



**FRAMLINGHAM COLLEGE PREP SCHOOL
BEHAVIOUR POLICY**

RESPONSIBILITY	DEPUTY HEAD PASTORAL
DATE REVIEWED	SEPTEMBER 2023
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1. Key references:

- (1) READY – SAFE – RESPECTFUL
- (2) Our School Values: RESPECT – INTEGRITY – KINDNESS – ASPIRATION – PERSEVERANCE – COURAGE

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of a phone on school premises

Serious misbehaviour which takes place in real life or online is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

Knives or weapons / Alcohol / Illegal drugs / Stolen items / Tobacco and cigarette papers / Fireworks / Pornographic images / Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Framlingham College's Definition of Bullying

Bullying is unkind behaviour that is:

- repeated
- deliberate (intended to hurt someone either physically or emotionally)
- targeted (aimed at certain individuals or groups)

BULLYING CAN BE...

Physical Bullying

Examples include: pushing, kicking, hitting, spitting or any use of violence or physical intimidation.

Verbal Bullying

Examples include: name-calling, mocking, goading, teasing, shaming, spreading rumours, insensitive jokes, humiliating, criticising, threatening, shouting at or speaking aggressively...

Emotional Bullying

Examples include: excluding, ignoring, gaslighting, mocking, being unfriendly, tormenting or goading.

Sexual Bullying

Examples include: unwanted physical contact, sexually abusive comments, spreading sexual rumours, harassing someone, making sexual jokes or comments about someone, public-shaming someone for their relationships, making sexual comments or gestures, sending sexually explicit messages, upskirting, sharing inappropriate sexual videos or pictures.

Racist Bullying

Examples include: name-calling, teasing or humiliating someone using racially offensive language, making fun of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, food, excluding someone because of their ethnicity, damaging property, offensive graffiti or racist symbols, physical attacks, racist jokes, bringing in racist materials to school.

Homophobic Bullying

Examples include: name-calling, teasing, physically hurting them because of their sexuality, inappropriate sexual comments or gestures, refusing to work or cooperate with someone because of their perceived sexual orientation, making nasty comments about a person online, mocking or imitating someone's voice, mannerisms, making comments about a person's gender or sexuality that deliberately makes them feel uncomfortable.

Cyber Bullying

Examples include: sending offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment that makes someone fear for their safety.

What should I do if I am being bullied?

1

Tell a trusted adult

2

Keep a record of what's happening

3

Don't retaliate

4

Surround yourself with people that make you feel good

5

Don't blame yourself - it's not your fault

6

Be proud of who you are

Email: worry@framlinghamcollege.co.uk

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head / Principal to account for its implementation.

6.2 The Head / Principal

The Head / Principal is responsible for reviewing and approving this behaviour policy.

The Head / Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 The Deputy Head, Pastoral

The Deputy Head, Pastoral is responsible for writing, reviewing and implementing the behaviour policy and, along with Heads of Section and the Welfare Team, provide support, guidance and planning on how to improve individual's behaviour. She is also responsible for investigating incidents and keeping appropriate records of incidents and sanctions logs.

6.4 Staff

Staff are responsible for:

- implementing the behaviour policy consistently, calmly and with care;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents through ISAMS.

The senior leadership team will support staff in responding to behaviour incidents.

In order to encourage positive behaviour staff should:

- (1) Meet and greet at the door.
- (2) Model positive behaviours and build relationships.
- (3) Plan lessons that engage, challenge and meet the needs of all learners.
- (4) Use a mechanism for positive recognition throughout the lesson: *verbal praise ("praise the behaviour you want to see") positives, praise postcards)*
- (5) Refer to '**Ready, Safe, Respectful**' in conversations about behaviour.
- (6) Be calm and give pupils choice and time to modify their behaviour after a verbal warning.
- (7) Never ignore or walk past pupils who are behaving badly.

6.5 Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly.
- work with the school to support interventions to improve behaviour when needed.

7. Pupil code of conduct

Pupils are expected to remember the key rules of:

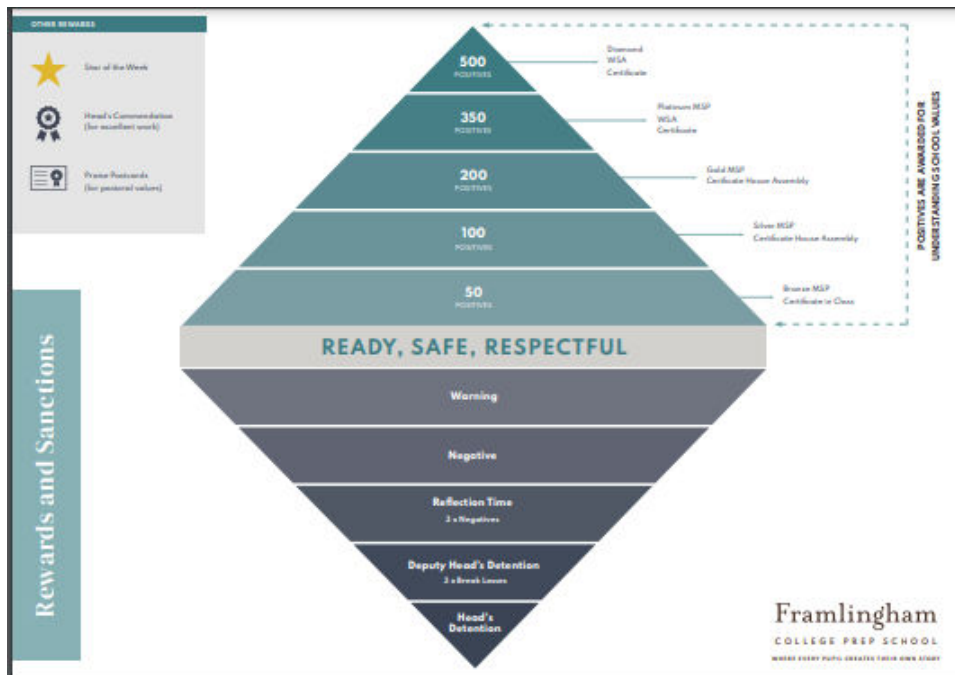
READY – SAFE – RESPECTFUL

This means they should try to:

- be ready to learn or start an activity on time and with the correct equipment;
- behave in an orderly and self-controlled way that helps everyone feel safe and happy;
- show respect to members of staff, visitors and each other at all times;
- be considerate in class and make it possible for all pupils to learn;
- move calmly around the school;
- treat the buildings and everyone's property with respect;
- wear the correct uniform at all times;
- accept sanctions when given;
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

See School Rules Document for further details.

8. Rewards and Sanctions



8.1 Rewards

Staff are encouraged to praise pupils for effort and achievement as part of every lesson. Positive behaviour strategies are encouraged and the following rewards can be used to support this:

1. Verbal Praise

Staff are particularly encouraged to praise the behaviour they want to see. This includes effort, persistence, bravery and other positive traits that pupils exhibit in particular those linking to our school values:

Respect, Kindness, Integrity, Aspiration, Courage and Perseverance.

2. Positive Mark

Positives can be awarded for all areas of College life where pupils are making a positive contribution. Good behaviour, improved attitude or acts of consideration and helpfulness should be entered into the ISAMS system. Staff may also award Positives for work that is very good or for work that shows considerable improvement and effort.

3. Praise Postcard (Pastoral)

Praise postcards can be given by any member of the community for acts of kindness and thoughtfulness. Cards can be collected from the school office and are read out in section assemblies.

4. Head's Commendations (academic)

When a pupil has produced work of an exceptional standard (absolutely or for that pupil) **and** reflects sustained effort. Staff should request a certificate from the school office.

5. Golden Time

Normally earned by the younger children in the school. This can be given for excellent behaviour and effort over a sustained period.

6. Nomination for section Star of the Week

Staff can nominate individual pupils to the Section Head for particular acts of kindness or community spirit. Nominations earn positive marks from the Head of Section and the winner receives a small token in that week's section assembly.

7. School Prizes (weekly, termly or annually) including Bronze, Silver, Gold awards for positives

There is an extensive list of prizes for effort, excellence, perseverance and community contribution in different areas of school life that is awarded at the end of each term. End of year prizes are also given for excellence and service.

8. Scholarships

At 11+ and 13+ pupils can be rewarded for excellence, attitude, contribution to the school community and effort by the award of a scholarship. The scholarship process is described in the scholarships and bursaries policy.

9. Leadership positions (Form Captains, Team Captains, School Council Representatives, Prefects etc)

There are a variety of leadership positions available. These are given as rewards to pupils felt to represent school values in their behaviour and who are consistently positive members of the community.

10. Enhanced rights and responsibilities

Pupils are regularly reminded of the importance of both their rights and their responsibilities. Particularly in areas such as boarding, children who earn trust through excellent behaviour will be given additional freedoms and increased rights and responsibilities as appropriate.

8.2 Sanctions

The school uses a stepped approach to sanctions and at each stage aims to help the pupil to improve their behaviour and learn from their mistakes through restorative practice and reflection.

No	Sanction	Recording	Restoration
1	Verbal Reprimand	With teacher	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
2	Negative	On ISAMS by awarding teacher	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
3	Reflection Time* <i>(Break Time in the Fowler Meeting Room with Head of Section or DHP)</i>	On ISAMS by awarding teacher	Pupil completes a reflection sheet while losing their break time. One of the pastoral leader monitors and talks through the reflections sheet with the pupil. Copies are sent to tutor and person awarding break loss.
4	Deputy Head Detention <i>(Hour long detention with one of the Deputy Heads)</i>	On ISAMS by Deputy Head, Pastoral & letter home to parents. Recorded on sanctions log.	Reflection** takes place during the detention with Deputy Head Pastoral or Head of Section as appropriate
5	Head's Detention <i>(Full afternoon Detention)</i>	On ISAMS by Deputy Head, Pastoral & letter home to parents & meeting. Recorded on sanctions log.	Reflection** takes place during the detention with Deputy Head Pastoral as part of the afternoon.
6	Suspension	On ISAMS by Deputy Head, Pastoral & letter home to parents & meeting. Recorded on sanctions log.	Reflection** questions are sent home with pupil. Pupil will discuss answers to evidence that they understand the consequences and impact.
7	Exclusion	In Pupil Files in School Office	Reflection** will take place if felt appropriate as part of the process in discussion with parents.

* Reflection Sheet – see Appendix One

**Reflection Sheets are adapted depending on the incident / behaviour. See Appendix Two for example

NB All staff may award sanctions 1-3 and are responsible for recording these on ISAMS. Sanctions 4 and above are given by the Deputy Head (Pastoral), Head or member of Senior Leadership Team. Sanctions level 4 and above are always discussed and agreed with the Deputy Head Pastoral and Head.

Pupils with more than 3 negatives will receive a breakloss automatically (unless there are particular extenuating circumstances) in order to give them time to reflect on their behaviour and how they can improve (a copy of the reflections sheets completed in break loss will be sent to tutors).

Negative marks will work against the child's positives score in the inter house competitions. A break loss will be the equivalent of 3 negatives. A DH Detention will be 5 and a Head's Detention 10.

Examples of misdemeanours:

(1) Verbal warning

A clear verbal warning delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils should be reminded of their good previous good conduct to prove that they can make good choices.

Examples:

- Talking in lessons
- Swinging on chair
- Wrong uniform / messiness
- Poor effort
- Low level inappropriate behaviour

(2) Negative Mark

- Repetition of any of the above
- Rudeness to a member of staff
- Unkindness to another child
- Inappropriate behaviour

(3) Reflection / Time Out

- Repetition of any of the above
- Three negatives in a half term for similar misdemeanours
- Bullying** / Repeated unkindness
- Lying / Deceit
- Disrespect
- Damage of property
- Silly online behaviour

(4) Deputy Head's Detention

- Repetition of Bullying**
- Stealing
- Violent or aggressive behaviour
- Bullying or inappropriate online behaviour
- 3 x Break Losses

**Definition of Bullying: behaviour that is repeated, intended to hurt someone either physically or emotionally; often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

8.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Behavioural expectations also remain the same during any periods of remote learning.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head / Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Senior Leadership Team will also consider the pastoral needs of staff accused of misconduct.

9. Reporting of and Responding to rewards and sanctions

Weekly emails are sent to all teachers listing class positives while individual negative marks and break losses are sent automatically from ISAMS to the individual child's tutor, Head of Section and Deputy Heads at the end of each day.

Tutors encouraged to share positives with their tutees in tutor time so they can keep track of how well they are doing and offer praise and encouragement.

Response to sanctions include some of the following strategies as appropriate:

- informal reflection with tutor / Head of Section / Deputy Head, Pastoral;
- raised in welfare team and additional monitoring put in place;
- behaviour plans / pupil support plans created;
- behaviour contract;
- social stories;
- anger management support programmes (such as Hidden Chimp)
- additional support with management of work via the Learning Support Department or Head of Department
- pupil put report card (different report cards for different needs)
- contact home to parents
- referral to outside agency (eg Suffolk Well Being Hub)
- agreeing a behaviour contract

10. Behaviour Management

At Framlingham College, we expect pupils to engage in their learning in a positive fashion and contribute to the school community. Our school values (*Respect, Kindness, Integrity, Perseverance, Courage and Aspiration*) set the tone for behaviour as well as the phrase '*Ready – Safe – Respectful*' which we use as a quick and handy reminder for pupils.

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct and other positive behavioural reminders, such as the school values;
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

10.3 Confiscation

Any prohibited items (listed in section 4 above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Additional Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Poor behaviour can often be symptomatic of poor self-esteem, mental health issues, unhelpful coping strategies and poor relationships at home or at school. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Head of Learning Support and Deputy Head, Pastoral will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The Head of Learning Support sits on the welfare team who meet weekly to discuss the needs of pupils who may be struggling.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. If adequate support can not be provided within the structure of the school, transitional measures will be investigated with the parents, always in the best interests of the child.

10.5 Dealing with Serious or Complicated Incidents

For serious or complicated incidents that need to be investigated in detail, the Deputy Head, Pastoral will lead the investigation and maintain a timeline of actions and decisions. See Appendix Three. If necessary, the safeguarding governor will be informed.

Where there is a 'victim' and 'perpetrator', the school recognises the need to inform the victim and their parents of actions taken and any sanctions given.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition day with their new teacher(s). In addition, staff members hold transition meetings

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behavioural issues may also be shared with new settings for those pupils transferring to other schools.

Heads of Section (EYFS & Pre-Prep / Junior Prep / Senior Prep) have an oversight of all pupils in their care.

12. Training

12.1 Induction

Our staff are provided with training on managing behaviour, the rewards and sanctions system and how to get support as part of their induction process. Staff also have a mentor who can reiterate and support with behaviour management routine and procedures.

12.2 Ongoing

Behaviour management will also form part of continuing professional development, with sessions and reminders regularly offered in INSET training.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Deputy Head, Pastoral and the governing body on an annual basis. At each review, the policy will be approved by the Head.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding & Child Protection policy
- Anti-bullying policy
- Scholarships & Bursaries policy

Appendix One: Breakloss Sheet

REFLECTION

NAME: _____ Tutor: _____ Date: _____

***We all make mistakes.** It is important that we admit our mistakes and try to **learn** from them. Below, we are asking some questions to help you reflect on what went wrong and how we can improve in the future. Answer these questions neatly, thoughtfully and sensibly.*

1. What happened? Why?

2. Who was involved? What did they do?

3. Who else has been impacted by this behaviour? Why? (Parents? Teachers? Other pupils?) How did they feel?

4. Why do you think you behaved in this way on this occasion?

5. What could you do differently if the same situation happened again in the future?

6. Do you need any help to get this right next time? Can we help? Can you help yourself? How?

7. Why is it important for you to improve your behaviour?

8. What do you think would happen if you did the same thing again?

9. What have you done / could you do to try to make amends? (to make amends means to try to make things better or make up for something)

10. Is there anything else you would like to tell us?

Appendix Two: Example Reflections Sheet for Detentions

Reflection Sheet: online incident

Reflection Sheet:

Name:

Class:

Please take some time to go through these questions. Read and answer them carefully. The process of thinking about your answers and reflecting on your actions is really key to moving forward now. This will be a confidential document and will only be seen by your tutor, head of section and members of the senior leadership team as necessary.

Part one – reflection, impact and consequences

1. Tell us about the incident – what did you do and why.
2. Who has this had an impact on? How do you think they feel? (friends, family, staff...)
3. How are you feeling now about what has happened?
4. What can you do to make amends?
5. How can we help?
6. What will you do differently in the future?
7. How can you reassure us that you won't do something like this again?
8. What do you think the consequences would be if you did a similar thing again in the future?

Part Two – online safety

1. Tell us what you know about how to behave appropriately online. Bullet points are fine.
2. What would you say to other children of your age about doing the right thing online? How would you help them avoid making a similar mistake?
3. Tell us what you have learned from this incident?
4. How will you behave online in the future?

Part Three – inappropriate language

1. Do you understand what the words you used actually mean?
2. Do you understand why they might be hurtful to others?
3. What do you think the impact on the person receiving a message with explicit or unkind language could be?

Part Four – support

1. How can we (both family and teachers) support you to move forward in a positive fashion?
2. How are you feeling at the moment? What can we do to help?
3. Do you know where you can go to ask for help? Give us examples.
4. Is there anything else you would like to tell us at this stage?

Please read through your answers carefully. Check that you have said everything you want to. We will talk through this once you have completed it.

Appendix Three: Behavioural Incident Timeline Template

PASTORAL INCIDENT: ONGOING TIMELINE				OUTCOMES	
Staff		Date Started			
Key pupils involved		Tutor (s)			
Any other pupils		Tutor (s)			
Year Group					
CHECKLIST				SANCTION GIVEN	
Tutor informed?		Added to My Concern? Added Tutor?		Expulsion	
Head informed?		Added to Bullying Log?		Suspension	
Head of Section informed?		Added to Physical Intervention Log?		Head's Detention	
Parents informed?		Added to Online Safety log?		DH Detention	
Safeguarding Governor informed?		Added to Sanctions log?		Breakloss	
Outside agency informed? (MASH)		Referral Made?		Negative	
				None	

ONGOING TIMELINE		
TIME & DATE	WHAT HAPPENED	DETAILS

Appendix Four: EYFS Behaviour

Behaviour Policy for the Early Years at Framlingham College Prep School

The aim of the EYFS is to promote the development of each individual, enabling them to be independent and enthusiastic about their learning. We want children to feel safe and secure when they are with us. It is also important that we support children in developing their relationships with adults and children so that they can achieve their potential. To help achieve this we aim to help children understand their behaviour and to make appropriate choices to ensure their own and others wellbeing.

In the Early Years, we have regard to the Early Years Foundation Stage Statutory Guidance details of goals applicable to supporting children regulate their behaviour. The PSE goals for children at the end of the Foundation Stage relate to Self-Regulation, Managing Self and Building Relationships and the aim is that children are able to control their immediate impulses, give focused attention to adults and others, play cooperatively and take turns with others and show awareness of their own needs and the needs of others.

We also follow the school rules of **Ready, Safe, Respectful** and adhere to the school values. In order to help our youngest children to understand the values we have called them our Dinosaur Values. These are: **Respectosaurus, Kindadocus, Trycerotops, Aspireosaurus, Couragous Rex, Honestodon.** We reinforce the values when we talk to children about how we expect children to behave when learning and socialising. Adults reinforce the above principles and values at all times.

- Adults have a positive approach to behaviour management, offering an appropriate role model through their treatment of other adults and children at all times.
- Behavioural expectations are discussed and outlined by the adults before activities with the children so that they clearly understand the behaviour expected of them, relating these expected behaviours to the Ready, Safe, Respectful principles and the values.
- In the event of a child finding it difficult to behave in accordance with expectations, an adult will discuss the situation with the child and make clear the choices the child can make and the consequences of those choices. "If you want to play in the sand with Jonny you need to stop throwing the sand because it will go in people's eyes. If you can't stop throwing sand you will have to leave it." We encourage children to think about the way their behaviour is affecting themselves and others and if needed how they can make a situation better or put things right.
- We operate a '2 warnings and then you are out' policy for anti-social behaviour during activities and play in both Nursery and Reception. By out, in this instance, we mean that a child will be asked to find another activity for a short while.
- Adults always make it clear it is the behaviour that is the issue not the child, when talking to both the child and, if needed, the parent/carer.
- On the very rare occasion that a child needs to be physically removed from an area for their own safety or that of the other children, we use appropriate techniques that would not harm the child or any other child, in accordance with the whole school policy.
- We do not use Time Out as a punishment, however if we feel a child needs time on their own to calm down we facilitate this, and reassure the child we are allowing them time to get control of their emotions rather than punishing them.
- Parents/carers are always informed of any significant incident of anti-social behaviour that has had to be dealt with, e.g. biting, kicking, hitting and other physical acts, however in many incidents this is a very light touch. Should the behaviour have had a significant impact on another child, (such as a bite with serious intent) or there be repeated incidents of a similar nature, (including name calling, snatching or excluding others from play) then we will discuss the issue in more depth.
- Incidents will be logged in the incident book to see if there is a pattern of behaviour and observations carried out to determine the problem and possible solutions which we can discuss with parents/carers.
- We encourage parents/carers to discuss any concerns they may have with us and always endeavour to support them in any way we can and to treat their concerns in confidence unless they relate to a Safeguarding issue, in which case the needs of the child are paramount.

In the Nursery due to the age of the children we use a considerable amount of verbal praise to encourage children to behave appropriately and to understand that behaving in accordance with the school's values and respectfully towards others each other has the consequence of being rewarded. Should it be needed we use reminders to reinforce the behaviour required and as a last resort we may need to remove a child to a quiet space for a few moments' reflection.

In Reception we continue to use verbal praise and reminders and below are listed the ways in which we apply rewards and sanctions in line with the school's policy and appropriate to their age

Rewards

VERBAL PRAISE

MERIT POT, children place a merit token in a pot, these convert to Positives

NOMINATION FOR SECTION STAR OF THE WEEK

HEAD'S COMMENDATION

GOLDEN TIME

Sanctions

Verbal admonishment

Removal of merit from the pot

5 minutes of reflection time out

Being asked to talk to another teacher about what has happened

A five minute loss of break time for poor behaviour in the playground.

Parents are always involved if a child is demonstrating a pattern of behaviour that drops below the standard expected, so anything below the verbal admonishment.

Appendix Five: School Rules Document

Framlingham College Prep School Rules – details for reference

Remember: READY SAFE RESPECTFUL



This document gives clearer guidelines to particular areas of school life.

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Dress regulations and Appearance

General Uniform Guidelines

Year 3 to 6

Pupils should be wearing blue polo shirts, skirt (below the knee), grey trousers/shorts and v necked crested jumper

Year 7 & 8

Pupils should be wearing shirt (open necked blue shirt or stripped grey shirt and tie), skirt (knee length), trousers and v necked crested jumper.

Outdoor Clothing

College coats should be worn to and from the College in colder weather and should always be in College during the Autumn and Spring terms. They should not be worn during lessons or inside the College buildings. They should be hung on the allocated peg during lesson times.

Jumpers

Should be brought to the College at all times and worn to Assembly and during lessons if cold, sleeves should be rolled down.

Shirt and College Tie

Should be worn by all Lower Prep pupils and Upper Prep boys to Concerts, Prize Giving, Carol Service and other formal occasions, as specified by the Head. Top buttons should be fastened and ties should be correctly tied and of a good length.

Trousers

Should be mid-grey.

Skirts and Tights

Skirts should be knee length. Tights should be navy blue & either woollen or opaque. Black tights are not allowed.

Shoes

Should be formal, black and have: Low heels and soles (no more than 50mm or 2"). Lace or velcro fastening for all pupils or bar & buckle. Court shoes or ballet pump type shoes are not permitted as they are impractical for outdoor use and are a safety hazard.

Hair

Unconventional hairstyles or colouring are not permitted. Longer hair must be tied up and kept off faces. Hair bands should be navy, scrunchies or ribbons should be navy or sky blue & clips should be gold, silver or brown only.

Jewellery

Year 7 and Year 8s may wear one pair of small silver or gold ball stud earrings. No jewellery, other than watches, may be worn. All jewellery must be removed for PE lessons and Games.

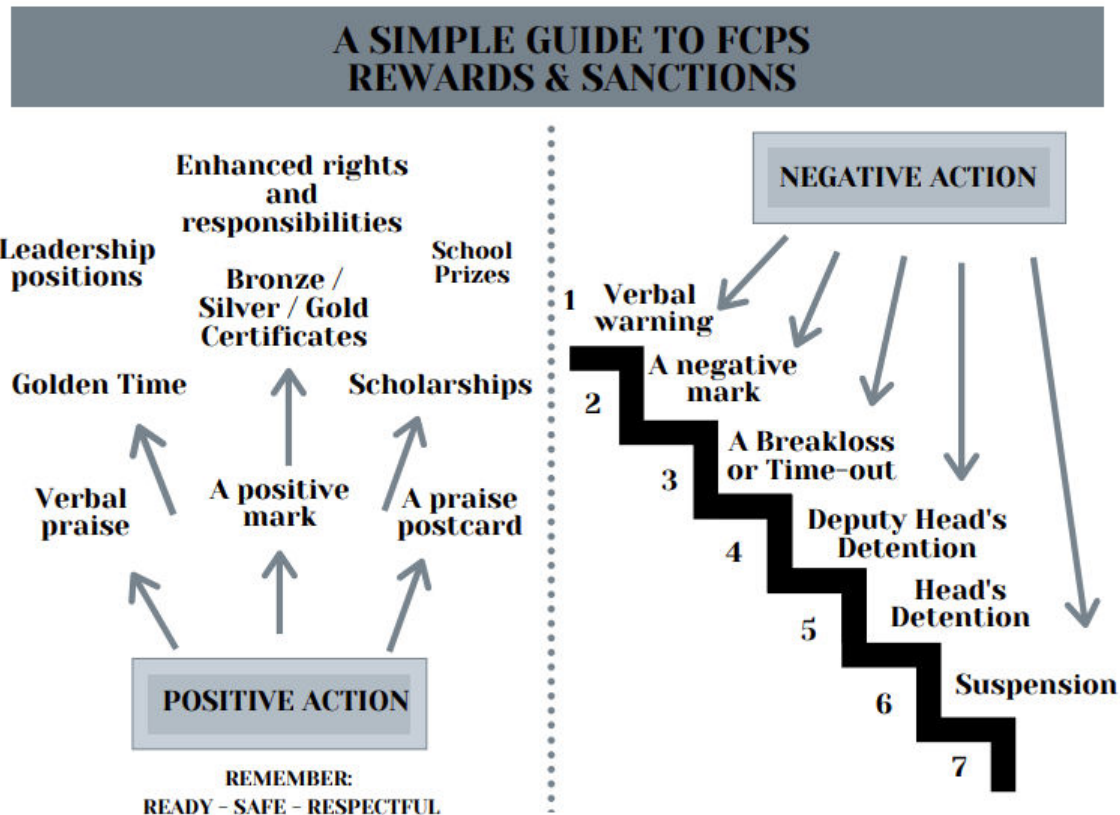
Make-up

Make-up is not permitted in school.

Behaviour

Positive behaviour is expected at all times. Children are encouraged to think about being 'Ready, Safe and Respectful'

Positive behaviour will be rewarded with positive marks and negative behaviour will lead to sanctions.



Boarding

In Boarding you can earn boarding points for positive, helpful, kind and inclusive behaviour.

Breaktimes

BREAK TIME REMINDERS

READY. SAFE. RESPECTFUL.

No physical contact.
Be kind to everyone.
Be inclusive!
Be creative!

Have fun!

Rest or run about – recharge your brain.
Return any equipment you use.

**Always try to think about how your
behaviour impacts others.**

**Any problems, speak
to the teacher on duty
for help!**



Beginning of the School Day

Pupils are expected to go to their classroom at the beginning of the school day straightaway and register with their Tutor. This ten minute tutor time is a calm start to the day where pupils can prepare for the day.

Buses



When we are on the minibus...

READY

- We are on time for the bus
- We have the equipment and kit we need
- We check we have all our things with us when we get off the bus

SAFE

- We wear our seatbelts at all times
- We listen to the driver and follow instructions
- We are calm
- We talk quietly and sensibly
- We face forwards at all times

RESPECTFUL

- We never make anyone else feel uncomfortable, unsafe or sad with our behaviour
- We are respectful of the driver and do not distract him / her from driving
- We behave sensibly, considering others on the bus
- We look after the minibuses so they are a pleasant environment to travel in
- We don't eat or drink on the buses or leave rubbish on the floor

We do the right thing, even when no-one is looking



Bully Free Promise

See [Appendix 1](#)

End of the School Day

After school, pupils should be collected from the various pick up points around the school. Pupils should not leave the school site unless accompanied by an adult or with permission from a teacher. If parents / guardians are late to collect, pupils should stay in the prep room where they will be contacted when their parents arrive. If in doubt about arrangements, parents and pupils should check with Reception.

Fundamental British Values

Fundamental British Values are important values that as British citizens we all live by.

These are:

Democracy Rule of Law Mutual Respect Tolerance Individual Liberty

We learn about these at school and have many opportunities to show our understanding of these values at school.

Inappropriate Items

Pupils should use their common sense as to what and what isn't appropriate to bring into school. If they are unsure, they should ask their tutor or Head of Section.

For further clarity, the following should not come into school:

Items	Example
Items that are dangerous	knives, guns, fireworks, catapults etc
Items that are inappropriate for children of this age	pornographic material, cigarettes, alcohol
Items that are illegal	drugs, weapons
Food or Drink (apart from water)	Items such as sweets, energy drinks, allergens should not come into school. The only exception is that on a child's birthday, they may bring in a small amount of sweets to share with their friends (nut-free). For example, haribo. This is done through the form tutor.
Devices that are not being used for educational purposes	Year 7 & 8 may bring in laptops for their learning.

ICT Acceptable Use Agreement

(Acceptable Use of Devices and Online Behaviour Agreements)

- This agreement is to be read and signed each year by each pupil at the beginning of each academic year (or when they join the school).
- Pupils will not be able to use their devices or access the internet at school if they haven't read and understood these terms. A signed copy should be returned to Mrs Coventry-King (Deputy Head, Pastoral)
- The internet, email, mobile technologies and online resources have become an important part of learning and life. We want all children to be safe and responsible when using any IT. It is essential that pupils are aware of online risk, know how to stay safe and know where to go to report problems or to get help. Parents are also encouraged to talk to pupils about devices, safety and online behaviour.



- Each Year at school, pupils will cover different aspects of the following key areas of online safety in FLOW skills tutorials, in computing lessons or in PSHE (including RSE). Read through and tick the following statements to show you agree to safe use and good behaviour online.

Keeping Myself Safe (Internet Safety)

TICK	READ CAREFULLY EACH STATEMENT THAT YOU AGREE TO
	I will not give out my own or other people's personal information, including: name, phone number, home address, interests, schools or clubs. I will tell my teacher or parent/carer if anyone asks me online for personal information.

	I will not tell anyone other than my parents/carers my passwords. I will not use other people's usernames or passwords to pretend to be them online.
	If someone says, asks or posts about me anything upsetting, unpleasant or nasty, or anything that makes me feel unsafe, I will not reply. I will tell my teacher or my parent/carer immediately.
	I understand that some people on the internet are not who they say they are and some people are not safe to be in contact with. I will not arrange to meet someone I only know on the internet. If someone asks to meet me, I will not reply to them and I will tell a teacher or a parent/carer immediately.
	Uploading or sending my image (photographs, videos, live streaming) online puts me at risk. I will always seek permission from my teacher or parent/carer if I wish to do this. I will not take, share or upload any image of anyone else without their permission and also, if they are a child, without their parent's/carer's permission.
	I will not lie about my age in order to access games, apps or social networks that are for older people.
	I will ensure that I am appropriately dressed when using teams / online learning.

Privacy & Security

	I will use strong passwords.
	I will adhere to the school filters and not buy in or use any VPN in school.
	I will check my settings on any accounts or social media that I have to ensure the privacy settings are high and age-appropriate.

Relationships & Communication

	When emailing, I will write politely.
	I will not use my email or instant messaging when I should be working in lessons, unless the member of staff has given me permission.

Respect for Others & Cyberbullying

	I will make sure that all online contact I make is responsible, polite and sensible. I will be kind and respectful at all times.
	Even if I have permission, I will not upload any images, videos, sounds or words that could upset, now or in the future, any member of the school community, as this is cyberbullying.
	I will try to respect other peoples' opinions but will not lose my temper online and will walk away and get help if I need it.
	I will not look at or view content that is inappropriate or makes others' feel uncomfortable or unsafe

Digital Footprint and Reputation

	I understand that everything I do or receive online can be traced now and in the future. I know it is important to build a good online reputation.
	I understand that how I am perceived by my friends or adults will be impacted by the way I behave online.
	I understand that future employers, universities or professional sports teams will probably check my online presence before offering me a place.

Before You Post **THINK**



- T** - is it True?
- H** - is it Helpful?
- I** - is it Inspiring?
- N** - is it Necessary?
- K** - is it Kind?

Before I post, I will THINK.

Self Image and Identity

	I understand that pictures can be altered and this has the power to alter our perceptions of beauty and health. I will try to look at pictures with a critical eye.
	I will consider the sensitivities of others before I post images online.

Information Literacy

	I understand that not all websites are reputable and I have to be careful to check where I get my information from.
	I will not purchase anything online while I am at school unless I am a boarder and have permission from my parents and the HM.
	I will be careful about what I search online and think carefully about the words I use.

Creative Credit and Copyright

	I will not plagiarise work from the internet (Plagiarise means to copy without giving credit)
	I will cite a website that I use in my work

Mobile Phone and Device Use for Pupils

In **Year 7 & 8**, pupils:

- Pupils may bring a mobile device into school. This should be kept in their bag at all times and should not be used at all during the school day unless prior permission has been given by a member of staff.
- Pupils will need to earn their mobile phone licence! At the end of Year 6 and beginning of Year 7 in PSHE, the pupils will complete some training in sensible and safe use of mobile devices.
- All pupils sign an online safety acceptable use contract which lays out expected behaviours. (See point 1-8 above)
- Should a pupil abuse the privilege of having their phone or device in school, their phone will be confiscated for a period of time. The phone / device will be left at the school office where the pupil or parent can collect their phone / device at the end of period of time.

In **Year 6 and below**:

Pupils should **not** bring mobile phones or any other internet enabled device into school. Exceptions to this may be:

- If children have long bus journeys to and from school and parents wish younger pupils to have mobile devices, they can apply for this privilege. Training will be undertaken and a contract of use signed by the pupil. The phone should be handed in to school office on arrival in the morning and collected before boarding the bus in the evening.
- In the boarding house, pupils are allowed mobile phones and internet enabled devices, used under the guidance and boarding house rules. All phones should be handed in to the boarding house staff or school office on arrival at school.
- If the trip leader allows, sometimes mobile phones may be taken on school trips. These will be kept by the trip leader and are given out for communication purposes at suitable times. Both the device and charger should be clearly named. If mobile devices are allowed, this will be made clear in the letter sent out by the trip leader.

All pupils should use their mobile phone / device in accordance with the school rules and the acceptable use agreement which each pupil signs at the beginning of each year. All mobile phones / devices should be clearly labelled with the child's name.

Boarding

Pupils staying in the boarding house must keep their devices in allocated storage within the boarding house common room. Devices must be put away in storage overnight and during the school day.

During informal hours of the day, outside of eating in the dining hall and boarders' prep time, students may have access to their devices. Use of devices is limited to communal spaces only (no devices should be in bathrooms or bedrooms). Excessive use of devices and elongated periods of screen time (fifteen minutes and over) should be avoided. Students should always have another alternative available to them to encourage time away from their devices. This could be anything from an exciting activity, to quiet reading routines before bed. Pupils should always use their devices in an age-appropriate and respectful manner and follow the acceptable use agreement that they have signed.

ONLINE SAFETY AGREEMENT – please sign below...

I understand that these rules are designed to keep me safe now and in the future. If I break the rules, whether **in** or **out** of school, the school staff will investigate and may need to take action.

NAME:

YEAR:

Please copy out the following sentence:

I have read and understood the school's online safety agreement. I agree to follow the expectations so that everybody in the community, including me, can feel safe online.

Signed: _____ **(pupil)** **Seen:** _____ **(Tutor)**

All pupils will take part in the school's digital literacy scheme as part of the flow tutorial programme.

Mobile Phones & Devices @ FCPS

YEAR 7 & 8 PUPILS



You may bring a mobile phone into school. This should be kept in your bags at all times.



You will earn your mobile phone and device licence at the beginning of Year 7 in PSHE.



All pupils in Year 7 and 8 will have a laptop for school work.



You will need to sign the online safety acceptable use contract.



On occasions, it may be useful to use your phone in an academic or organisational context. You must ask permission from the member of staff before using it! (EG pick-up after matches)



If you abuse the privilege, you will lose it!

PUPILS IN YEAR 6 & BELOW



Pupils in Year 6 and below are not allowed mobile phones or other devices in school.



Should you have a long bus journey to and from school, and your parents have agreed that they would like you to have a phone for this reason, you may bring it to school. You must **hand it in to the office** first thing in the morning and collect it again before leaving school.



If you are a boarder or flexi-boarder, you may have a mobile phone / device at school but this should be kept in the office or boarding house during the school day.

Any questions? Ask your tutor, Head of Section or Mrs Coventry-King.

Jewellery

For both safety and organisational reasons, no jewellery is allowed in school.

Pupils in Year 7 & 8 may have their ears pierced but must remove earrings for all sporting activities and should take responsibility for these items themselves. Only gold or silver stud earrings are permitted.

Language

It is expected that pupils speak with respect to everyone they meet.

Abusive, racist, sexualised, homophobic, unkind language will not be tolerated.

Pupils are encouraged to use language to express themselves and are given life skills to share differing points of view during PSHE and other lessons.

We believe the pupils should be able to have different opinions without resorting to inappropriate or unkind language.

Out of Bounds

The following areas are out of bounds without an accompanying adult or specific permission from a teacher:

- 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 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.

Additionally, pupils will be told what areas they are allowed to play in at break / lunch times and they must remain in these designated areas where they can be supervised. This can change as the weather changes. Tutors will update pupils on where they can and can't go and pupils should always ask if they are unsure.

School Bags, Kit Bags, Music Instruments

School Bags should be kept in a safe place. Pupils should consider others and make sure they aren't kept somewhere that could be a tripping hazard. Music instruments should be kept in the music centre. All bags and belongings should be named. Children should RESPECT the property of others and not touch or use anyone else's property without prior permission.

School Values

Framlingham College has six school values that we hope the whole school community will value and work towards.

The school values are:

KINDNESS – RESPECT – INTEGRITY – COURAGE – PERSEVERANCE - ASPIRATION

Pupils will learn about these values over their time at the college and we encourage pupils to show these values in their behaviour.

Three Key Rules

Our Three Key Rules are **READY – SAFE – RESPECTFUL**. We ask all members of the community to be ready to learn / play / listen; to keep themselves and others safe at all times and show respect to their teachers, all staff and other pupils. Keeping these three rules in mind will help the pupils navigate school life.

Uniform

Pupils should always be smartly dressed.

Shirts should be tucked in.

Shoes should be proper black school shoes and not black trainers or hybrid shoes.

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.

Valuables

Pupils should be discouraged from bringing anything of great value into school. Items such as laptops should have an appropriate carry bag that will help to protect them, should be clearly named and left in a safe place when not being used.

Other valuables, such as those brought in by boarders, should be given to the Housemistress to be kept in the school safe.

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.

Our guiding principle with school rules is we follow three simple rules. **READY-SAFE-RESPECTFUL**. This keeps it clear and simple for pupils and staff and encourages children to think about their behaviour and its impact on others. This document is a non-exhaustive list to support the guiding principle.



Framlingham

COLLEGE



Appendix 1 - The Framlingham College Bully Free Promise

We, the pupils at **Framlingham College**, believe that every pupil has the right to live and learn at our School free from any kind of bullying and each of us has the responsibility to respect and value the contribution of other pupils in the community, and not to ignore a situation in which another pupil is being bullied.

Bullying is different from **conflict**. It occurs when a pupil **intentionally/repeatedly** tries to get power over or exclude another pupil and

- Uses physical force to hurt the other pupil e.g. by hitting, pushing, shoving, kicking, taking their belongings or stealing their money.
- Uses words or gestures to humiliate the other pupil e.g. by shouting, taunting, name-calling, teasing, put-downs, insults or threats.
- Excludes or isolates the other pupil e.g. through leaving them out, manipulating others against them, or spreading gossip or rumours.
- Uses their mobile, the Internet or social media to cyberbully another pupil.

It is **harassment** to target a pupil online or face to face because of their nationality, race, religion, gender, sexual orientation, or disability.

I recognise that bullying and harassment hurts pupils and are never justified as “just teasing” or “just playing.” I acknowledge that if I stand by doing nothing, laugh, or post comments online when others bully, I am part of the bullying and therefore participating in it - I am no longer a leader.

I promise to:

- Value pupil differences and treat others with respect both online and face-to-face.
- Ask bullying pupils to stop when I or others around me are the target of bullying.
- If I cannot safely stop the bullying, to walk away and seek help from any trusted pupil or adult.
- Never take revenge or ask someone to hurt a pupil that has reported bullying.

Framlingham College takes a problem-solving approach to bullying.

Pupil Signature _____ Print Name _____

Tutor _____ Date _____

It is expected that all Framlingham College parents and guardians will support the School in promoting the wellbeing of all pupils, parents and staff at the School, and will share with their child the value we all place on keeping this a bully-free school. All parents and guardians should inform the School if their child is the target of bullying and support the School’s problem-solving approach.

Appendix 2 -Who can help if I have a worry

WHO CAN HELP IF I HAVE A WORRY?



FACE TO FACE



**PARENTS OR CARERS
YOUR TUTOR
YOUR TEACHERS**

**SPORTS COACHES
SCHOOL NURSES
REV B**

**MATRONS
OFFICE STAFF
ANY TRUSTED ADULT**

WELFARE TEAM



**MR EGAN
MRS COVENTRY-KING
MR LOVERIDGE
MRS LONG
MRS STEGGLES
MRS HARDING
MRS UPTON
THE SCHOOL NURSE**

TELEPHONE



CHILDLINE: 08001111

**The Children's Rights
Commissioner: 0800 5280731**

**Our Independent Listeners,
Mr and Mrs Baker:
01728 685807**

**The Doctor's Surgery:
01728 723627**

**The Suffolk Safeguarding
Partnership: 0808 808 4005**

ONLINE



**EMAIL:
worry@framlinghamcollege.co.uk**

**CHILDLINE:
childline.org.uk**

**Report online
abuse: CEOP
www.ceop.police.uk**