

2.3 BEHAVIOUR, DISCIPLINE AND REWARDS POLICY

Date of Development	September of each school year
Review Date	Annually or as appropriate. A schedule for the review of this and all other policy documents is incorporated in the school development plan.
Frewen College seeks to assist pupils to maintain and develop appropriate behaviour leading to our being a well-disciplined school in which all pupils feel safe and secure. There are clear boundaries of which all members of the school are aware.	

Policies on Behaviour and Discipline

- We believe a well-disciplined school is created by maintaining a common ethos which is shared by all. It depends on trusting relationships and a process of co-operative teamwork.
- The Pupil's Handbook provides overall guidelines to the pupils in a simple and straightforward way. It includes:

The Frewen Code

1. Always do your best
2. Only one person speaks at a time
3. Walk quietly between lessons
4. Respect others and their property

- It is important to understand the pupils in our care. They come from a wide variety of backgrounds but they all have specific learning difficulties. Most will have had difficult experiences elsewhere within the education system. Bear in mind that most boarders do not come from a "traditional boarding background" and therefore have an adjustment to make in terms of residential education. It is our aim that all pupils will settle into the boarding environment as rapidly as possible and will soon experience the benefits, rewards and enjoyments of the "24 hour curriculum".

Procedures on Behaviour and Discipline

- All staff should demand high standards from pupils with hard work, courtesy and respect at the heart of all our work. Each member of staff is individually responsible for maintaining high standards of discipline both within their own teaching area and throughout the school during the working day. The latter applies both formally when doing specific duties and informally during all other times.
- In the classroom structure is all-important. Arriving at lessons on time and making a crisp start sets the tone for the next 35 or 70 minutes. Techniques such as insisting that pupils line up in silence and enter the classroom in an orderly way give out clear messages of expectation.
- Ending of lessons is equally important and should include tidying up work areas, replacing chairs under tables and waiting quietly by work areas to be dismissed once the bell has gone.

- Outside the classroom demands for high standards of behaviour are equally important. Duties should be done thoroughly and with commitment. More generally all staff should see their general movement around the school as a time both to interact positively with the pupils and to deal promptly and firmly with any situation which arises which is not acceptable.
- In the evenings pupils should be occupied appropriately (see Activities Policy for further details) but time must be allowed for individual interests to blossom. Pupils who need to talk to their carers should be given every opportunity to let their feelings be known.

Key Points On Promoting Good Behaviour

- **A calm, structured and well-ordered environment encourages good behaviour.**
- **High standards should always be demanded**
- **Any problem should be dealt with promptly**
- **DO NOT SHOUT or become strident**
- **Always remember that it is the behaviour and not the pupil which is unacceptable**

Responding to inappropriate Behaviour

1. Any response to inappropriate behaviour must be consistent with overall school policy and sanctioned by the school.
2. Sanctions must be based on establishing positive relationships with pupils. Sanctions must be fair and consistently applied and thus reduce the likelihood for reoccurrence.
3. Any sanctions must be appropriate to the age, understanding and individual needs of the child. Staff must be aware of the specific strengths and weaknesses of the pupils in their care, particularly with regard to their receptive and expressive language.
4. No unreasonable, idiosyncratic or excessive sanctions must be used by staff or others at the school, including any sanction intended to cause pain, anxiety or humiliation, nor are any of the following used as a punishment:
 - Corporal punishment
 - Any form of hitting of a child (including hitting a child in anger or retaliation)
 - Deprivation of access to food or drink
 - Enforced eating or drinking
 - Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
 - Requirement to wear distinctive clothing or the wearing of night-clothes by day
 - Use or withholding of medical or dental treatment
 - Intentional deprivation of sleep
 - Use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision
 - Locking in a room or area of a building
 - Intimate physical examination of the child
 - Withholding of any aids or equipment needed by a child eg spectacles
5. Sanctions applied to groups of children are not used as punishment for the offences of individual children or as a means of applying group pressure against a child.

6. Pupils including Year 12 students and those in other positions of authority, are not given authority to use any sanctions or physical intervention against other pupils.
7. A record of all sanctions applied is kept in a bound and numbered book, which contains a list of permitted sanctions. The record is made within 24 hours and legibly recorded. Each entry includes:
 - The name of the pupil
 - The date and location of the incident which led to the sanction being applied
 - Details of the inappropriate behaviour
 - The nature of the sanction
 - The name of the staff member giving the sanction
 - The name(s) of any other staff present
 - The effectiveness and any consequences of the sanction
 - The signature of the staff member concerned

Where sanctions are imposed, children are encouraged to write or otherwise have their views recorded and sign their names against them, if possible, in the records kept by the school.

8. Physical intervention is not normally practised at this school. Reference is made to the Schools Restraint Policy.
9. Pupils should be given an opportunity to discuss incidents and express their views either individually or in a regular forum or a house or unit meeting where unsafe behaviour can be discussed by children and adults.
10. The Principal will report any appropriate problem to the police.
11. Sanctions are discussed at staff meetings, morning briefing sessions and SMT meetings. Where deemed appropriate a 'Case Conference' can be called to discuss matters pertaining to individual pupils. All staff who work with the pupil are requested to attend such conferences.
12. Our **rewards system** is fundamental to the maintenance and rewarding of good behaviour.

Rewards and Sanctions

Parental contact:

It is the school's philosophy to work with parents as closely as possible. It is entirely appropriate that subject teachers, tutors and Heads of Year should be in regular contact with parents about behavioural matters as well as academic ones. It is essential, however, that internal school communication is effective and that any such contact is recorded in pupil files as well as communicated to all other staff involved with a pupil. Any telephone conversation with parents must be recorded in writing given time, date, subject under discussion, conclusion reached and should be signed by the member of staff. This record should be handed to Annabel for filing in the pupil's file. Where bullying needs to be reported to parents the Principal must be consulted first about how to proceed.

Rewards

Order Mark Scheme

This scheme forms an important part of our whole school discipline policy and provides the opportunity to monitor a pupil's performance over the whole curriculum.

Every week each pupils starts with 24 points. He or she may gain or lose points, known as 'order marks' for behaviour, courtesy, time keeping, uniform etc. If he or she loses up to three order marks, he or she receives a 'yellow' card. As in football, this is designed to act as a warning. A 'red card' is given either if a pupil fails to gain 24 points for two weeks in succession, or if he or she receives four or more bad order marks a week. A bad order mark can be reclaimed by gaining a good order mark.

If a pupil gets a red card he or she will be placed on report and a letter will be sent home to inform parents of this fact. A copy of this is in every tutors My Work file and should be completed by the tutor. One copy should be sent to the parent or guardian. The second copy should be given to Annabel and filed in the pupil's file. A hard copy of the letter is attached. If a pupil consistently gains red cards, then a meeting will be called to consider what further support can be given. A note that a letter has been sent home must be recorded in the Sanctions Book.

Positive behaviour is rewarded by our Bronze, Silver, Gold and Platinum awards. Four consecutive weeks of 24 points or more earns a pupil the Bronze award. Eight further consecutive weeks of good behaviour earns a Silver award, twelve further weeks a Gold and a whole year of achieving 24 points or more, the Platinum award.

Dear

I am writing to let you know that received a Red Card this week and has been placed on report for one week.

I hope that you will take the opportunity to speak to your son or daughter about this at the earliest opportunity and remind him or her of the need for acceptable behaviour both inside and outside the classroom.

We are particularly concerned about

Yours sincerely,

Tutor

Cc: The Principal
The Deputy Head

Sanctions

1. **Minor Misdemeanours** should be dealt with by a reference to the Frewen Code and this should be sufficient to inform a pupil that his or her attitude or behaviour is considered inappropriate. Cognisance must be made of the pupil's receptive language skills and the pupil's response must be viewed in the light of his or her expressive language skills. A Bad Order Mark will be given if the pupil does not respond to the reminder.

2. Putting a Pupil on report

If pupils earn too many Bad Order Marks they are placed on report. Tutors issue the report card and monitor this at all registrations. Pupils must also report to the Deputy Head at 3.50pm each day.

The report should be filed on the pupil's file at the end of the week. Any further action required should be dealt with by the Tutor in conjunction with the Head of Year / Boarding Staff / Deputy Head / Principal as appropriate.

Report cards can also be used, when deemed appropriate. They may be used to monitor behaviour, attitude and work. In the past pupils have requested to go on report, as they perceive the value of it in attempting to achieve targets. Discussion with pupils should precede putting a pupil on report.

3. **A Serious Incident** should be recorded on an Incident Report Form (duplicate).
 - This IRF contains a section for the recording of the sanction. Very serious incidents should require the intervention of the Deputy Head.
 - The top copy should be given to the Deputy Head.
 - The second copy may be photocopied and a photocopy given to any appropriate persons, eg Boarding staff, tutor. The member of staff writing the IRF should file the second copy on the pupil's personal file.
 - Staff must note the incident in the Incident Book and staff should initial the entry
4. **Serious Misbehaviour can** result in Suspension. This is only sanctioned by the Principal (in consultation with Tutors and Key Workers) or in her absence by the Deputy Head where the seriousness of the situation demands the immediate withdrawal of the pupil.
5. **Permanent Exclusion** will only happen for the breaking of a non-negotiable rule (see Parent Handbook) or when a placement at the school has broken down irretrievably. Such an action will always involve parents, placing authority, if applicable, and any other agencies involved.
6. If a serious matter arises staff may 'short-circuit' the normal procedures and take the matter directly to the Deputy Head or Principal.
7. Parents who wish to appeal against a disciplinary decision should contact the Deputy Head who will advise on procedure.