



Framlingham College Prep School
BEHAVIOUR AND DISCIPLINE POLICY
(Under review for September 2020)

Ethos behind our Behaviour and Discipline Policy

We, as a school, are aware that children do make mistakes and a school is the ideal place to learn from these in a safe, secure and supportive learning environment. As a school we follow a very common sense approach and deliberately do not have a huge list of rule after rule. In fact, we probably only have one major rule and that is to treat others in a way we would be expected to be treated ourselves. As a school we like to give praise and reward as much as we can and we do, however there will be circumstances when pupils will have to be corrected for their mistakes and there will be occasions where 'actions have consequences' and sanctions will have to be given. For many instances a quiet reminder, a shake of the head, the waggle of a finger or simply making eye contact is all that is needed, but there will be occasions when a sanction is deemed necessary. We trust the common sense and professional judgement of the staff whose task it is to maintain the 'school rules'. Any sanction must be appropriate, completed in a timely fashion and children must know that they are forgiven and know that they can start afresh. Naturally the school will be fair and give adequate time to talk through problems with staff and children and establish facts and sides to each story. Every incident must be considered on an individual basis. It is always good practice to avoid whole school sanctions. Yet there will be times when the Head or a member of the SLT feels it appropriate to raise whole school issues at assembly times. The ultimate sanction in any school is exclusion, but this happens in only very rare and exceptional circumstances.

Aims and expectations

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- We are a caring community, whose values are built on mutual trust and respect for all.
- The school's Behaviour and Discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.
- It aims to promote an environment where everyone feels happy, safe and secure.
- The school expects every member of the school community to behave in a considerate way towards others.

- All children are treated fairly and staff apply this Behaviour and Discipline policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are therefore empowered to make their own judgments on what is right and wrong.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Promoting good behaviour will develop an ethos of kindness and co-operation.
- The school expects all pupils to wear school uniform and maintain a neat and tidy appearance at all times.
- We will not tolerate the use of inappropriate language or swearing, no matter how common place they may be in our current society.

Roles & Responsibilities

- **Head**
 - It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school's Behaviour and Discipline policy consistently throughout the school. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.
 - The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
 - The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.
- **Deputy Head Pastoral**
 - It is the responsibility of the Deputy Head Pastoral to liaise with the Senior Leadership Team including the Head of Pre-Prep and Head of Junior Prep, teachers, parents and pupils, creating consistent and coherent communication channels.
 - The Deputy Head Pastoral acts as the first communication point of contact for more serious matters. Should they feel it necessary they will pass on their concerns to the Head or Deputy Head whilst also keeping them informed of general issues.
 - The Deputy Head Pastoral monitors behaviour in the school and endeavours to solve pastoral issues efficiently.
- **Teachers**
 - It is the responsibility of all teachers to ensure that the school rules are followed and to lead by example.
 - Tutors should take an active role in consistently encouraging good pupil behaviour from their tutor group both in lessons and around the school.

- Tutors play a key role in promoting the school's Behaviour and Discipline Policy and in educating and counselling pupils in ways to take responsibility for their own behaviour. Tutors will work with other members of staff to ensure a co-ordinated approach to tackling behavioural problems. Any member of staff who witnesses or encounters consistent or extremely bad behaviour must, therefore, refer their concerns as quickly as possible to the relevant Tutor(s).
 - It is the responsibility of the teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
 - The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
 - The teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.
 - If a child misbehaves repeatedly in class, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Deputy Head Pastoral, Head of Pre-prep or Head of Junior Prep and the pupil's tutor is informed. The matter may be raised in Staff Briefing or referred to the Head or Deputy Head as appropriate if it is seen as either an ongoing or part of a larger problem.
 - The teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher or tutor may also contact a parent if there are concerns about the behaviour or welfare of a child.
- **Non-Teaching Staff, GAP Tutor/Assistants and Games Coaches**
 - It is the responsibility of non-teaching staff, GAP Tutors/Assistants and games coaches to ensure that the school rules and ethos are followed.
 - Any instances of poor behaviour should, where possible, be dealt with by these staff and also reported to appropriate tutors, teachers and/or boarding staff.
- **Parents and guardians**
 - The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
 - We expect parents to support their child's learning and to co-operate with the school.
 - We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
 - If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Tutor. If the concern remains, they should contact the Deputy Head Pastoral and/or the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. A copy of the school's Complaints and Grievances Procedures can be obtained by telephoning the Head's PA on 01728 685331 or by email at prepschooloffice@framlinghamcollege.co.uk

- **Governors**
 - The governing body has the responsibility of setting down this policy and general guidelines on standards of discipline and behavior, and of reviewing their effectiveness.
 - The governors support the Head in carrying out this policy and guidelines.

- **Pupils**
 - Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.
 - Pupils will be educated in these matters through the School's Tutorial system, their PSHE lessons, assemblies and through the example set by older pupils and members of staff.
 - Pupils have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Rewards and Sanctions

School Rules

- Pupils follow the school rules (see copy of school rules attached in Appendix 1a).
- It is a means of promoting good relationships, so that people can work together in a positive learning environment.
- The tutor discusses the school rules with their tutor group at the start of the school year, revisiting them frequently.
- A copy of the school rules is available in each tutor room.
- In addition to the school rules, each class/department may also devise its own classroom code, agreed by the children.
- In this way, every child in the school knows the standard of behaviour we expect.
- There is also a 'Break Time Code' for Years 3 – 8, which is displayed on tutor Group notice boards and pupils are expected to adhere to the code during break times (see copy in Appendix 1b).

Encouraging positive behaviour

Our school aspires to excellence and has high expectations of every pupil and every member of staff. We want our pupils to do their best and we insist on high standards of industry and application. We want them to be proud of their school. The school has a number of strategies to support and promote positive behaviour:

- Whole school assemblies, House assemblies and End of Term assemblies are used to promote a sense of community, individual worth and high academic and behavioural standards.
- We give frequent praise to children who are behaving well and encourage the children to notice and aspire to their peers' good behaviour and achievements.
- The School Rules provide a set of coherent guidelines for behaviour.

- The School Council and Senior Committee meet on a regular basis, discussing topical issues, to improve enjoyment of school for the whole community.
- Older children are encouraged to act as positive role models for younger children.
- We use regular PSHE lessons as a way of promoting good behaviour, health and well-being, caring attitudes and to develop an understanding of the wider world.
- We provide stimulating playtime and learning environments for the children.
- Selected older children (Head Boy & Girl, Prefects and House Captains) help monitor this.
- Year 7 pupils undergo Peer mentoring Training at the beginning of the academic year and can then go on to be Brandeston Buddies.

Rewards

We praise and reward children for good behaviour in a variety of ways:

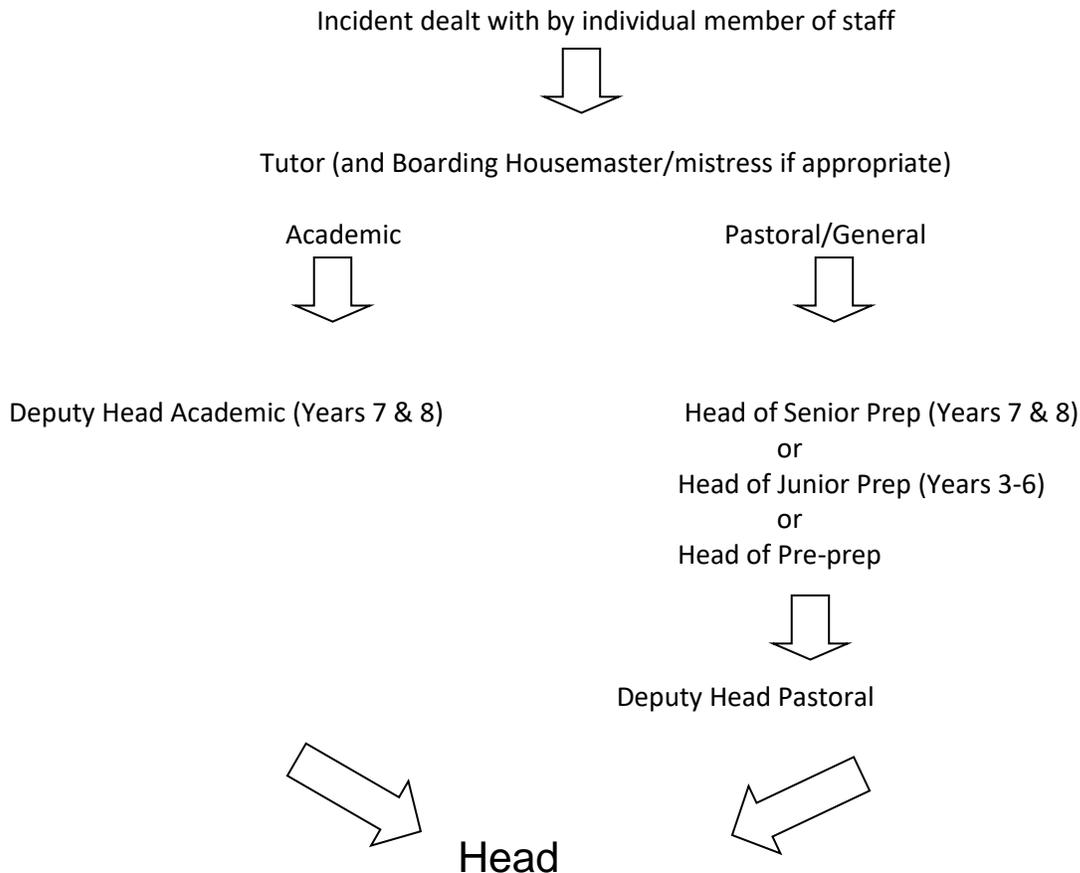
- Teachers congratulate children.
- Teachers give children plus marks for good work within the curriculum. (See Appendix 3 for information on the Academic Plus Award System)
- In Reception to Year 5 Merits are awarded for particularly helpful behaviour or acts of particular kindness.
- Years 6 – 8 are rewarded with charity diddi-dots which they can swap for a small reward and a charity token from the Deputy Head Pastoral. Each term one of these three year groups selects three charities to support and at the end of the term £50 is divided between the three chosen charities depending on the proportion of tokens received.
- The school has a termly prize giving to recognise those children who demonstrate good behaviour. Merit certificates and badges are awarded to pupils in Years 3-5 and good Citizenship Cups are awarded to pupils in Years 6 – 8.
- There is a termly Inter-House Merit Competition for pupils in Reception – Year 5.
- Full details of the Merit System can be found in Appendix 4.

The school acknowledges the efforts and achievements of children, both in and out of school in a variety of ways:

- Displaying achievements on the Celebration Board in the Hall outside the Dining Room.
- Giving out certificates, trophies etc. in Assemblies.
- Announcing successes in the weekly Parents' Bulletin, in the News section of the school's website, in the Yearbook and in local newspapers.

Dealing with Negative Behaviour & Sanctions

- It is important for teachers to commend and reward success, and emphasise children's achievements rather than focusing on failures and shortcomings.
- The school has a comprehensive and effective system in place for dealing with negative behaviour, issuing sanctions as stipulated in the Pastoral Care Communication Structure as follows:



- Negative behaviour is dealt with in four steps, each step having its own guidelines for support and sanctions. See Table in Appendix 5.
- When dealing with all offences, common sense and consistency are the main requirements. **At no time should corporal punishment be used as a disciplinary sanction.** Each child should be made clearly aware of what the next sanction would entail. Wherever possible the pupil should be given the opportunity to improve their behaviour.
- No child should be sent directly to the Head or the Deputy Head Pastoral unless the incident truly warrants this course of action.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task (during break time if necessary).
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If there are incidents of anti-social behaviour, the tutor discusses these with the whole class during tutor time. These issues are also dealt with in PSHE lessons.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further information please consult the school's Anti-bullying policy.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers at Framlingham College Prep School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the school's policy (see Appendix 6).

Monitoring & recording

- The school uses effective monitoring and recording systems.
- As well as the formal reporting methods listed below, behaviour is often discussed during the weekly Monday morning briefing and regular staff meetings.
- The Deputy Head Pastoral stores all details of incidents reported by members of staff and look for any trends that need to be brought to attention.
- **Logged as an Event on iSAMs** (the School data system) **or MyConcern**.
An incident is logged on iSAMs or MyConcern as an event/concern on the record of the pupil(s) involved by a member of staff each time they have to deal with negative behaviour. Tutors are automatically informed by email that an event has been logged as is the Deputy Head Pastoral and the Head of Junior Prep (via a triggered email from the Deputy Head Pastoral).
- **Parental Meeting Sheet**
Any formal contact with a parent is followed up with a Parental Contact Sheet (either by hand or on the computer). The member of staff will document the details of their discussion with the parent in question. A copy of the sheet is given to the pupil's tutor, the Head and the Deputy Head Pastoral and any other relevant staff. A copy is also stored by the member of staff in the pupil's school record folder.
- **Yellow Card**
Pupils who are given a Yellow Card should be given an appropriate sanction by the member of staff involved but the pupil will also need to show the card to their tutor and explain why they had been given it. Tutors should use their discretion and professional judgement as to whether or not to inform parents. The circumstances would still be recorded on iSAMs.

- **Red Cards**
Pupils who have misbehaved in a more serious way should be given a Red card and they will need to take that to either the Deputy Head Pastoral (any pupil) or Head of Junior Department (pupils in Years 3 – 6) who would then give them an appropriate sanction depending on the incident. The incident should be logged on iSAMs. Parents of the pupil must be informed of the incident by either the Tutor or Deputy Head Pastoral/ Head of Junior Department.
Pupils receiving two or three Yellow cards in close proximity within half a term may have them upgraded to a Red and this would result in them seeing either the Deputy Head Pastoral (any pupil) or Head of Junior Department (pupils in Years 3 – 6) who would then give them an appropriate sanction.
- **Detention Slip**
White copy is sent home for parent's information and signature and is then returned to school.
Blue copy is given to tutor.
Green copy is given to Deputy Head Pastoral and stored in file.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The Head has discretion to exclude a pupil from the school but will not do so without good and just cause. Such action will never be taken lightly and the Head will always consult with the Chairman of Governors or his Deputy before deciding on a permanent exclusion.
- The use of alcohol and tobacco and substance abuse by pupils at Framlingham College Prep School is likely to result in exclusion of some kind.
- Only the Head (or the acting Head) has the power to exclude a child from school.
- The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances, the Head may exclude a child permanently. This can only be done after consultation with the Head of our senior school, Framlingham College. The Head of the senior school will also need to consult the Chairman of Governors or his Deputy.
- It is also possible for the Head to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this and again only after consultation with the Head of Framlingham College and the Chairman of Governors or his Deputy.
- If the Head excludes a child, he informs the parents immediately, giving reasons for the exclusion.
- It is recognised that a pupil or parents may wish to request a review of a permanent exclusion. For this reason, a Review procedure is available upon request. The purpose of the Review is not to question the final decision of the Head which will almost always involve a degree of subjective judgment, but rather to ensure that the process involved in coming to that decision was fair and reasonable.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head.
- The governing body will form an appeals committee when necessary.

- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Heads must comply with this ruling.

Staff Training and Development

The Head and Senior Leadership Team will ensure that appropriate information, training and guidance are provided to support the implementation of the policy and procedures. This will take the form of School In-Service Training (Inset) and, where appropriate, attendance at external courses, individual mentoring and action through the school's Appraisal/ Staff Discipline policies and procedures.

Review

The Head and Deputy Head Pastoral, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour and Discipline Policy and procedures in order to evaluate them and to ensure that their operation is effective, fair and consistent.

Behaviour & Discipline Policy Appendix 1

FRAMLINGHAM COLLEGE PREP SCHOOL SCHOOL RULES

(As displayed in classrooms)

All schools need rules if everything is to run smoothly and safely. As you move around the school please try and remember to show:

1. *Commonsense*
2. *Courtesy*
3. *Thought for others*

You will be told what areas you are allowed to play in at break / lunch times and you must remain in these designated areas.

After school, if your parents / guardians are not waiting to pick you up then you must go to the Boarder's Prep in the Teaching Block and wait to be collected.

Under no circumstances are you allowed in any of the following areas unless an adult accompanies you:

- Areas out of the school grounds
- Beyond the line of the trees between the hardcourts and the changing rooms
- The kitchen area
- Classrooms during breaks without specific permission from a member of staff
- The churchyard
- The terrace behind the school
- The swimming pool
- The cricket pavilion
- The Rowley Hall
- The music practice rooms unless you have music lessons or permission to practise
- The ponds in the school grounds
- The river

If I break any of these rules I can expect to get a Yellow card

Remember to be sensible about what you bring into school – all items should be clearly named and it is your responsibility to look after them.

You are **not** allowed to bring any of the following items into school:

Knives pea shooters water pistols
Catapults bubble or chewing gum
Electronic games (other than for school trips)
Tippex 15 or 18 rated CD Roms

The following are more general rules, please try and remember that all rules are for your guidance and that everybody gets things wrong sometimes.

Just remember to show common sense, courtesy and think about others.

If you do not understand any of the rules or you are having difficulty keeping some of them, then there are lots of people you can talk to but the first person should be your tutor.

- Your school waterproof should be hung up on your peg during the day and it should be worn in cold weather to and from school. Boarders may keep their waterproof coat on their pegs in the Boarding Houses.
- Games clothes should be kept in your games bags, which should be hung up on your peg in the changing rooms (Years 6-8) or in classrooms for Years 3-5.

- Pupils should not wear jewellery other than a watch – girls in Years 7 and 8 may wear gold or silver ball stud earrings.
- Girls must keep long hair tied back from the face. Excessive use of hair gel is not allowed in school nor is any use of make-up.
- You must walk around all areas of school other than the hard courts or the meadow – this is for your safety and that of others.
- Please eat your snack in the Dining Room (Years 7-8) or White Hall (Years 3-6).
- Please do not write on whiteboards or touch notice/display boards.
- You must not climb trees.
- Please avoid bringing valuable items that are not needed into school.
- You should carry your books in your school rucksack and please remember to leave your rucksack in the correct place and not in everybody else's way.
- At Framlingham College Prep School we do not like the use of bad language or swearing.

If you deliberately break any of the school rules then you must expect to receive a Yellow Card or even a Red Card and detention but if you stick to the rules we will have a happy and safe school.



Framlingham College Prep School
KEEPING SAFE
BREAK TIME CODE



- We will stay in the correct play area.
- We will take responsibility for our behaviour. We will always treat people and property with respect.
- BREAK TIME EQUIPMENT
 - We will respect and look after the break time equipment. We will treat all equipment with care and return it as we would like to find it.
 - We will not abuse the equipment or use it to hurt others.
 - We will put it back in the box carefully when we have finished with it.
- We will keep our hands, feet and other objects to ourselves.
- We will do our best to enjoy our free time, and not stop others from enjoying theirs. We will be kind and friendly to others.
- We will try to invite others to join in our games and try to let others join in our games if they ask to. Spoiling games can cause upset.
- We will always follow the instructions of the teachers on duty straight away.
- If there is a problem at break time we will talk to the teachers who are on duty, the Prefects or Brandeston Buddies.
- When the whistle blows we will stop playing, tidy away the break time equipment and line up sensibly and quietly.
- When instructed to go in by the teacher we will walk quietly into the school buildings.

If we break this code we can expect to receive either a verbal warning to remind us of the code, 'Time out' from play or a Yellow Card.



Behaviour & Discipline Policy Appendix 2

The EYFS at Framlingham College Prep School

Behaviour Policy

- The aim of the EYFS is to promote the development of each individual enabling them be independent and enthusiastic about their learning. We want children in the EYFS to feel safe and secure with both children and adults and to be able to work and play alone or with others. In order to achieve this we aim to help children understand their behaviour and to make appropriate choices to ensure their happiness and that of those around them.
- As adults we have a positive approach to behaviour management, offering the children an appropriate role model by ensuring we treat each other with respect and politeness.
- Before and during activities adults discuss the behavioural expectations with the children to ensure they understand how to behave whilst participating in that activity.
- In the event of children behaving in a manner which is inappropriate an adult will intervene and help the child to understand what they have done and consider how they can put it right. If the behaviour has hurt another child (either physically or emotionally) we ask the injured child how it can be put right and then ask the other child to comply. Of course guidance and support will be required for this, such as suggesting an apology and or help to put it right.
- On certain occasions it may be necessary to remove a child from a particular activity, or suggest they find an alternative activity. We operate a three warnings policy (the adult will remind the child of the behavioural expectations on two occasions before asking a child to leave an activity). If a child is removed an adult will support them in finding a more suitable activity. If after a break from the activity they struggled with a child wishes to return and try again we positively encourage this.
- Adults always make it clear that it is the behaviour that is the problem not the child, when talking to both the child and the parent/carer. Parents/carers will be informed of any such action taken by staff relating to any incident of inappropriate behaviour that has caused injury to another child or adult or has led to a child being removed from an activity.
- The staff will share with parents any repeated or serious incidents of inappropriate behaviour and will discuss the ways in which the staff can support children in their social learning. Should it be necessary a child can be placed on a behavioural IEP with parental consent and strategies will be shared which can support both child and parent/carer. In cases of continued behavioural difficulties the staff will, with parent/carer permission, seek advice from outside agencies such as the LA Early Years Team.
- The staff encourage parents/carers to share any concerns they have and will aim to provide suitable advice or guidance if needed. Such concerns will be treated in confidence (unless the concern is of a Safe Guarding matter, in which case the needs of the child are paramount and the Responsible person will be informed).
- The staff use a number of strategies with all the children as a matter of routine to support children in the understanding of taking turns, sharing and listening to others. These include using sand timers, playing games with adults, telling social stories and discussing the choices available.

Ruth Steggles
Head of EYFS

Behaviour & Discipline Policy Appendix 3

Academic Plus Award & Minus System

- For pupils in Years 3 – 8.
- Teachers award a plus mark, double plus or a ringed plus for pieces of work in all areas of the curriculum.
- Pupils hand in their plus marks to their tutor who keeps a record.
- Pupils are awarded their Bronze, Silver and Gold Award Certificates when they reach certain levels. Pupils achieving their Gold Award also receive a £5 WHS Achievement Voucher.
- At the end of each term the total is placed on the pupil's report and added to the House total.
- The Rodwell Cup is awarded to the House with the highest average Plus total.
- The pupil with the highest number of plus marks each term is awarded the Nulli Secundus Cup.
- At the end of the academic year the pupil awarded the most plus marks in each year group is awarded the appropriate Platinum Cup.

Behaviour & Discipline Policy Appendix 4

Framlingham College Prep School Merit System

Merit System

Areas to cover:

- Appearance
- Politeness
- Organization
- Helpfulness
- Punctuality
- Effort in extracurricular activities
- Participation in inter-house events
- Anything not already covered by Academic Plus system

Participation by all pupils Reception – Year 5

Merits given by:

- Academic staff
- Peri music staff
- Lunchtime supervisors
- Matronal staff
- Office staff

Method of award

- Pre-Prep – see information below
- Years 3-5 use a sticker cards or charts to collect their stickers in.

Recording of merits by tutors is done on a regular basis in Tutor time. A running total will need to be kept of merits gained and also demerits. The final total at the end of the term will be recorded on house list in the same way as the plus totals are at present. The total will also appear on reports.

All pupils are given a **starting total** of 25 that can be added to & deducted from at the start of the academic year.

De-merit marks

- Tariff – 5 for a copycard and 10 for a detention. Single demerits at member of staff's discretion.

Rewards for achievement of merit marks

- **Certificates**
 - All pupils in Pre-prep will receive a termly certificate recognizing their contribution to house total.
- **The House cup** is awarded termly to the house with the most merits (averaged out as Plus cup is at present). This is part of the house competition.
- Each term a **certificate and house merit badge** will be awarded to the boy and girl in each house in each age group (Years 3 & 4 & Year 5) who has achieved the highest number of merits.
- **Rewards:**
 - Pre-Prep – see below

- Years 3 -5 will have access to the “Merit Shop” where they can cash in their merits for rewards and privileges. There will be different levels and pupils can choose to cash in or bank their merits depending on what they wish to have as a reward.
- **Levels & Rewards**
 - 50 merits (i.e. 25 gained on top of starting 25)
 - Lucky dip box – key rings, pencils etc.
 - First into lunch pass
 - Picnic pass (Summer Term & start of Autumn Term only)

Merit System – Pre-Prep

- Sticker charts are house colours. Stickers are awarded for behaviour and academic work.
- Each Class will have a merit sticker chart and coloured stars will be added when children gain a merit.
- These will be totalled at the end of each term and be added to the Inter-House Merit competition totals.
- Each term the class will have a Merit Treat.
- At the end of each term, each child in Pre-Prep will receive a certificate in House assembly. The certificate will state the total that Pre-Prep have contributed to their house total, with the child’s own name at the bottom.

Behaviour & Discipline Policy Appendix 5

The following table details the steps which will be taken should a pupil persist with unacceptable behaviour. Humiliating or degrading punishments will not be used.

STEPS	INFORMATION and EXAMPLES
<p>Step 1. A Reminder</p>	<p>The first step should involve reminding any pupil who is doing something inappropriate to stop and to explain why, if necessary. If they do not stop the next course of action is to be firmer and tell them to stop again and this time give a threat of an appropriate sanction (which will be accompanied by being given a yellow card). If they still do not desist, then the only recourse is to follow up the threat with the sanction and to issue a Yellow Card - see Step 2. <i>Naturally, there will be occasions when it is necessary to miss out steps depending upon the severity of the problem and common sense has to apply.</i> At this point we are dealing with very low level misdemeanours and often a frown, or quiet word, may be enough. Members of staff should really avoid raising their voices unless absolutely necessary and will judge when it is and isn't appropriate to reprimand a child in public.</p>
<p>Step 2. A Yellow Card</p>	<p>Pupils who are given a Yellow Card should be given an appropriate sanction by the member of staff involved but the pupil will also need to show the card to their tutor and explain why they had been given it. Tutors should use their discretion and professional judgement as to whether or not to inform parents. The circumstances would still be recorded on iSAMs.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calling out in class – having given at most 2 initial warnings, the most recent involving the threat of a consequence should the pupil involved not stop, a teacher must carry out the sanction he/she suggested (e.g. being moved to sit somewhere else or on their own, being removed from the classroom for a short time) and issue a Yellow Card. • Playing roughly or interrupting the games of others at break time – after proper warning the consequence this time could be a timeout (short i.e. a few minutes) or stopped from playing that type of game(e.g. table tennis) next break and a yellow card.
<p>Step 3. A Red Card</p>	<p>Pupils who have misbehaved in a more serious way should be given a Red card and they will need to take that to either the Deputy Head Pastoral (any pupil) or Head of Junior Department (pupils in Years 3 – 6) who would then give them an appropriate sanction depending on the incident. This could include a detention at break time, writing letters of apology, community service type activities during lunchtime or a school detention. Sanctions should never be demeaning, but should be appropriate and completed as soon as possible. Pupils also needs to know that these sorts of misdemeanours are not held on their school records, used in references etc. and that we are aware that all youngsters make mistakes and school is a learning environment. We like children to start again with a 'clean sheet of paper' as soon as they can. Any child who receives a red card certainly starts afresh at the start of every half term. The incident should be logged on iSAMs. Parents of the pupil must be</p>

	<p>informed of the incident by either the Tutor or Deputy Head Pastoral/ Head of Junior Department.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use of the 'F' word and similar use of sexual or offensive language and other serious swearing • Being involved in physical fight • Bullying • Deliberate lying to a member of staff • Other incidents that would normally be brought to the attention of Deputy Head Pastoral/Head of Junior Department. <p>Pupils receiving two or three Yellow cards in close proximity within half a term may have them upgraded to a Red and this would result in them seeing either the Deputy Head Pastoral (any pupil) or Head of Junior Department (pupils in Years 3 – 6) who would then give them an appropriate sanction.</p>
<p>Step 4. More serious matters</p>	<p>A pupil who receives more than one red card in close proximity will be seen by the Deputy Head and/or The Head and appropriate sanctions will be applied. The parents of the pupil will always be contacted.</p> <p>Sanctions in these cases may include a Head's Detention, formal suspension or in extreme cases, Exclusion.</p>

School Detention and its administration

- Takes place between 4pm and 4.45pm on Wednesdays and between 3pm and 3.45pm on Saturdays.
- At least 24 hours' notice should be given to parents before placing a pupil in school detention, using the form to be found in the Common Room.
- Please ensure that the child's tutor is aware of the offence by giving them the blue carbon copy.
- Pupils will be seen by the Deputy Head Pastoral and/or the Head of Junior Prep (Years 3 – 6) or, in some instances the Head, to explain their conduct.
- During Detention pupils will be expected to carry out helpful tasks around the school.
- Three Detentions in a term will lead to a Head's Detention.

Head's Detention

- For very serious offences involving theft, bullying, graffiti, smoking etc.
- This sanction involves a whole day detention on a Sunday from 10:00am until 4:00pm.
- The pupil will be involved in service jobs around the school as well as written tasks pertinent to his/her offence.
- Head's Detention can only be given by the Head after discussion with the child's parents.

Behaviour & Discipline Policy Appendix 6

FRAMLINGHAM COLLEGE PREP SCHOOL

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS

It is always unlawful to use force as a punishment

This is because it would fall within the definition of corporal punishment abolished by the Education Act of 1996

GUIDANCE ON THE USE OF FORCE

This policy offers guidance to colleagues on the use of force to control or restrain Framlingham College Prep School pupils. It is important that all colleagues understand that Framlingham College Prep School does not demand or require its members of staff to use force to control or restrain pupils at any time. However, a decision by a member of staff to use force to control or restrain a pupil is perfectly acceptable and may be necessary, within the bounds of the guidance set out below.

What the law says

Section 93 of the Education and Inspections Act 2006 replaces section 550A of the Education Act 1996. It enables anyone who is a member of the staff of any school at which education is provided for the pupil to use reasonable force in specified circumstances.

Power of members of staff* to use force

A member of Framlingham College Prep School staff may use such force as is reasonable in the circumstances for the purposes of preventing a pupil from doing or continuing to do any of the following:

- a. committing any offence,
- b. causing personal injury to, or damage to the property of, any person including the pupil himself/herself.
- c. prejudicing the maintenance of good order and discipline at the school whether during a lesson or outside the classroom or on a school organised trip off site.

A last resort

Using force to restrain, control or physically direct a pupil should be regarded as a last resort. There are situations in which there is no safer alternative, but members of staff can minimise the chances of these arising by:

- a. creating a calm, orderly and supportive climate that minimises the risk of violence of any kind.
- b. effective management of individual incidents where staff should communicate calmly with the pupil throughout the incident. They should use non-threatening verbal and body language to show that they are not acting out of anger, frustration or a desire to punish. They may need to seek colleagues' support to manage bystanders or other pupils but should not leave the pupil alone. They should also ensure that a pupil does not feel

trapped. That can involve offering the pupil alternatives such as:

- i) coming with the staff member to a quiet room away from bystanders so that the staff member can hear the pupil's concerns.
- ii) sitting down and having a drink of water.
- iii) being joined by a particular member of staff well known to the pupil.
- iv) being joined by a friend

However, preventative measures will not always work. There will be circumstances in which staff judge that the risks associated with not using force are greater than those associated with using force. This policy offers guidance is about these circumstances.

Where force can be used

A member of staff may only exercise the statutory power to use force where:

- a. they and the pupil are on Framlingham College Prep School premises. The pupil need not necessarily be a registered pupil at the Framlingham College Prep School. The power also applies to pupils from other schools who are on Framlingham College Prep School premises.
- b. they are off Framlingham College Prep School premises but are in lawful control or charge of the pupil. This might be on an away match or a Framlingham College Prep School trip.
- c. they are dealing with a boarding pupil off site and acting 'in loco parentis'

What types of incident might require the use of force

There is no legal definition of when it is reasonable to use force. That will always depend on all the circumstances of the case.

Any degree of force is unlawful if the circumstances do not warrant the use of force.

Decisions on whether to use force to control or restrain a pupil must depend on judgements about:

- a. the seriousness of the incident, as judged by the effect of the injury, damage or disorder which is likely to result if force is not used.
- b. the chances of achieving the desired result by other means.
- c. the relative risks associated with physical intervention compared with using other strategies.

Wherever possible, these judgements should take account of the particular characteristics of the pupil, including his or her age and any special educational needs or disability he or she may have.

Sometimes, unless it is an emergency, a member of staff should not intervene in an incident without help. For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from colleagues.

Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a pupil:

- a. committing any offence,
- b. causing personal injury to, or damage to the property of, any person including the pupil himself/herself.
- c. prejudicing the maintenance of good order and discipline at the school whether during a lesson or outside the classroom or on a school organised trip off site.

Examples of situations that fall within categories a and b above are:

- i. a pupil attacks a member of staff, or another pupil;
- ii. pupils are fighting;
- iii. a pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- iv. a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- v. a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
- vi. a pupil absconds from a class or tries to leave Framlingham College Prep School other than at an authorised time. The judgement on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or Framlingham College Prep School.

Examples of situations that fall into category c above are:

- i. a pupil refuses to obey an order to leave a classroom;
- ii. a pupil is behaving in a way that is seriously disrupting a lesson;
- iii. a pupil blocks a door to prevent others from leaving;
- iv. a pupil is using a mobile phone to disrupt a lesson (a member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the pupil for the phone).
- v) a pupil resists attempts to search him or her for a weapon.

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

What constitutes reasonable force

There can be no legal definition of what degree of force is reasonable. That will always depend on the precise circumstances of individual cases. But the degree of force used should always be:

- a. in proportion to the consequences it is intended to prevent; and
- b. the minimum needed to achieve the desired result.

The types of force used could include:

- i. standing between pupils;
- ii. blocking a pupil's path;
- iii. leading a pupil by the hand or arm;
- iv. shepherding a pupil away by placing a hand in the centre of the back;
- v. pushing;
- vi. pulling

In more extreme circumstances, using restrictive holds may be necessary, such as:

- a staff member holding a pupil's arms at his or her sides
- two staff members, one either side of a standing pupil, holding his or her arms
- two staff members holding a pupil's arms in a seated position.
- Crossing a pupil's arms can affect breathing. Such restraint should only be used for the shortest possible time.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action, consistent with the principle of using the minimum force required to achieve the desired result. Such situations could include preventing a pupil running off the pavement onto a busy road or hitting someone with a dangerous object.

Except in the most extreme circumstances, staff should always avoid actions that might reasonably be expected to cause injury, for example:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict ability to breathe;
- slapping, punching, kicking or tripping up a pupil;
- twisting or forcing limbs against a joint;
- holding or pulling a pupil by the hair or ear;
- applying pressure to the neck, chest, abdomen or groin areas;
- forcing a pupil onto the floor or holding them face down on the floor; and
- using clothing or belts to restrict movement.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Under no circumstances should force be threatened or used as a punishment.

Wherever possible before the use of force is employed to control or restrain a pupil a verbal indication of the intention to use of force should be issued by the member of staff

Reporting and recording incidents

1. After an incident, involving force to control or restrain a pupil, parents should always be informed. They may also be involved in agreeing an individual pastoral support care plan that includes strategies to deal with a recurrence of behaviour that could lead to the use of force.

2. Records of incidents where staff have used force to control or restrain a pupil must be kept. This does not mean that records of trivial incidents involving physical contact between staff and pupils need to be recorded.

Colleagues may find the following questions helpful in deciding whether a written record is needed:

- Did the incident cause injury or distress to a pupil or member of staff?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right to require a written record? Any use of restrictive holds would, for example, fall into this category.
- Is a written record needed to be able to justify the use of force? This is particularly relevant where the judgement was very finely balanced.
- Is a record needed to help identify and analyse patterns of pupil behaviour?

If the answer to any of these questions is “yes” a written record should be made.

Such records should provide evidence of defensible decision making in case there is a subsequent complaint or investigation. A record should cover:

- i. personal data about pupil on whom force was used (name, tutor group, year etc);
- ii. context data (day, date, time, location);
- iii. staff involved (directly and as witnesses);
- iv. other pupils involved;
- v. nature of the incident;
- vi. events leading to the use of force;
- vii. any de-escalation or other strategies used to minimise need for use of force;
- viii. reason for using force;
- ix. description of force used (type, duration);
- x. subsequent actions, including those related to the welfare of the pupil and staff involved;
- xi. information given to other staff, parents and external agencies.

All injuries should be reported and recorded in accordance with Framlingham College Prep School procedures.

Post-incident support

Serious incidents that require use of force can be upsetting to all concerned and result in injuries to the pupil or member of staff. After an incident ends, it is important to ensure that staff and pupils are given first aid treatment for any injuries and, if necessary, emotional support.

Immediate action should be taken to access medical help for any injuries that go beyond basic first aid.

The Deputy Head Pastoral, tutor, House master/mistress (if appropriate) and Head should reach decisions about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions.

In the aftermath of the incident the Deputy Head Pastoral/Head is responsible for :

- i. ensuring that the incident has been recorded
- ii. deciding whether multi-agency partners need to be engaged and, if so, which partners.
- iii. holding the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the pupil having the chance to repair the relationships with staff and pupils affected by the incident. In some cases, an incident might lead the Head to a decision to remove a pupil from Framlingham College Prep School either temporarily or permanently.
- iv. helping the pupil develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
- v. ensuring that staff affected by an incident have continuing support for as long as necessary in respect of:
 - physical consequences;
 - support to deal with any emotional stress or loss of confidence
 - analysing and reflecting on the incident.

Dealing with complaints

Parents and pupils have a right to complain about actions taken by Framlingham College Prep School staff, including the use of force. Parents are aware of the complaints procedure available to them

Following an incident, an early discussion with parents to make clear the school policy and the reasons for the actions taken will minimise the chances of a complaint. But it will not necessarily prevent a complaint being made. A dispute might lead to a formal complaint to the school or even the police.

In such circumstances it would be for the Head and then the governors' panel (in the case of an appeal) and then the courts (in the case of a prosecution) to decide whether the use and degree of force was reasonable in all the circumstances. In doing so, they would be likely to

take account of the school's policy on use of force and whether that had been followed.

Parents or pupils sometimes complain to the police about unreasonable use of force. Such allegations may be referred to the local Children's Safeguarding Board. The school policy and the degree to which it had been followed will be at the core of any investigation.

*

The term "member of staff" used in this policy is defined by section 95 of the 1996 Education Act as:

1. Any teacher who works at Framlingham College Prep School or Framlingham College
2. Any other person who, with the authority of the Head, has lawful control or charge of pupils for whom education is provided at the school. This could include support teachers, classroom assistants, catering/dining room staff, domestic staff and Matrons, all of whom can be said to exercise a supervisory role over the pupils at Framlingham College Prep School