



FRAMLINGHAM COLLEGE PREP SCHOOL
BEHAVIOUR POLICY – Years 3-8

RESPONSIBILITY	DEPUTY HEAD (FCPS)
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1. Our Values

RESPECT – INTEGRITY – KINDNESS – ASPIRATION – PERSEVERANCE – COURAGE

2. Aims of the Policy

At Framlingham College Prep School, we believe that a positive and respectful school environment is essential for effective learning and personal development. Our Behaviour Policy is designed to promote high standards, clear expectations, and consistent approaches that support all pupils in making responsible choices. Rooted in our core values—Respect, Integrity, Kindness, Aspiration, Perseverance, and Courage—this policy outlines how we encourage positive behaviour, respond to challenges, and foster a safe, inclusive and aspirational school community where every pupil can thrive.

This policy aims to:

- Promote high standards of behaviour among pupils.
- Provide a consistent and transparent approach to behaviour management.
- Create a supportive, safe, and calm environment where all pupils can flourish.
- Encourage opportunities for pupil growth, reflection, and restorative practice.
- Define unacceptable behaviours, including bullying and discriminatory conduct.
- Summarise the roles and responsibilities of all stakeholders in promoting positive behaviour.
- Outline a clear and fair process for investigating allegations of poor behaviour.
- Detail our system of rewards and sanctions to support positive choices.

The effects of SEND, adverse childhood experiences and trauma will be taken into account when promoting good behaviour, identifying unmet needs and using 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 includes:

- Disruption in lessons or around the school (e.g., in corridors, during break or lunch).
- Failure to complete classwork or homework.
- Poor attitude towards children, learning or staff.
- Poor use of language
- Wearing incorrect uniform.
- Possession or use of mobile phones during the school day.

Serious Misbehaviour (which takes place in real life or online) includes:

- Repeated breaches of school rules
- Any form of bullying (including cyberbullying)
- Sexual harassment or assault
- Vandalism or theft.
- Fighting or threatening behaviour.
- Possession of prohibited items (see below).
- Discriminatory behaviour, particularly related to protected characteristics.
- Smoking or vaping.
- Conduct that may bring the school into disrepute.

Prohibited Items include:

- Knives or weapons, alcohol, illegal drugs, stolen items
- Tobacco, vapes, cigarette papers, fireworks, pornographic material.
- Any item that could be used to cause harm or commit an offence.

5. Bullying

Framlingham College has a **zero-tolerance approach** to bullying. This policy ensures that all forms of bullying, whether physical, verbal, or online, are taken seriously and dealt with promptly and effectively.

All incidents are treated seriously and addressed in accordance with 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	2	3	4	5	6
Tell a trusted adult	Keep a record of what's happening	Don't retaliate	Surround yourself with people that make you feel good	Don't blame yourself - it's not your fault	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 the effectiveness of this Behaviour Policy 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. They will ensure that the school environment promotes positive behaviour, that staff respond effectively to incidents of poor behaviour, and that rewards and sanctions are applied consistently. The Head/Principal also monitors the implementation of the policy across the school.

6.3 The Deputy Head

The Deputy Head is responsible for pupil behaviour and the writing, review, and operational implementation of the Behaviour Policy. Alongside the Assistant Head Pastoral, The Heads of Section and the Welfare Team, the Deputy Head provides support, guidance, and strategic planning to improve individual pupil behaviour. They also oversee the investigation of serious behaviour incidents and ensure accurate records are maintained.

6.4 Staff

All staff are expected to:

- Implement the Behaviour Policy consistently, calmly, confidently, and with care.
- Model positive behaviour at all times.
- Provide a personalised approach to meet the specific behavioural needs of individual pupils.
- Record behaviour incidents using iSAMS and MyConcern.

The Senior Leadership Team will support staff in responding to behaviour concerns and incidents.

To promote positive behaviour, staff should:

- Greet pupils at the door to set a positive tone.
- Model respectful and encouraging behaviour while building positive relationships.
- Plan engaging, challenging lessons that meet the needs of all learners.
- Use positive recognition mechanisms during lessons (e.g. verbal praise, kindness awards, positives).
- Remain calm and provide pupils with clear choices and time to adjust their behaviour following a verbal warning.
- Never ignore or walk past poor behaviour; it must always be addressed.

6.5 Parents and Carers

Parents and carers are expected to:

- Support their child in following the Pupil Code of Conduct.
- Inform the school of any relevant changes in circumstances that may affect their child's behaviour.
- Engage with staff to discuss any behavioural concerns in a timely and constructive manner.
- Work in partnership with the school to support strategies and interventions designed to improve behaviour.

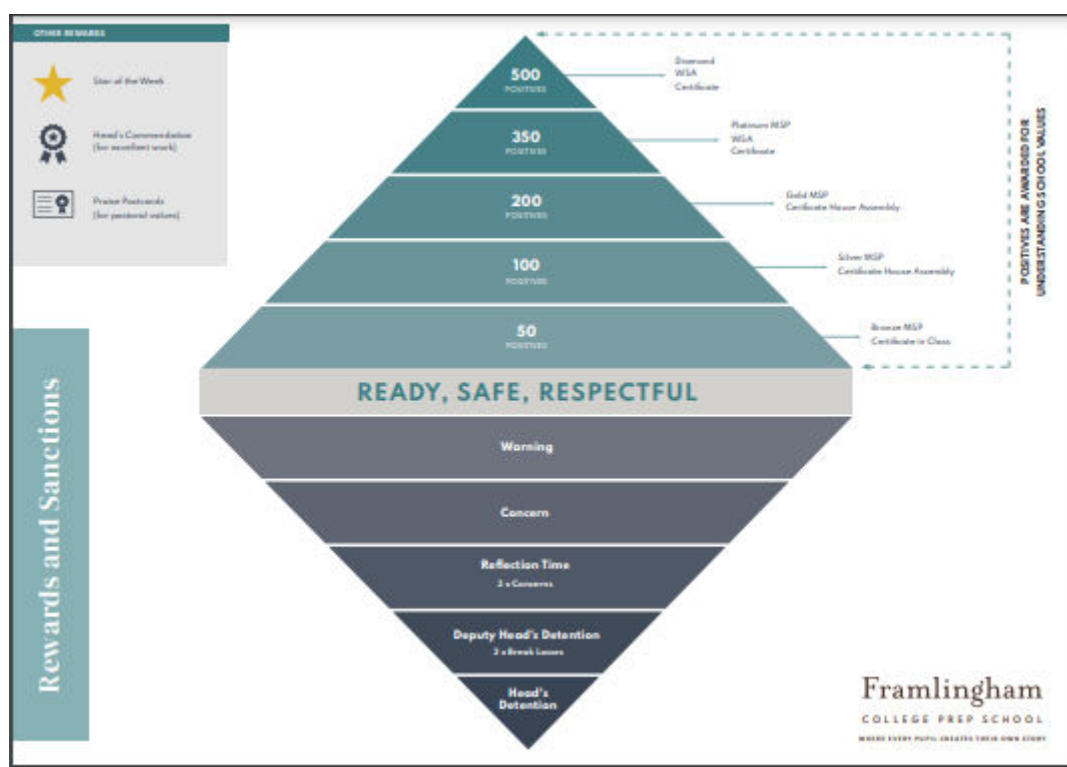
7. Pupil Code of Conduct

Pupils are expected to:

- Be ready to learn or start an activity on time, with the correct equipment.
- Behave in an orderly and self-controlled manner, ensuring that everyone feels safe and happy.
- Show respect to members of staff, visitors, and each other at all times.
- Be considerate in class, making it possible for all pupils to learn without disruption.
- Report concerns or unsafe situations immediately.
- Move calmly around the school, respecting the flow of the school day.
- Treat the buildings and property of the school and others with respect.
- Wear the correct uniform at all times.
- Work with staff to understand and reflect upon the rationale for any sanctions.
- Refrain from any behaviour that could bring the school into disrepute, both within and outside of school.

Pupils are reminded of these expectations at the start of each term. These expectations are reinforced regularly through assemblies, by class teachers, and across the curriculum, including in PSHE. For further details, please refer to the **School Rules Document in Appendix Four**.

8. Rewards and Sanctions



8.1 Rewards

Framlingham College encourages all staff to actively recognise and celebrate effort, achievement, and behaviour aligned with the school's values. Praise and positive reinforcement are integral to every lesson and wider school life.

Verbal Praise

Staff are encouraged to consistently acknowledge the behaviours they wish to see, including effort, persistence, bravery, and other traits linked to our core values: **Respect, Kindness, Integrity, Aspiration, Courage, and Perseverance.**

Positives

Positives may be awarded across all areas of school life where pupils make a constructive contribution. These include examples of good behaviour, an improved attitude, acts of consideration, or helpfulness. Positives should be recorded on **iSAMS** and may also be awarded for excellent work or significant improvement and effort.

Kindness Awards (Pastoral)

Any member of the school community may nominate a pupil for a **Kindness Award**, recognising thoughtful or compassionate actions. These awards are presented in section assemblies.

Head's Commendations (Academic)

A **Head's Commendation** is awarded when a pupil produces work of an exceptional standard — either objectively or in the context of their individual progress and effort. Head's Commendations are logged on iSAMS, and recipients (along with their parents) are invited to receive the award from the Head during Friday morning presentations.

Golden Time

Primarily used with younger children, **Golden Time** can be awarded for excellent behaviour and consistent effort over a sustained period. It serves as a valued reward and motivational tool for younger pupils.

Nomination for Section Star of the Week

Staff may nominate pupils for the **Section Star of the Week** in recognition of acts of kindness, positive community spirit, or exceptional contribution. Nominees receive recognition from the Head of Section, and the winner is awarded a small token during that week's assembly.

School Prizes (Weekly, Termly, Annually)

A wide range of school prizes are awarded at various intervals — weekly, termly, and annually — to recognise effort, perseverance, academic excellence, and service to the school community. These include Bronze, Silver, Gold Positives, Platinum and Diamond Awards, as well as end-of-year prizes for outstanding contribution and achievement.

Scholarships

At 11+ and 13+, pupils may be recognised with a **scholarship** for excellence in a particular field, consistent effort, positive attitude, and contribution to the school community. Full details are provided in the **Scholarships and Bursaries Policy**.

Leadership Positions

Leadership roles such as Form Captains, Team Captains, School Council Representatives, Prefects, Subject Ambassadors and House Captains are awarded to pupils who consistently embody the school's values. These positions serve as both a reward and a responsibility, recognising pupils as role models within the community.

Enhanced Rights and Responsibilities

Pupils are regularly reminded of the relationship between rights and responsibilities. Particularly in settings such as boarding and Year 8, pupils who demonstrate trustworthy and responsible

behaviour may be granted additional freedoms and responsibilities, reinforcing the value of earned trust.

8.2 Sanctions

The school uses a stepped approach to sanctions and, at each stage, the goal is to help the pupil improve their behaviour and learn from their mistakes through restorative practice and reflection. Below is a list of the types of sanctions that could be applied to breaches of the School Rules. These are not prescriptive, and the circumstances of any particular incident may influence the severity of the sanction imposed. Staff use this policy as a guide for consistency, but the context of a situation, a child's individual circumstances, and professional judgement are equally valuable when managing behaviour in school.

Corporal Punishment by any member of staff upon a child is unlawful and will be dealt with accordingly. It is not permitted under any circumstances.

Level	Sanction	Examples of Behaviour	Recording	Restoration
1	Verbal Reprimand	- Talking in lessons - Wrong uniform / messiness - Poor effort - Low level inappropriate behaviour around school - Being in-bounds but in the wrong place at breaktimes - Failure to hand in work on time	With teacher	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
2	Concern	- Repetition of any of the above - Rudeness to a member of staff - Unkindness to another child - Inappropriate behaviour - Very poor table manners	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* (Break Time in the Fowler Meeting Room with Head of Section or DH. May include an element of community service.)	- Repetition of any of the above - Three concerns in a term for a pattern of behaviour - Behaviour inappropriate for the child's age - Bullying behaviours** / repeated unkindness - Lying / deceit - Minor damage to property (where the damage can be repaired easily) - Minor bounds infringement - Silly online behaviour - Offensive behaviour or language	On ISAMS by awarding teacher. Parents informed.	Pupil completes a reflection sheet while losing their break time. One of the pastoral leaders monitors and talks through the reflections sheet with the pupil.

4	Deputy Head Detention <i>(Up to one hour in duration or longer during an appropriate event from which the child is being withdrawn. May include an element of community service. With the Deputy Head.)</i>	• Repetition of Bullying behaviour** • Stealing • Violent or aggressive behaviour • Bullying or inappropriate/harmful online behaviour • Sexualised behaviour • Having a device or phone in school that is not allowed • Significant, irreparable/costly damage to property • Out of bounds • 3 x Reflection Times in a term where a pattern of behaviour is observed	On ISAMS by Deputy Head & letter home to parents.	Reflection* takes place during the detention with Deputy Head or Head of Section as appropriate
5	Head's Detention <i>(One hour after school or longer during an appropriate event from which the child is being withdrawn. May include an element of community service. With the Deputy Head or the Head)</i>	• Repetition of any of the above • Serious cases of bullying • Behaviour that targets protected characteristics of another person • Serious infringements of school rules such as fighting, abuse of social media etc • Engagement in inappropriate sexual or sexualised behaviours • Very serious damage to property • 3 x Deputy Head's Detentions in a term	On ISAMS by Deputy Head & letter home to parents & meeting.	Reflection* takes place during the detention with Deputy Head or Head. Additional adults including the child's tutor may be involved.
6	Internal Suspension	• Repetition of any of the above • Significant breaches of school rules • 3 x Head's Detentions in one term	On ISAMS by Deputy Head & letter home to parents & meeting.	Up to three days reporting to the Deputy Head and in out of all lessons and activities. An internal suspension will lead to a full suspension if the same behaviour is repeated. Pupils complete reflective

				tasks and potentially meet with individuals affected by their behaviour and complete other work.
7	External Suspension	- Major breaches of school rules - Further infringements after an Internal Suspension.	On ISAMS by Head & letter home to parents and meeting.	Between 1 and 5 days suspension at home with parents or guardians. The purpose of this is to give the child time out of school with key adults to reflect on their behaviour and commit afresh to ensuring no repeat takes place. Pupil meets with the Head after the suspension and may receive a warning or final warning. Further serious or persistent breaches of the school rules may result in further consequences
8	Exclusion	For repeated major breaches of school rules or one-off highly serious actions	In Pupil's File in School Office.	Head will contact parents to arrange a meeting. Principal is consulted. Please see Exclusions Policy for more information.

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

**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.

8.2.1 Notes on Sanctions

Staff Responsibilities:

All staff may issue **Sanctions 1–3** and are responsible for recording them on **iSAMS**. **Sanctions 4 and above** are issued and recorded by the Deputy Head, Head, or a member of the Senior Leadership Team (SLT). These higher-level sanctions are always discussed and agreed upon by the Deputy Head and Head, and occasionally the Principal.

Use of Concerns and Reflection Time:

Pupils who receive 3 or more Concerns will normally be required to attend a Reflection Time, unless there are exceptional mitigating circumstances. This time is designed to help pupils reflect on their

behaviour and consider how they can improve. Copies of completed Reflection Sheets may be shared with tutors to support further discussion.

Points System:

- Each Concern reduces the pupil's score in inter-house competitions.
- A Reflection Time equals 3 Concerns, a Deputy Head's Detention equals 5 Concerns, and a Head's Detention equals 10 Concerns.

Judgement, Support and Reasonable Adjustments:

Staff are encouraged to use their judgement and consider the underlying causes of behaviour before applying sanctions. There will be occasions when a simple conversation or referral to a tutor may be more appropriate. Staff may consult with Tutors or Heads of Department as a sounding board for advice. It is often helpful to take time to reflect before deciding on the most suitable response. Reasonable adjustments to dealing with issues involving misbehaviour and sanctions will be considered for children with SEND needs or cultural differences.

Warnings and Honesty:

Pupils are usually given a clear warning and an opportunity to correct their behaviour before a sanction is applied. Sanctions serve both as consequences and as deterrents. We value honesty highly and take a pupil's truthfulness into account when considering sanctions during investigations.

Precedence and Record-Keeping:

- Attendance at detentions and completion of sanctions takes precedence over other school commitments.
- Sanctions are entered into iSAMS by the issuing staff member, triggering an automated notification to the pupil, their tutor, Head of Section, Assistant Head Pastoral and Deputy Head.
- Tutors, Heads of Section, and the Deputy Head are responsible for monitoring pupil behaviour records and communicating with parents as appropriate.

8.2.2 Off-Site Behaviour (including online)

Sanctions may be applied to behaviour that occurs off-site when pupils are representing the school (e.g. trips or travel to and from school). This policy also applies to incidents during remote learning or at private events if the behaviour:

- Brings the school into disrepute;
- Affects the wellbeing or safety of a member of the school or public;
- Impacts the smooth running of the school.

8.2.3 Malicious Allegations

If a pupil makes an accusation against a member of staff that is proven to be malicious, they will be sanctioned appropriately in line with this policy.

- Please refer to the Safeguarding and Child Protection Policy for more details on handling allegations against staff.

- The Senior Leadership Team will also ensure that any staff member affected is supported throughout and after the process.

8.2.4 Monitoring Behaviour and Pastoral Support

As part of our commitment to pupil wellbeing, the following strategies are in place:

- PSHE Lessons, Wellbeing lessons and Tutor Time: Weekly sessions are used to explore relevant themes and promote personal development. Pre-Prep pupils benefit from regular assemblies covering similar themes.
- Strong Pupil Relationships: Staff develop strong relationships with pupils, allowing early identification of changes in behaviour or wellbeing. Reasonable adjustments are considered for pupils with SEND or other needs.
- Safeguarding Oversight: The DSL Team supports families and works closely with external agencies as needed. They monitor behavioural incidents for patterns, including bullying.
- Welfare Meetings: The Welfare Team meets weekly to discuss pupils in need of support and ensure coordinated follow-up.
- Support Cards: Issued for pupils needing targeted behaviour support. Examples of targets include:
 - “To be kind to others in class”
 - “To avoid distracting others”
 - “To remember to bring correct equipment”

Support Cards may be digital or paper-based. Tutors monitor progress and keep parents informed. If behaviour does not improve, a meeting is held with parents to review and adjust the plan or escalate to the Head.

Ongoing Monitoring

In serious incidents, continued monitoring of both the pupil who exhibited poor behaviour and any affected pupils will be recorded on **iSAMS** or **MyConcern** to ensure appropriate ongoing support.

9. Reporting of and Responding to Rewards and Sanctions

Weekly emails are sent to all teachers listing class positives while individual concerns and reflection times are sent automatically from iSAMS to the individual child’s tutor, Head of Section, Assistant Head Pastoral and Deputy Head.

Tutors are 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. Tutors and House staff are also encouraged to communicate positive news regularly to parents.

Supportive measures that may accompany sanctions include some of the following strategies as appropriate:

- informal reflection with tutor / Head of Section / Deputy Head
- 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 on a support card
- contact home to parents
- referral to outside agency (eg Suffolk Well Being Hub) or Multi-Agency Safeguarding Hub (MASH)
- a risk assessment may be drawn up if there are risks to a pupil's welfare that require mitigation and reducing
- agreeing a behaviour contract

10. Behaviour Management

Our Behaviour Management approach is centred on promoting self-discipline, mutual respect, and constructive relationships within the school. We believe in recognising and celebrating positive behaviour while also addressing instances where behaviour does not align with our expectations in a fair and supportive way.

By consistently reinforcing our values, we strive to foster an environment where every pupil feels safe, valued, and empowered to reach their full potential.

10.1 Classroom Management

Teaching and support staff are responsible for creating an environment that encourages positive behaviour within the classroom. They will:

- Create and maintain an engaging and stimulating environment that motivates pupils to participate actively in their learning.
- Display the pupil code of conduct and reminders of the school values to promote positive behaviour.
- Develop positive relationships with pupils through actions such as:
 - Greeting pupils warmly at the start of each day and lesson.
 - Establishing clear and consistent routines.
 - Clearly communicating behavioural expectations, both verbally and non-verbally.
 - Recognising and highlighting good behaviour.
 - Ending the day on a positive note and ensuring a fresh start for the next day.
 - Having a plan in place to deal with low-level disruptions effectively.
 - Using positive reinforcement to encourage good behaviour.

Staff will always deliver sanctions in a calm, considerate manner, maintaining respect and dignity for all. It is in everyone's best interest to avoid responding to poor behaviour with anger.

10.2 Physical Restraint

In some situations, staff may need to use reasonable force to restrain a pupil to prevent harm. Physical restraint may be used in the following circumstances:

- To prevent disorder or disruption.
- To protect the pupil, others, or property from harm.

Incidents of physical restraint must:

- Always be a last resort.
- Use the minimum force necessary and be as brief as possible.
- Be applied in a way that ensures the safety and dignity of everyone involved.
- Never be used as a form of punishment.
- Be recorded and reported to parents promptly.

Note: In light of revised guidance effective from 1 April 2026, further interim guidance regarding the use of reasonable force and restrictive interventions is set out in Appendix 6 pending formal governor approval.

10.3 Confiscation

Any prohibited items (as outlined in section 4 above) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We may also confiscate items that are banned or that are harmful or disruptive to the school environment. These will be returned after discussion with senior leaders and, when appropriate, with parents. Searching and screening of pupils will be carried out in line with the [DfE's latest guidance on searching, screening, and confiscation](#).

10.4 Additional Pupil Support

The school acknowledges its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics or those with SEND and/or disabilities from being disadvantaged. Poor behaviour may often reflect underlying challenges such as low self-esteem, mental health issues, or difficulties at home or school.

Our approach to managing challenging behaviour is personalised to meet the specific needs of each pupil. If a pupil exhibits challenging behaviour, the Head of Learning Support, Deputy Head and Assistant Head Pastoral will evaluate whether any unmet needs might be contributing to the behaviour.

The Head of Learning Support is part of the welfare team, which meets weekly to discuss the needs of pupils who may be struggling. When necessary, support and advice from external specialists such as educational psychologists or medical professionals will be sought.

If specific needs are identified, we will work closely with parents and external agencies to develop a tailored support plan. This plan will be regularly reviewed to ensure it meets the pupil's needs. If the

current school structure cannot provide adequate support, we will work with parents to explore alternative transitional arrangements, always prioritising the best interests of the child.

10.5 Dealing with Incidents, Including Serious or Complex Ones

All staff are encouraged to conduct informal investigations when incidents of poor behaviour occur, ensuring that all relevant parties have the opportunity to express their views. Notes will be taken and recorded during this process, and pupils may be accompanied by a staff member of their choice.

Once the facts are gathered, and a conclusion is reached based on the balance of probabilities, appropriate sanctions will be applied, and parents will be informed.

For more complex or serious incidents, the Deputy Head will oversee the investigation and may delegate responsibility to a senior member of staff such as the Assistant Head Pastoral, Head of Section, or Assistant Head Teaching and Learning. Pupils involved in these incidents will be accompanied by a member of staff and may choose to have an additional staff member with them during the investigation.

Parents will be kept informed throughout the process. For serious or complicated incidents that require detailed investigation, the Deputy Head will maintain a clear timeline of actions and decisions (See Appendix Three). If necessary, the safeguarding governor will be notified.

11. Pupil Transition

To ensure a smooth transition into the next academic year, pupils participate in a transition day with their new teacher(s). In addition, staff members conduct transition meetings to review the progress and needs of each pupil.

To maintain continuity in behaviour management and provide appropriate support, information related to any behavioural concerns will be shared with relevant staff at the start of the term or year. For pupils transferring to other schools, information regarding their behaviour may also be passed on to the new setting, ensuring that support mechanisms are in place.

Heads of Section (EYFS & Pre-Prep / Junior Prep / Senior Prep) oversee the welfare and behaviour of all pupils in their care, ensuring a cohesive approach to pupil development and transition.

12. Training

12.1 Induction

As part of their induction, all new staff receive training on behaviour management, the rewards and sanctions system, and how to access support. Staff are also paired with a mentor who provides guidance and reinforcement on behaviour management routines and procedures.

12.2 Ongoing

Behaviour management continues to be an integral part of our staff's professional development. Regular sessions and reminders are provided during INSET (In-Service Education and Training) days, ensuring that our staff are continually supported in promoting positive behaviour.

13. School-Home Partnership

We believe in a strong, collaborative partnership with parents to ensure a unified approach, placing the child at the heart of all decisions. Recognising that parents have different commitments and communication preferences, we aim to offer flexible and effective channels for engaging with families.

Parent-teacher meetings (whether in-person or via Teams) will be scheduled in advance to accommodate both parties. For quick updates, phone calls may be necessary, and email is an efficient method for ongoing communication. When appropriate, phone conversations may be followed by a brief summary email to provide both school and parents with a written record of the discussion.

We provide several platforms to support and inform parents, particularly regarding behavioural themes:

- **Parent Forums**
- **Parent Lite-bites (Presentation and Workshop style)** – listed in the school calendar
- **Need-to-Knows** – a weekly letter from the Deputy Head about the upcoming week

14. Monitoring Arrangements

This behaviour policy will be reviewed annually by the Deputy Head and the governing body. Following the review, the policy will be approved by the Head to ensure it remains effective and relevant.

15. Links with Other Policies

This behaviour policy is linked to the following documents:

- Exclusions Policy
- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Scholarships & Bursaries Policy
- Senior School Behaviour Policy
- Pre-prep Behaviour Policy

Appendix One: Reflection 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 Example 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?		Reflection Time	
Outside agency informed? (MASH)		Referral Made?		Concern	
				None	

ONGOING TIMELINE		
TIME & DATE	WHAT HAPPENED	DETAILS

Appendix Four: School Rules Document

Framlingham College Prep School Rules – details for reference

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 striped grey shirt and tie), skirt (knee length), trousers and blazers.

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 5.

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.

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

Framlingham College Prep

Acceptable Use of Devices and Online Behaviour Agreement Pupils in Year 5-8

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 Long.

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).

Contents

Read through and tick the following statements to show you agree to safe use and good behaviour online.

1. 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. This is identity theft and is illegal.
	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.
	I will make sure that anything I post online doesn't reference the school or any of the teachers.
	I will make sure that the school cannot be identified in anyway when posting online, this could be through recognisable rooms or buildings or by wearing the school uniform.

2. 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.

3. 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.
	If I need to get a message home, I will do this via the school office.

4. 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

5. 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 I post, I will THINK.

	Before You Post THINK  T - is it True? H - is it Helpful? I - is it Inspiring? N - is it Necessary? K - is it Kind?
--	---

6. 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.

7. 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.

8. 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

9. Mobile Phone and Device Use for Pupils

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. The phone should be handed in to school office on arrival in the morning and collected before boarding the bus in the evening. If I need to collect it before a match, I will hand to my coach to look after. I will wait politely and patiently at reception when I need to collect my phone.
- 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.

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, pupils 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. Pupils 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.

If I am making videos of any type, then this needs to be in a room where there is a member of staff on duty.

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)

As the parent of the above, I understand that he/she has amended their age to be able to access platforms that have an age limit above that of my child. I understand and accept the risks in allowing them to access these sites.

Yes/No

Signed: _____

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

Online Learning (Including Behaviour on Teams) Annex

(to be used when online learning only)

	I will try to engage in my daily learning tasks and respond to my teacher appropriately either through Teams or in phone call conversation so they know I am happy, safe and I am progressing in my learning.
	I understand my behaviour in remote learning responses should mirror that in the physical classroom.
	I will be proactive in seeking help should I need it.
	I will follow the normal online safety guidelines in order to keep myself safe and my behaviour good online.



PRIVACY SECURITY

Pupils and students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyse privacy policies.



DIGITAL FOOTPRINT REPUTATION

Pupils and students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post pupils and students are building a digital footprint. By encouraging pupils and students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.



SELF-IMAGE IDENTITY

These lessons are designed to help pupils and students explore their own digital lives, focusing on their online versus their offline identity. Pupils and students learn the benefits and risks of personas and the effects on their sense of self, their reputation, and their relationships.



CREATIVE CREDIT COPYRIGHT

Living in a "copy/paste" culture, pupils and students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, pupils and students learn about copyright and fair use.



RELATIONSHIPS COMMUNICATION

Pupils and students reflect on how they can use intrapersonal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics, and they reflect on their online interactions.



INFORMATION LITERACY

Information Literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, pupils and students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.



CYBERBULLYING

Pupils and students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions – both negative and positive – can impact their friends and broader communities. Pupils and students are encouraged to take the active role of upstander and build positive, supportive online communities.



INTERNET SAFETY

Pupils and students explore how the internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills are just the beginning!

Mobile Phones & Devices @ FCPS



Pupils are not allowed mobile phones or other devices in school. If you are caught with a phone or device in school you will be given a break loss.



Laptops are used in Year 7 & 8 in lessons and prep time only. They aren't to be used during any other time.



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. Please make sure it is **labelled**.



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

Mobile Phones & Devices @ FCPS

IN THE BOARDING HOUSE



You may bring a mobile phone into school. Please make sure it is labelled.



Excellent online behaviour is expected at all times.



All phones are kept safely in the locked cupboard in the common room.



During the week, you can have access to your phone for up to an hour a day, normally during freetime for half an hour. This is the best time for communication home.

At the weekends, device use is more flexible but we make sure together we find a good balance between screentime and other activities!

WEEKEND



If you are not sure about anything - please ASK!



You will have signed the online safety acceptable use contract in tutor time at the beginning of each year. This also applies to the boarding house.



All pupils in Year 7 and 8 will have a laptop for school work. Overnight, these are also locked in the boarding cupboard or left in the locked common room.



No phones or devices are ever allowed into the dormitories.



If you abuse the privilege, you will lose it!

Any questions? Ask your boarding tutor or Housemistress



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 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

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.



Appendix Five - 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 5 -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 ROCHE MRS LONG MR LOVERIDGE MISS DENNY- PICKES MRS DRURY MRS HARDING MR GOUGH THE SCHOOL NURSE	TELEPHONE  CHILDLINE: 08001111 The Children's Rights Commissioner: 0800 5280731 Our Independent Listeners, Ms Thomson : 07867 567024 sallythomson322@gmail.com The Doctor's Surgery: 01728 723627 The Suffolk Safeguarding Partnership: 0808 808 4005	ONLINE  EMAIL: worry@framlinghamcollege.co.uk CHILDLINE: childline.org.uk TEXT: Shout 85258 Report online abuse: CEOP www.ceop.police.uk
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FRAMLINGHAM COLLEGE PREP SCHOOL: UPDATED SEPTEMBER 2024

Break Time Information – ‘Summer’

(Usually used March to November but will vary dependent on conditions)

Outdoor Zones:

Areas:

Backfield (Y3-8)

Willow woodland(Y3-8)

Adventure Play Area (Y3-6)

Terrace – out of bounds at breaktimes

Y8 courtyard/Room 18

Other:

- Library available for silent study or reading
- Lower Prep to line up at the end of break / check kit has been tidied away
- Walkie-Talkies are in the work-room

Please can staff spread out between these 3 areas.



Finally, please be your usual proactive selves and try to nip issues in the bud before break finishes, and make tutors aware of any issues.

Break Time Information – ‘Winter ’

(Usually used November to March but will vary dependent on conditions)

Outdoor Zones:

1 – Upper Prep sports area (Y8 can also use the Y8 courtyard/Room 18 – The Terrace is out of bounds) - **school shoes or trainers**

2 – Lower Prep sports area – **school shoes or trainers**

3 – UP/LP (inc gravel area and adventure play area – willow woodland out of bounds) **welly boots must be worn**

Please can staff spread out between these 3 areas.



Finally, please be your usual proactive selves and try to nip issues in the bud before break finishes, and make tutors aware of any issues.

Appendix 6

UPDATED SECTION 10.2

Use of Reasonable Force and Restrictive Interventions

This document replaces and supersedes Section 10.2 (Physical Restraint) of the Framlingham College Prep School Behaviour Policy (Years 3–8, September 2025). All other sections of the Behaviour Policy remain in effect. This section should be read in conjunction with the full Behaviour Policy and the school's Safeguarding and Child Protection Policy.

This section has been updated in accordance with the Department for Education's statutory guidance 'Restrictive Interventions, including the Use of Reasonable Force, in Schools', which came into effect on 1 April 2026, and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

10.2 Use of Reasonable Force and Restrictive Interventions

10.2.1 Legislation and Statutory Framework

This section is based on and has regard to the following statutory guidance and legislation:

- *Restrictive Interventions, including the Use of Reasonable Force, in Schools* (DfE, April 2026) — this replaces the 2013 *Use of Reasonable Force in Schools* guidance
- Section 93 and Section 93A of the Education and Inspections Act 2006
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- The Equality Act 2010
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

The Governing Body is responsible for monitoring the effectiveness of this section of the Behaviour Policy and for holding the Head/Principal to account for its implementation.

The use of restrictive interventions at Framlingham College Prep School is exceptionally rare; we are a community that places our values of Kindness, Courage and Integrity at the heart of everything we do, and our relationships with pupils are built on trust, empathy and mutual respect. However, in accordance with the Department for Education's statutory guidance 'Restrictive Interventions, including the Use of Reasonable Force, in Schools' (April 2026), we are required to set out our approach to this area clearly in policy.

10.2.2 Definition of Restrictive Interventions

A restrictive intervention is any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. At Framlingham College Prep School, this encompasses the following categories:

Use of Force — any physical contact by a member of staff intended to prevent, redirect or manage a pupil's behaviour, including physical restraint or physical intervention to prevent harm.

Non-Force Restraint — any action which limits a pupil's freedom of movement without physical force, including (but not limited to) the removal of a mobility aid, walking aid or other equipment.

Seclusion — where a member of staff detains a pupil alone in a space apart from other pupils, other than as a timetabled or disciplinary arrangement. Seclusion is distinct from withdrawal and must not be used as a disciplinary response to deliberate misbehaviour. All three categories must be recorded and reported to parents in accordance with the legal duties set out in Section 10.2.5 below.

10.2.3 Principles and Use of Reasonable Force

Framlingham College Prep School is committed to a whole-school approach that prioritises early intervention, de-escalation, and the prevention of situations in which the use of force might become necessary. Consistent with our values, our starting point is always to seek the least restrictive response that keeps pupils and staff safe.

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force in certain circumstances. Staff may use reasonable force in the following situations:

- To prevent a pupil from hurting themselves or others.
- To prevent a pupil from damaging property.
- To prevent a pupil from committing a criminal offence.
- To prevent disorder or to maintain good order and discipline.

Any use of force must meet all of the following conditions:

- It is always a measure of last resort, having first considered and exhausted all reasonable alternatives, including de-escalation and verbal intervention.
- The minimum force necessary is used for the shortest time possible.
- It is applied in a way that preserves the safety and dignity of everyone involved.
- It is never used as a form of punishment or as a disciplinary sanction.
- It takes full account of the individual needs and vulnerabilities of the pupil, including any SEND, medical conditions, or known trauma history.

Staff are not expected to place themselves at risk of injury. Where a pupil's behaviour presents an immediate risk of serious harm to themselves or others, and alternative strategies have been considered, the use of reasonable force may be appropriate and lawful.

10.2.4 Seclusion

Seclusion may only be used as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation and where all other strategies have been considered. The following requirements apply without exception:

- Seclusion must never be used as a punishment or threatened as such.
- The pupil must be supervised by a member of staff at all times while in the seclusion space.

- The seclusion area must not be threatening, intimidating or distressing to the pupil.
- The pupil must be permitted to leave seclusion as soon as the immediate risk of harm to others has reduced to a safe level.
- Seclusion is not a timetabled arrangement and must not be used routinely or repeatedly for the same pupil without a full review of that pupil's support plan.

The Deputy Head must be informed of any use of seclusion on the same day that it occurs. Parents must be informed in accordance with the reporting requirements set out in Section 10.2.5.

10.2.5 Recording and Reporting — Statutory Requirements

From 1 April 2026, Framlingham College Prep School has a statutory duty under Section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 to record and report incidents of use of force, seclusion and non-force restraint.

Recording

A written record must be made of every significant incident involving the use of force as soon as practicable after the incident. A written record must also be made of every incident of seclusion or non-force restraint as soon as practicable after the incident.

Records must be made in writing by the member(s) of staff involved, or by the Deputy Head where appropriate, and must be logged on iSAMS and MyConcern. The Deputy Head is responsible for ensuring that records are complete and accurately maintained.

Reporting to Parents

Parents must be informed of every incident involving the use of force, seclusion or non-force restraint as soon as practicable after the incident has occurred.

For incidents involving the use of force, the report to parents must include as a minimum:

- The time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied and the degree of force used.
- Details of any physical injuries sustained, where applicable.

For incidents of seclusion or non-force restraint, a copy of the written record of the incident must be supplied to parents.

Where a member of staff has a reasonable and documented concern that providing information to a parent could result in significant harm to the pupil, the Deputy Head must be notified immediately and the decision not to share must itself be recorded.

Governing Body Oversight

The Governing Body must regularly review and interrogate data on the use of force, seclusion and restraint. This review must include attention to any patterns or disproportionate use in relation to pupils with protected characteristics, including SEND, and must be used to identify areas for staff development and improvement. This oversight will be included as a standing item in the Governing Body's safeguarding review cycle.

10.2.6 Prevention, De-escalation and Behaviour Support Plans

Our approach to behaviour management is rooted in prevention. Staff are trained to recognise the early signs of escalating distress and to apply effective de-escalation strategies before any situation requires physical intervention. These strategies include:

- Using a calm, measured tone of voice and clear, simple language.
- Creating space and reducing stimulus where a pupil is becoming dysregulated.
- Acknowledging the pupil's feelings with empathy, while setting clear and consistent expectations.
- Offering the pupil choices and time to self-regulate.
- Involving a key adult with whom the pupil has a trusted relationship.

Where a pupil has a known history of behaviours that have required, or are likely to require, the use of restrictive interventions, the Deputy Head and Assistant Head Pastoral will ensure that a Pupil Support Plan (PSP) is in place. This plan will be developed collaboratively with the pupil's parents, and where appropriate with the pupil themselves, and will set out the specific strategies, adjustments and responses most likely to support that individual. BSPs will be shared with all relevant staff and reviewed at least termly, or sooner following any significant incident.

Reasonable adjustments will always be considered for pupils with SEND, trauma histories, or other vulnerabilities. The school acknowledges its legal duty under the Equality Act 2010 to ensure that pupils with protected characteristics are not disadvantaged.

10.2.7 Post-Incident Support and Learning

Following any incident in which restrictive intervention has been used, the school is committed to a structured and compassionate follow-up process that supports the wellbeing of all involved and promotes learning and repair.

As soon as reasonably practicable following an incident, the member(s) of staff involved will:

- Complete the written record as required under Section 10.2.5.
- Notify the Deputy Head, who will ensure parents are informed promptly.
- Participate in a debrief with the Deputy Head or a member of the Senior Leadership Team to reflect on the incident, consider whether any different approaches might have been taken, and identify any additional support or training needed.

The pupil involved will, when appropriate to their age, understanding and emotional state, be offered a supported follow-up conversation with a trusted member of staff. This conversation will aim to repair relationships, help the pupil to understand what happened, and explore how they might be supported to manage similar situations in the future. This process is restorative in nature and forms part of our wider commitment to the wellbeing of every pupil.

Any member of staff who has been involved in a significant incident will also be offered appropriate support. The Senior Leadership Team will ensure that staff wellbeing is actively considered following any use of restrictive intervention.

10.2.8 Training

All staff who work directly with pupils at Framlingham College Prep School will receive appropriate training to equip them with the knowledge and skills to:

- Recognise and respond to escalating behaviour with effective de-escalation strategies.
- Assess whether the use of reasonable force is appropriate in a given situation.
- Apply any necessary physical intervention safely, lawfully and with due regard to the pupil's dignity and vulnerabilities.
- Complete the required records accurately and promptly.

Training will be provided as part of staff induction and reviewed and refreshed on a regular basis through INSET provision. The Deputy Head will maintain oversight of training records and will ensure that all relevant staff are trained and up to date. Where a pupil's needs change or a new pupil joins who has a known history requiring additional consideration, relevant staff training will be updated accordingly.

The school will keep under review developments in nationally available guidance on training standards in this area and will act on any further statutory requirements as they are introduced.

10.2.9 Links with Other Policies

This section of the Behaviour Policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- SEND Policy (including individual Education, Health and Care Plans where applicable)
- Medical and First Aid Policy
- Anti-Bullying Policy
- Exclusions Policy

This section will be reviewed in full by August 2026, or sooner in the event of further changes to statutory guidance.

Updated DJ May 2026