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**SECTION 2.8 BEHAVIOUR MANAGEMENT POLICY**

**INTRODUCTION**

**“Celebrate and Challenge”**

In keeping with the school's ethos and traditions, Frensham Heights places great emphasis on individual responsibility, respecting others and learning to work as a positive member of the community.

Our behaviour management policy covers both the day and boarding elements, including those in the Early Years Foundation Setting (EYFS), 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.

**WHOLE-SCHOOL APPROACH TO BEHAVIOUR**

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach

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to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, and students adhere to an established routine and have clear classroom expectations. Which can be seen in Section 2.9 of the Staff Handbook. Appendix A lays out our Approach to Learning Behaviour Management Procedures for the EYFS, Junior and Senior Schools that all teachers should use to help them manage student behaviour within the classroom with the goal to enable our students to become well behaved independent learners.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect students to always behave in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a student is adopted, looked after or is a carer.

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The School reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals.

### **INVOLVEMENT OF STUDENTS**

All students deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where students (including boarders) treat each other with dignity, kindness and respect always, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, during student notices, and during form time, Horizons lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all students as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new students (including boarders and EYFS students) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All students are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

### **INVOLVEMENT OF PARENTS AND GUARDIANS**

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, dress code, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has several support systems in place to meet the needs of all students.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the

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management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

### **UNEXPLAINED ABSENCES**

We will always telephone parents on the first day of an unexplained absence to determine the student's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is school policy not to allow holiday to be taken during term time unless in exceptional circumstances.

### **SCHOOL RULES**

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Section 2.1 of the Staff handbook.

Copies of the School Rules are on the School's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the whole School community.

The School Rules set out the School's policy on drugs and drugs testing procedures can be found in Section 3.2 – Policy on Substance Use and Misuse.

### **PROMOTING GOOD BEHAVIOUR – 'CELEBRATE'**

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 from class teachers, tutors, boarding, pastoral staff via Edulink.
- 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 twice-yearly pastoral check-in opportunity, to talk through personal achievements and targets happens in the Junior school. This helps to build relationships and add depth to celebrating children and their development in the Junior School.

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- In the middle and senior school, postcards will be sent home termly for good work and attitude to learning, by the pastoral team. There will also be 'celebration events' throughout the year to celebrate good attitude and progress.

### **RESPONDING TO MISBEHAVIOUR – 'CHALLENGE'**

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's priority will be to ensure the safety of students and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour.

All our formal sanctions, AtL's, general low-level concerns are recorded on Edulink 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.

### **SANCTIONS**

It is hoped that students will respond to the School's positive encouragement and rewards and will always comply with the School Rules. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from students.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection found in Section 8.2 in the staff handbook.

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Examples of sanctions that are used in the School include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- Email to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- Withdrawal of privileges in the evenings;
- School based community service, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, early morning reporting, report cards to measure targets and other behaviour checks;
- Gating – Removal of free time;
- Withdrawal from a lesson, school trip or team event;
- Internal and External Suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

### Junior School

During the School Day the children are always supervised 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 6 they 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.

- If a teacher encounters inappropriate behaviour during the school day, in the first instance they will seek to manage this through discussion with the child to find a fast resolution to any issue that may need support. It is recognised that behaviour is predominantly a form of communication from a child and can represent a need to explore and discuss.

### Year 7 to 13

If a teacher encounters inappropriate behaviour either during a lesson, around the school site, or on a school trip then these guidelines should be followed to give a consistent response:

- 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 send an email to the Tutor/Head of Year for information and/ or input an Edulink entry under an FYI. This behaviour may also trigger a pre-ATL. The Head of Year/ Assistant Head Pastoral may decide, in discussion with the student, that they should learn from their behaviour by completing a period of community service, or undertaking a period of gating/time out for reflection.
- If the misbehaviour is such that the teacher feels an immediate response is required, the teacher should use the 'callout' button on Edulink, and send the student to the Hub, where they will be collected by a Pastoral Lead. This will then trigger the Hub Callout protocol (see below) and an ATL 1.
- 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

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sanction that includes gating should be reported via Edulink under behaviour, 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 Assistant Head Pastoral/ Deputy Head immediately. The Head of Year/ Assistant Head Pastoral/ 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 Year, Assistant Head Pastoral or the Deputy Head, seeking their support for improving the students' behaviour in the future. The school's response may include loss of free time ("Gating"), internal suspension, or suspension from the school for fixed period. Again, any sanction involving Gating or a form of suspension from the Assistant Head Pasoral/ 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, or extra chores. Serious matters will be discussed with the 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 in CPOMS. All House related sanctions should be recorded in the House logbook.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing students with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the student's name and year group, the nature and date of the offence and the sanction imposed.

### **SUPPORTING STUDENTS FOLLOWING A SANCTION**

Following a sanction, the School will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.

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- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

### **SERIOUS MISBEHAVIOUR**

The School's Discipline, Exclusions and Required Removal Policy is set out in the Staff Handbook and available on the School's website, and all parents and students should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's [Discipline, Exclusions and Required Removal Policy] may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.

The School may be required to exclude a student, or to require a student to be withdrawn if other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a student has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy and Low Level Concerns Policy.

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Should an allegation be made by a student against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding and Child Protection Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Students should be aware that malicious allegations of abuse against staff (or indeed other students) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### **REMOVAL FROM CLASSROOMS**

Removal is where a student is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the student's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

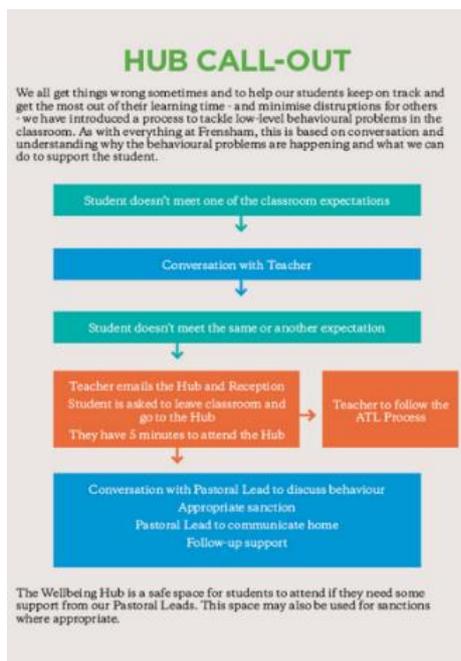
Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These students will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage students with a variety of challenging behaviours and contexts.

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.

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Please see below the process for removing a student from the classroom in Year 7 and above. A gating is at the discretion of the Head of Year.



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### PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for students who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents;
- regular meetings with the student and provide mentoring and coaching;
- short-term behaviour report cards
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. If the student has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a student's behaviour, it will

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consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

### **CONTEXTUAL SAFEGUARDING**

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly.

### **SPECIAL EDUCATIONAL NEEDS**

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The School believes that good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices seriously. The School makes reasonable adjustments for students with SEND or certain health conditions.

Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

We are mindful that not all students requiring support with behaviour will have identified SEND.

### **MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE**

The School has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;

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- in some other way identifiable as a student of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline, Exclusions and Required Removal Policy.

### **GATINGS**

Heads of Year, Heads of School, Heads of Houses and Senior Leaders have authority to issue a gatings to students, including same day gatings.

Parental consent is not required for gatings. For break and lunchtime gatings, staff will allow reasonable time for the student to eat, drink and use the toilet. School staff will not issue a gating where there is any reasonable concern that doing so would compromise a student's safety.

### **USE OF REASONABLE FORCE**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the student themselves);
- Causing damage to the property of any person (including the student themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the student may have.

All our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing student behaviour and all staff

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are aware that corporal punishment of students is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a student for the shortest possible period of time. The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of School activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after they have needed to restrain a student physically.

The School has a confidential register which includes the student's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between students, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS students will be informed of the incident on the same day or as soon as is reasonably practicable.

### **SEARCHING**

The School reserves the right to search students and their possessions. It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

The Head, or a member of staff authorised by the Head, may search a student provided there is another staff member present as a witness. The School does not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

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The School will always consider the age of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a student will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers, Vaping Paraphernalia;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the student being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a student of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the student's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

### **CONFISCATION**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, vaping paraphernalia or fireworks they may be retained or disposed of by the member of staff but will not be returned to the student.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or

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discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should consider all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

### **Electronic Devices**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any student.

Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding and Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student), where the files should not be deleted and the device must be given to the Police without delay.

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If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the student in accordance with this policy and the Discipline, Exclusions and Required Removal Policy, where appropriate.

If the search highlights a safeguarding concern in respect of any student, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

### **TEACHING AND LEARNING**

The School aims to raise the aspirations of all of its students and to help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

**Appendix A** lays out our Approach To Learning Behaviour Management Procedures for the EYFS, Junior and Senior Schools that all teachers should use to help them manage student behaviour within the classroom with the goal to enable our students to become well behaved independent learners.

### **COMPLAINTS**

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Students, Boarders and Parents Complaints Procedure – Section 3.12 (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Students, Boarders and Parents Complaints Procedure on request.

### **MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day students.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students (including within boarding houses) which may indicate that there are possible cultural issues within the School, or boarding house, which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's Horizons lessons, or amending this policy.

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Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, students, and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

### **APPENDIX A**

#### **JUNIOR SCHOOL INCLUDING EYFS**

##### **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.

##### **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.

## Frensham Heights School Policies and Procedures

- 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 support each child in developing self-esteem, confidence and in understanding their feelings using the Zones of Regulation.
- 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 will then put a responsive educational piece of work in place to support a change to those unacceptable behaviours or attitudes.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### Nursery To Year 3 Learning Charter

<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Be <b>fair</b> and <b>kind</b></li><li>• Be <b>car</b>ing and <b>look out</b> for us</li></ul>	<p>We have the right to...</p> <p><b>Feel safe</b></p> <p>(Articles 2 and 3)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• Be <b>kind</b></li><li>• Keep our hands and feet to <b>ourselves</b></li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Make lessons <b>fun</b> and <b>interesting</b></li><li>• <b>Listen</b> to us</li></ul>	<p>We have the right to...</p> <p><b>An education</b></p> <p>(Articles 28 and 29)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• Try our <b>best</b></li><li>• <b>Listen</b> carefully</li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Let us <b>express ourselves</b></li><li>• Give us <b>time</b> and <b>space</b> to talk and share our <b>ideas</b></li></ul>	<p>We have the right to...</p> <p><b>Share our thoughts, ideas and opinions</b></p> <p>(Articles 12, 13 and 14)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Respect</b> who is talking</li><li>• Respect their <b>right</b> to an <b>opinion</b></li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Give us lots of <b>time</b> to <b>play</b> and <b>explore</b></li><li>• <b>Help</b> us <b>resolve</b> any issues</li></ul>	<p>We have the right to...</p> <p><b>Relax, play and have fun with our friends</b></p> <p>(Articles 15 and 31)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Include</b> others</li><li>• Play <b>fairly</b></li></ul>

## Years 4 To 6 Learning Charter

<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Be <b>fair</b> and <b>kind</b></li><li>• Be <b>caring</b> and <b>look out</b> for us</li><li>• Allow us to <b>make mistakes</b></li><li>• Be <b>patient</b> and <b>positive</b></li></ul>	<p>We have the right to...</p> <h1>Feel safe</h1> <p>(Articles 2 and 3)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Look after</b> others and ourselves</li><li>• Treat others with <b>kindness</b> and <b>empathy</b></li><li>• <b>Respect</b> the personal space and property of others</li><li>• <b>Be true</b> to ourselves</li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Make lessons <b>fun</b> and <b>interesting</b></li><li>• <b>Listen</b> to us and <b>communicate</b> clearly</li><li>• <b>Support us</b> in our learning</li><li>• Encourage us to have a <b>growth mindset</b></li></ul>	<p>We have the right to...</p> <h1>An education</h1> <p>(Articles 28 and 29)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Listen</b> carefully to everyone</li><li>• Commit to giving it our all and <b>be courageous</b> in our learning</li><li>• <b>Collaborate</b> and <b>encourage</b> each other</li><li>• Be the <b>best versions</b> of our self we can be</li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Let us positively <b>express ourselves</b></li><li>• Provide <b>time for talk</b></li><li>• Create a <b>safe space</b> for sharing</li><li>• Encourage <b>creativity</b></li></ul>	<p>We have the right to...</p> <h1>Share our thoughts, ideas and opinions</h1> <p>(Articles 12, 13 and 14)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Respect</b> who is talking</li><li>• Think about an <b>appropriate time</b> to share</li><li>• Respect that everyone has the <b>right to their own opinion.</b></li><li>• <b>Be brave</b> in our thinking</li></ul>
<p><b>Frensham staff will...</b></p> <ul style="list-style-type: none"><li>• Give us lots of <b>chances to play</b></li><li>• Allow us to <b>explore</b></li><li>• <b>Get involved</b> in our play</li><li>• <b>Help us resolve</b> any issues.</li></ul>	<p>We have the right to...</p> <h1>Relax, play and have fun with our friends</h1> <p>(Articles 15 and 31)</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"><li>• <b>Play</b> games <b>fairly</b></li><li>• Be as <b>inclusive</b> as possible</li><li>• <b>Look after</b> playground equipment and tidy up</li><li>• <b>Take responsibility</b> for our words and actions</li></ul>

**FRENHAM HEIGHTS**

JUNIOR SCHOOL ATL PROCESS - Updated 2024



## YEAR 7-13 ATL PROCESS

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. After a second quiet chat, this should be logged on Edulink under Behaviour/ Pre ATL
- **ATL 1:** Should the problem continue (typically within one to two weeks and/ or at the discretion of the Teacher) then the teacher must hold a more formal conversation with the student which should be recorded on Edulink under behaviour/ATL1. In this conversation, stress your concern and the actions needed to meet your expectations. Appropriate targets should be agreed by the teacher and student. As a rule, parents are not expected to be informed at this stage to allow them the independence to change this behaviour themselves
- If the Head of Year or Assistant Head Pastoral 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.
- **ATL 2:** If the level of attainment is still too low to meet your expectations, (typically week 2 and/ or at the discretion of the Teacher) the teacher will hold a formal interview with the student. 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 Teacher 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. They must log this on Edulink under behaviour/ ATL2 and communicate their concerns to parents seeking active parental support.
- **ATL 3:** If, after all these stages, (typically week 4 and/ or at the discretion of the Teacher and Head of Year) no positive change has been seen, then the Head of Year should meet to discuss the student's progress and response. The Head of Year will meet the student and set targets and create strategies to help them and they will have a meeting with parents. The student meeting and target sets will be logged on Edulink under behaviour/ ATL3 and the parental meeting logged on CPOMS.

Strategies to be explored may include the use of Support Cards, Mentors, 'Prep club', calling a case review of all the student's teachers to discuss appropriate responses, or further support of the student through careful management of 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).

- **ATL 4:** If, after all of these stages, (typically week 6 and/or at the discretion of the Head of Year and Assistant Head Pastoral), no positive change has been seen, a Senior Leader should meet to discuss the student's progress and response. The Senior Leader will meet the student and set targets and create strategies to help them and they will have a meeting with parents. The student meeting and actions taken will be logged on Edulink under behaviour/ ATL4 and the

## Frensham Heights School Policies and Procedures

parental meeting, where the student's future at the school will be discussed, is logged in CPOMS.

Tutors, Heads of Year and the Assistant Head Pastoral are notified via email of any behaviour logs on Edulink as and when they are logged by a member of staff.

Updated September 2025.

