, should be recorded via CPOMS

Misbehavior in the Boarding House

In the first instance, this is the responsibility of the Duty Staff/Head of House concerned. The usual responses to minor misdemeanors such as Failing to Sign in, disruptive and thoughtless behavior are reporting early, gating (loss of free time in the evenings) or loss of privileges (e.g. TV), or extra chores. Serious matters will be discussed with Deputy Head making sure that the appropriate Head of School is informed as soon as reasonably possible. All serious matters (involving a gating or suspension of any description) should be recorded on CPOMS. All House related sanctions should be recorded in the House logbook.

Vandalism and Damage

If a student causes damage to school property, or that of another student, either accidentally or deliberately, written details should be given to the Head of School/House Master/Mistress (with a copy to the Deputy Head or Head of Junior School) who will investigate the matter further. Where the damage is to school fabric or furnishings, the incident must be reported to the Bursar as soon as possible. It is important that parents are notified in writing, setting out the investigation that has taken place and alerting them to the costs that may be incurred. All such damage must be paid for either by students themselves or on end-of-term bills and a school sanction should be expected. A record of the behavior of the student and follow up actions will be logged on CPOMS.

It should be noted that any behaviour which is felt to be extreme can be dealt with immediately by sending the student(s) directly to the Head of Junior School (N-6), Deputy Head (Yr7-13) or Head (N-13) as appropriate.

Physical Restraint

Please refer also to the school's Policy on Use of Force and Restraint (Staff Handbook Section 3.20). Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Deputy Head and Head, who will decide what to do next. The Head's office stores a copy of when physical restraint has had to be used. In the EYFS and Junior School, parents will be informed of any physical restraint used on their child the same day.

Junior School

Statement of intent

In the Junior School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This includes the EYFS. *Paragraphs in Italics refer specifically to the EYFS.*

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding behaviour management focus on supporting the personal, social and emotional development of all children with the EYFS and Junior School.

Methods

The Head of the Junior School has overall responsibility for our culture of supporting personal, social and emotional development, including issues concerning behaviour.

The Head of the Junior School has overall responsibility for issues concerning behaviour. They will:

- keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
 - support all staff in being able to have consistent and meaningful relationships and classrooms promoting positive behaviour.
 - Promote and ensure the Junior School Learning Charter is understood and effectively used by the staff as a gauge for acceptable behaviour and the management of it.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the Junior School team.
 - We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. These expectations are clearly set out in the Junior School Learning Charter for all parties.
 - We familiarise new staff with the Junior School behaviour policy, Learning Charter and ATL process and its guidelines for behaviour.
 - We expect all members of the Junior School - children, parents and staff - to keep to the guidelines, requiring these to be applied consistently.
 - We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of staff. We work with parents to address recurring inconsiderate behaviour, to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include: acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure, wherever possible, that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of the Junior School and are recorded. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Approach to Learning

Approach to Learning (AtL) For Year 7-13

Academic Work or Behaviour which does not meet the required Standard/Expectations

These guidelines are for responding to late or poor work, low levels of attainment or poor behaviour against the expectations for **that** student. All teachers should follow this process in order to give a consistent response.

- Initially, discuss the issue with the student to try to identify the reasons behind the problem. The aim should be to ensure that the student understands their actions, why they are unacceptable and why more appropriate work or behaviour is expected of them.

Should the problem continue (typically within one week, or a repeated “quiet chat”) then the teacher must hold a more formal conversation with the student which should be recorded on CPOMS (alerting the tutor for info). In this conversation stress your concern and the actions needed to meet your expectations.

- If the tutor or Head of School or Housemaster/mistress know that this is a pattern of concern across a range of subject areas then they should communicate to parents, seeking support and discussing strategies to make positive changes.
- If the level of attainment is still too low to meet your expectations, (typically week 2 or 3) the **teacher** will hold a formal interview with the **student and their Head of Department**. During this conversation it is important to clarify the historic concerns, reiterate that targets have been agreed and not met and discuss appropriate steps to then take for improved future work. The Head of Department may discuss and agree with the student using a period of free time to catch up with the work during a student’s own time, or to communicate their concerns to parents seeking active parental support. A record of this meeting should be recorded on CPOMS with the Tutor and Head of School being ‘alerted’
- If, after all of these stages, (typically week 3 or 4) no positive change has been seen then the Head of School) should meet to discuss the student’s progress and response. An ATL Level 3 meeting will take place with an Assistant Head of School – or Head of School.

Strategies to be explored may include the use of Report Cards, ‘Prep club’ calling a case review of all the student's teachers to discuss appropriate responses, meeting with the student and parents, or further support of the student through restricting their choices with their free time and mapping out tasks / work that needs to be completed, or some “catch up” time (after school or during lunch times). Again, this meeting should be recorded on CPOMS under AtL3 and the Deputy Head and Deputy Head Academic should be alerted.

- If, after the Head of School has tried to support a student, a student is still failing to make positive changes, then a Deputy Head will get involved in supporting and challenging the choice made. Depending on the circumstances and student, the Deputy Head responsible for taking a final “lead” will vary.

Appendices:

1. EYFS ATL Process
2. Junior School ATL Process
3. Yr 7-13 ATL Flow Chart

Appendix 1 - EYFS ATL Process





Appendix 2 - Junior School ATL Process



JUNIOR SCHOOL ATTITUDE TO LEARNING
FLOW CHART - AUTUMN 2021

1/1



Appendix 3 - Yr 7-13 ATL Flow Chart



FLOW CHART TO ASSIST STUDENTS' APPROACH TO LEARNING FOR YRS 7-13

V1

