Behaviour Policy

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Introduction

We want children at Freemen's to learn, to lead and to make a difference.

We will do this by:

- nurturing a community of learners – adults and children – who are ambitious about what they might achieve in and out of the classroom;
- providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
- establishing an environment at Freemen's where everyone involved in the community is respected, trusted and supported;
- encouraging responsibility and capability; honesty and reliability; pride and passion;
- promoting determination and innovation; flexibility and adaptability; kindness and consideration;
- fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.

To support these aims, Freemen's believes in identifying strengths within the young people in its care and in celebrating pupil achievements. It is important for young people to feel publicly acknowledged for the good things that they do.

Aims

The School attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. The aim of this policy is to promote good behaviour and respect, prevent bullying, to ensure that pupils complete assigned work and to develop and sustain good conduct of pupils.

The best way to ensure the highest standards in both behaviour and work is to create a positive ethos where self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between all members of the community will lead to the fulfilment of the pupils' potential both academically and socially.

Pastoral care at Freemen's is rooted in the individual relationships between staff and students. Students are valued for their unique contribution to the community. Ensuring good behaviour is the responsibility of all staff, students and parents. Disciplinary action, where necessary, combines understanding of the individual with the community's belief in justice.

The School will promote good citizenship through the pastoral systems and via PSHE curriculum.

This policy and the associated School Rules are applied fairly and consistently, without regard to race, gender or seniority, are consistent from person to person and from occasion to occasion as far as possible so that each case is reviewed on its merits. In addition, and in relation to our duties under the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities (such as not awarding a sanction for repeated fidgeting to a pupil with Attention Deficit Hyperactivity Disorder). The School is also aware that bad behaviour can be a sign that a pupil is suffering or has suffered abuse or neglect.

This Policy should be read in conjunction with the following documents:

Alcohol Consumption by Pupils Policy
Attendance Policy
Boarding Policy
Code of Conduct and School Rules
Colours Policy
Complaints Policy
Drugs Policy
Equality, Diversity and Inclusion Policy
Exclusions Policy
IT Acceptable Use Policy (pupils)
Physical Restraint Policy
Safeguarding Policy
Searches and Confiscation Policy

Expectations

The School rules are set out in the *Code of Conduct and School Rules* booklet and a copy of this is given to all parents and pupils at the time a place in the School is offered. The Headmaster is entitled to exercise a wide discretion in relation to the School's policies, rules and regime.

This Behaviour Policy applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School, and also when boarders are in the company of day pupils at, or away from School premises, or outside School hours. It shall also apply at times and places in circumstances where failing to apply this policy may affect the health, safety or wellbeing of a member of the School community.

Pupils are expected to attend School regularly, arrive for lessons and activities punctually, in an orderly fashion and with all the necessary equipment.

Pupils are expected to respect the physical environment of the School by leaving classrooms and communal areas tidy and by not maliciously damaging buildings and equipment.

Pupils are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) with respect. The term "respect" covers good manners, honesty, a readiness to accept blame where necessary and respect for other people's possessions. It also means thinking about the language that we use and how it will be perceived by those around us. In particular, language that belittles or offends someone on account of his/her sex, race, religion, disability, sexuality or gender identity must be avoided.

Pupils are expected to wear their uniform with pride and in accordance with the dress of the day.

Pupils are expected to give due time and diligence to the completion of work in class and homework. Deadlines should be adhered to. Academic staff will keep records of late or poor work so that an overall picture of a pupil's performance can be obtained and suitable help or sanctions applied.

Pupils are encouraged to take responsibility e.g. through being Form Representative, a Prefect, a peer mentor, captain of a sports team or by being in charge of House events.

Pupils are encouraged to take full advantage of the wide range of co-curricular activities.

Consideration for those less fortunate is encouraged through the School's charitable fund-raising efforts.

Allegations of wrongdoing or inappropriate behaviour made by pupils against members of staff are always taken seriously and investigated thoroughly in line with the process detailed in our Safeguarding Policy. The lead Government safeguarding document, *Keeping Children Safe in*

Education, recognises the concept of a malicious allegation, defining it as where "there has been a deliberate act to deceive". Such instances can, also in line with *Keeping Children Safe in Education*, be dealt with as a disciplinary matter and would, in the absence of exceptional extenuating circumstances, attract a serious sanction.

We expect students to treat the digital domain of Freemen's as we do the physical and to behave with all due care, consideration and respect for both other users and equipment. Pupils must abide in full by the School's *IT Acceptable Use Policy* for pupils, which is made available to pupils.

Prefects

Prefects are authorised by the Headmaster to challenge behaviour by pupils that is in breach of the Code of Conduct and School Rules, or which is in any way contrary to the ethos of the School. They should report any such incidents to the teacher most immediately available, who will issue sanctions accordingly.

Pupils are expected to comply with any reasonable request by a Prefect to behave or to desist from behaving in a certain way. If a pupil feels that a Prefect has behaved inappropriately or unfairly in the execution of his/her duties, he/she should speak to his/her Head of Year so that the matter can be investigated further if necessary.

Rewards

Freemen's has always been a school where the achievements of the individual have made a significant impact on the whole community and the whole community has valued the individual. High academic standards, sporting prowess, musical, artistic and dramatic accomplishments and not least civilised behaviour have been of direct benefit to all and the greatest reward for the individual is the recognition of such achievements within and by the community.

The success of the School in a wide range of academic, sporting and cultural pursuits is owing to the collective input of a whole year group, to teamwork and to a determination not to let others down. Reward comes from outside the School in the shape of trophies won, certificates awarded and recognition in public performances and in such schemes as the Duke of Edinburgh Award Scheme.

Rewards can be given to pupils for good academic work or for good behaviour, kindness to others and initiative in and outside the classroom. These descriptors are not designed to cover all the possibilities that pupils may gain reward but it is designed to give an overview of the possible situations in which a pupil may receive a reward.

Pupils are eligible for Colours in the following areas of school life: Art; CCF; Design and Technology; Drama; Music; Sports (rather than individual sports); general co-curricular. Information about Colours can be found in a separate policy, which can be found in the parental handbook in our website's parent portal.

Junior School

Merits

Merits should be awarded for encouragement and reward. Any piece of work or exemplary behaviour, acts of kindness and initiative may be awarded up to five merits. Any member of staff may award merits that will be recorded in homework diaries and exercise books.

Totals for each pupil should be recorded on Schoolbase regularly. Pupils are awarded badges and certificates on a sliding scale.

Merits should be added to House point totals.

Distinctions

If a pupil produces a piece of work that is notable, or above his/her usual level of effort, or demonstrates particularly good manners or behaviour, a Distinction should be awarded. Any member of staff may award a Distinction. Teachers record Distinctions on Schoolbase and they are collected and celebrated. Distinctions equate to three Merits and are added to the termly totals for badges, certificates and house points.

House points

House points are awarded for academic, sporting and cultural events held during the school year. Any member of staff may award them where appropriate to the event. A running total is kept by Heads of Houses. Winning houses are announced at the end of events and in assemblies. The Kemp House shield is awarded to the winning House at the end of the School year.

Senior School

Merits

Merits may be awarded by any member of staff for: good work at all ability levels; good achievement in co-curricular activities; helping the School community; demonstrating initiative

and/or leadership; any behaviour that conspicuously promotes the values of the School. Although staff are encouraged to give them open-handedly, in order to maintain their value Merits should not be given out for trivial reasons or repeatedly to the same pupils for the same thing. Merits are recorded by the awarding member of staff on Schoolbase and totals for each pupil are monitored by Form Tutors and mentioned in reports. Merits count towards House Points.

Merit certificates / postcards

a. Senior School. Pupils earn certificates for accumulating Merits over the academic year: 25 for Bronze (signed and sent home by Head of Year); 50 for Silver (Head of Section); 75 for Gold (Deputy Head); 100 for Platinum (Headmaster). Pupils who achieve Platinum Certificates are invited to refreshments at Break in the Headmaster's Office with the Headmaster and Deputy Heads. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Merit certificate.
b. Sixth Form. Students earn postcards for accumulating Merits over the academic year: 25 for Bronze (signed and sent home by Head of Year); 50 for Silver (Head of Sixth Form); 75 for Gold (Deputy Head); 100 for Platinum (Headmaster), plus £10 Book Token. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Merit postcard.

Distinctions

Distinctions are given for work or achievement of **truly exceptional quality** - typically a lengthy project or presentation, and never en masse. Although they should not be awarded lightly, staff are encouraged to recognise excellence when major pieces of work have been produced to a high standard. Distinctions can also be awarded for exceptional supererogatory behaviour, as well as for genuinely outstanding performance in a co-curricular activity. Distinctions count toward House Points and, as such, are of equal weight to 5 Merits.

If a member of staff wants to award a Distinction, they should approach the Deputy Head. The aim of this is to ensure that, in order to avoid any unfairness, a common standard is applied across the School.

Distinctions certificates

Distinction certificates are signed and sent home by Head of Year. They are also rewarded with a snack from the tuck van up to the value of £1. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Distinction.

House points

House points are awarded for academic, sporting and cultural events held during the school year. A running total is kept by Heads of Houses. Winning Houses are announced at the end of events and in assemblies. The Cock House Shield is awarded to the winning House at the end of the School year.

24 points towards the Cock House Shield are competed for annually on the basis of House Points won for Merits and Distinctions. The 24 points are divided between the three Houses in proportion to the House Points achieved by members of each.

Sanctions

It is essential that colleagues are consistent in the awarding of sanctions; however, this is by no means to say that there is no room for discretion and professional judgement in awarding them. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems; each case must be judged on its merits.

It is anticipated that minor offences can be dealt with quickly and concisely with a verbal reprimand. Whenever possible, a pupil should be reminded of the consequences of his/her actions.

In general teachers should take responsibility for the behaviour of children in their care rather than turning to a Form Tutor or Head of Year. They therefore impose their own sanctions in the first instance: asking a child to catch up work missed through absence, talking to a pupil about poor attitude, giving a pupil time to reflect etc. In Form One and Lower Two, for example, a pupil is asked to complete a 'thinking time' sheet after discussion with the Head of Year about the misdemeanour. The sheet is then sent home to parents to read and sign.

However, should a pupil fail to heed advice and continue to misbehave, or for more serious misdemeanours, he or she may receive a more formal sanction.

The use of corporal punishment is forbidden. Physical force is never used as a sanction, and it is only ever used on pupils to prevent them from hurting themselves or others, from damaging property or from causing disorder. Further details can be found in our *Physical Restraint Policy*, which is in the parent handbook accessed through the parent portal on our website.

Investigations

If it is not immediately clear whether or not the School's Code of Conduct has been breached, or by whom, the matter will be investigated with a degree of formality that reflects the severity of what appears may have happened. Such investigations seek to establish facts on the balance of probabilities; only once that has been achieved is a disciplinary line taken.

Pupils are expected to, in line with the ethos of the School, tell the full truth from the outset and to act as witnesses if called; it is not acceptable to withhold information, either covertly or overtly, in the belief that this amounts to 'snitching' or for any other reason. When pupils are

told not to discuss a matter with their peers (including online and irrespective of whether or not they do so on the School site), they can expect to be punished if they disobey this instruction, which is given with the intention of preventing collusion and putting others under pressure to alter, dilute or exaggerate their honest version of events. Pupils are, however, reassured that they can and should confide in parents, who are notified by the School as soon as possible if their child has been interviewed. Particularly severe sanctions will be applied if there is found to have been intimidation of witnesses. Likewise, lying to or wasting the time of a member of staff investigating an incident is in itself sanctionable.

In some circumstances- such as immediately following an incident witnessed by several pupils- it may be deemed appropriate to request that the witnesses each compose a written statement in isolation before they have the opportunity to collude.

CCTV footage may be collected and used as evidence.

See 'Suspensions' below for how we investigate allegations of behaviour that, if substantiated, could lead to the perpetrator being suspended.

Sanctions in the Junior School (Form 1–L3)

Specific year group sanctions/procedures:

Stage/Year group	F1	L2	U2	L3
Stage 1 Classroom management	Traffic light system (see below)			
Stage 2 One-to-one	May involve: verbal telling off, missing a break time or completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time, completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology
Stage 3 Form teacher (if sent by subject teacher) or HOY (if sent by form teacher)	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above) and consider contacting parents	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents	Discuss issue (i.e. what happened, why, how else could pupil have responded?). Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents
Stage 4 AHJS/HJS	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)

Parents may be contacted at any point in above proceedings – depending on nature of incident and at discretion of teacher.

F1 Traffic Lights:

If we are given a third warning, we will be put on red for the rest of the day. We will also need to complete a Thinking Time sheet which will be sent home to review with our parents.

If we are given a second warning, we will be put on amber for the rest of the day.

We all start on green. We might be given 1 warning.

Sanctions in Senior School and Sixth Form (U3-U6)

The following sliding scale of sanctions is designed to ensure that: there is not an over-reaction to less serious misbehaviour and that pupils have the opportunity to amend their conduct without the matter going further; repeated behaviour of this kind nonetheless attracts a higher sanction; both repeated misbehaviour and single serious misdemeanours are accompanied by an opportunity for concerted teacher intervention so that the root of the problem can be tackled; misdemeanours can be categorised, enabling pastoral leaders to spot patterns and act accordingly.

All pupils have a grace period of a couple of days at the beginning of the school year while they adjust to / re-acquaint themselves with the pattern of school life. During this time minor infringements of the Code of Conduct and School Rules are not sanctioned. Beyond that, clemency is informally extended to new pupils for a while longer.

Warnings ('Day Books') and Head of Year Detentions
A Warning (often referred to as a 'day book') can be given for minor infractions of the Code of Conduct and Schools Rules such as:

- horseplay, swearing, chewing gum, inconsiderate or disruptive behaviour, minor breach of mobile 'phone rules, casual dishonesty, not using proper changing facilities, failure to sign in/out, withdrawing from a school fixture without due notice, or venial off-task use of iPads in lessons
- major breaches of the School's rules on uniform or for minor breaches following an earlier informal warning
- late work / no work / work showing an unacceptably low level of effort
- not bringing essential equipment to the lesson, including Games kit
- being late without good excuse, usually to Registration or periods 3 or 5

In **U3 to U5**, 6 Warnings in a rolling 8-week period excluding holidays triggers a Head of Year Detention. These are one-hour Detentions run weekly by the Head of Year on a day of his/her choosing 4.05-5.05 p.m..

In the **Sixth Form**, 5 Sixth Form Warnings in a rolling 8-week period excluding school holidays triggers a Head of Year Detention.

In respect of accumulation of Warnings, totals are set to zero at the start of a new academic year.

While preserving scope for professional judgement and discretion, colleagues are consistent in awarding Warnings for arriving after the bell without good excuse and late/non-submission of work where an extension has not been sought.

A pupil should always be told of a teacher's decision to award a Warning.

Warnings can be deleted before 1700 every day if entered in error without them irretractably counting towards a Detention.

A straight Head of Year Detention can be awarded for less venial misdemeanours such as bringing alcohol on site, insolence, unkind behaviour, obscenity, plagiarism, cheating in tests, deliberate damage to school property, 'play' fighting, failure to delete youth-produced sexual imagery when received, intentionally missing Registration or a lesson, leaving the School site without authorisation, direct disobedience, sharing network log-ins, withdrawal from a school fixture without any notice or serious off-task use of iPad in lessons.

A teacher who has decided to issue a straight Head of Year Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Year Detention.

During these Detentions, the Head of Year speaks to one pupil at a time to uncover the under-lying reasons why the pupil is there and to agree an action plan. It may be appropriate for pupils to spend some of the time writing a reflective piece to examine their own behaviour or to engage in "community work" of some kind. In any case, there is always a clear restorative element to the Detention. Subject teachers play their part in these Detentions by responding to requests for extension work. These Detentions are not, however, opportunities to obtain missing work from a pupil. Missing work should be handed in before the Detention is sat, and responsibility for checking this lies with the relevant subject teacher.

Given the proximity of public examinations, U5 and U6 pupils in Detention after mock exams can use the time to catch up missed work or to revise.

Failure to attend a Head of Year Detention without a very good reason means that it is escalated to a Head of Section Detention.

Head of Section Detentions

Any 3 Head of Year Detentions in a rolling 12-week period excluding holidays triggers a Head of Section Detention, which is served 4.05-5.35 p.m. on Fridays in the place of the third Head of Year Detention. Head of Section Detentions follow the same format.

A straight Head of Section Detention can be awarded for more serious misdemeanours such as serious and deliberate damage to school property, theft, bullying, lying to a teacher investigating a serious incident or compromising it by breaching confidentiality, soliciting youth-produced sexual imagery, using a Virtual Private Network (VPN), seeking unauthorised access to the School's computer network, smoking-related offences (including vaping), truancy, leaving School site without authorisation, being under the influence of alcohol on the school premises or while representing the school, lower-level sexual harassment [1], creating/sharing 'Deep Fakes' without ill intent; unintentionally exposing other pupils to content, language or objects that are upsetting and/or inappropriate.

A teacher who has decided to issue a straight Head of Section Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Section Detention.

Telephone contact is made by the Head of Section with parents following a Head of Section Detention triggered by an accumulation of sanctions, with an action plan and timeframe agreed.

Failure to attend a Head of Section Detention without a very good reason means that 30 minutes are added to the re-arranged Detention.

On the occasion of a second Head of Section Detention in an academic year, parents are called in for a meeting. A Headmaster's Detention or external suspension is usually the next step if such behaviour persists.

Headmaster's Detention

A 2-hour Headmaster's Detention on a Saturday morning 0800-1000 is served in the place of the third Head of Section Detention in one academic year. This is calculated by the relevant Head of Section rather than automatically through Schoolbase.

[1] sexual harassment as defined in Part 5 of Keeping children safe in education - GOV.UK

A Headmaster's Detention can also be awarded directly for a misdemeanour that is too serious to warrant a Head of Section Detention but does not meet the threshold for suspension. Refusing consent for a search proposed in line with the School's *Searches Policy* would fall into this category. Directly given Detentions may, at the discretion of the Headmaster, last anywhere between 2-4 hours depending on the gravity of the misdeed.

Three Saturdays per term 0800-1200 are reserved in the Headmaster's diary for these Detentions.

Administration of Detentions

It is important that the administration of Detentions is efficient and timely. Every pupil must be informed clearly of its date, time and location, as well as the reason why it has been awarded.

Although parental permission as such is not required to detain pupils, parents have a right to know when and why their child is being detained. We also need to know that they know before we detain their son/daughter. Parents are informed as soon as possible and no later than the day before the Detention is scheduled.

Resolving clashes between Detentions and other activities

Head of Year Detentions take precedence over school rehearsals, sports practices and voluntary academic clinics. If a pupil is committed to a compulsory academic clinic, school match, concert or performance, he/she may respectfully request that his/her Head of Year Detention be sat at a later date.

Head of Section Detentions take precedence over all school activities unless a replacement for the detainee for the school activity cannot be found.

If parents express the wish that their son/daughter not miss a non-school activity (e.g. tennis lessons or private tutoring) in order to attend a Detention, inconvenience caused to the pupil him/herself is not a mitigating factor. Yet, if the activity is paid for in advance by the parents and cannot be re-arranged, or if missing it would involve letting down a number of other people, an alternative date is set. The support of parents in trying as far as possible to honour the date of the Detention set by the School is greatly appreciated.

There may be circumstances in which it is not a clash but rather concerns for the safety of the pupil that lead to a parental request for the Detention to be re-arranged. For example, it may be that an U3 pupil cannot be picked up by a parent on a certain day in winter at 5 p.m., and that the parent isn't content for the pupil to travel home alone in the dark. In such circumstances, the Detention is re-arranged for another day after school. Detentions are only scheduled during lunch-times as a last resort and only after consultation with the Deputy Head.

Suspension (all years)

Behaviour that can lead to suspension

In the case of a serious breach of discipline it may be necessary and appropriate to suspend a pupil- either internally or externally. Such breaches may include (but are not limited to):

- aggravated bullying (including online bullying);
- racism and other forms of serious discrimination;
- drugs;
- vandalism;
- violence, physicality or causing injury;
- intimidation;
- abusive behaviour / language;
- theft;
- blackmail;
- arson;
- verbal abuse of a member of staff;
- serious dissent / insubordination;
- sexual misconduct;
- higher-level sexual harassment [2];
- being under the influence of alcohol on the school premises or while representing the school such that the pupil requires adult assistance;
- tattoos visible when wearing School uniform or sports kit;
- distributing youth-produced sexual imagery without consent;
- aggravated soliciting of youth-produced sexual imagery;
- attempting to sabotage the School's computer network;
- creating/sharing 'Deep Fakes' with any form of ill intent;
- selling, sharing or distribution of items listed as prohibited in the *Code of Conduct*, including deliberately exposing other pupils to pornography or violent content;
- forging official School documents;
- bad behaviour that has persisted despite the awarding of Head of Section Detentions.

Only the following members of the School's Senior Leadership Team have the authority to suspend pupils: the Headmaster; Deputy Head; Deputy Head (Academic); Heads of Section; Head of Boarding.

Investigations

[2] sexual harassment as defined in Part 5 of Keeping children safe in education - GOV.UK

Serious breaches of discipline are properly investigated in line with the procedures outlined above, with the added stipulation that formal interview notes are written up and put on record. The aim of an investigation is to establish the facts of the matter on the balance of probabilities. The investigator will be a pastoral leader and always reports to a member of Senior Leadership Team; for unusually complex or wide-ranging investigations, a deputy investigator may be appointed to share the burden of interviewing.

When interviewing a pupil against whom serious allegations are made, two members of staff will be present, one of whom will usually be his/her Form Tutor or Head of Year, both to act as a support for the child and to take notes of the meeting. Where neither are available owing to timetabling constraints, a suitable alternative member of staff will be used.

Parents are usually informed after their child has been interviewed and by the end of the day. Pupils are not accompanied by a parent or other family member when interviewed.

The School reserves the right to suspend a pupil pending investigation in circumstances where the pupil's presence in the School is judged to be potentially harmful to any alleged victim(s). Such a decision is never taken lightly and should not be interpreted as a presumption of guilt.

A pupil may have his/her accommodation or belongings searched if it is believed he/she is in possession of prohibited items as noted in the *Code of Conduct*, in accordance with the School's *Searches and Confiscation Policy*.

The member of SLT who receives the investigation then determines the most appropriate sanction. Any insight and/or remorse shown by a pupil in relation to his/her wrongdoing is taken into account, as is previous behaviour and the impact upon any victims. Particular weight is given to exploitation of any imbalance of power between perpetrator and victim, as is the scope for the School being brought into disrepute. The Head is consulted before committing to a suspension.

Internal suspension means isolating him/her within school for a period of time. This sanction would be applied when a pupil has committed a significant offence that required some time for reflection and when an external suspension would be inappropriate or disproportionate.

External suspension means that a pupil is sent or released home (or alternatively, in the case of a boarder, to a guardian) for a limited period either as a disciplinary sanction or pending the outcome of an investigation. The purpose of such a suspension is for a pupil to reflect on his or her actions, supported by his or her parents. To this end, the relevant Head of Section devises a suitable reflective task to be completed by the pupil as a priority. The pupil's teachers are also asked to make some work available on Microsoft Teams, although the responsibility for catching up any missed work ultimately lies with the pupil. Online lessons are never provided during a period of suspension.

The Head, the Deputy Heads, Heads of Section and Head of Boarding are empowered to suspend a pupil or pupils from School for up to eleven days for a serious breach of discipline. A

pupil may be given a Final Warning as part of his or her suspension. This means that a repeat of any of the forms of behaviour noted in the Final Warning letter would most likely result in the pupil being asked to leave the School.

Parents are informed as soon as reasonably practicable after it becomes clear that a pupil will face formal disciplinary action. Within reason, a pupil should be accompanied and assisted by a parent, education guardian, or member of staff chosen by the pupil at the point at which the suspension is handed out. "Within reason" in this case should take into account practicalities, the seriousness of the matter, the age of the pupils, the attitude of the pupil (i.e. in denial, distressed, taciturn).

Except as required by law, the School and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which was acquired during an investigation.

A written notification of a suspension should include brief details of the incident(s) in question and should state why the pupil is being suspended, the length of suspension and the date of return to School. A copy of the letter should go to the Head and will be placed on the pupil's file. The member of SLT who has suspended the pupil must also enter the details of the suspension onto the Serious Breaches of Discipline form. These forms are inspected by the Head and Deputy Head on a termly basis.

Serious breaches of discipline will be recorded in the school file of the pupil. These sanctions will be reviewed by Headmaster periodically, *usually at the point of transition between sections*, and may be deemed to have expired but will still remain on file. In the event of a sanction being deemed to have expired pupil and parents will be informed. An expired sanction will not be referred to in internal or external references.

Staff should be notified of a suspension (pupil name and duration). The details of a disciplinary matter and its investigation should only be divulged to pupils and staff on a need-to-know basis. In a case where another Freemen's pupil has been the victim of a pupil who has been suspended for that misdemeanour, the victim's family- and, at their discretion, the victim- is informed **in confidence** of the sanction that has been awarded and why.

Once a pupil has completed a suspension and has returned to School, reasonable efforts should be made to rehabilitate the pupil concerned and help put the matter behind him/her. As part of this, the Headmaster sees all suspended pupils on their return to School.

There is no appeal as such against a suspension. However, if parents have an objection to any part of the process they should use the School's *Complaints Policy*.

A Permanent Exclusions Policy exists as a separate document.

Intervention protocols

As mentioned above, it is vital that any repeated poor behaviour and/or increasingly poor behaviour is met with a proportionate response by teachers. There is more to this approach than merely increasing the level of sanction, and the tables below outline how the School's response will be escalated in a way that successfully supports the child to amend his/her conduct.

Step 1 - Academic intervention **Three stage process - Classroom Teacher Action in KS3 and above** If behaviour is unsatisfactory and repeated in the classroom - unless it is of an extremely serious nature (straight to HoY detention) - the teacher should deal with this. The teacher should inform the Tutor, Head of Department and Head of Year using Schoolbase at the appropriate stage identified below.			
	Stage 1	**Stage 2**	**Stage 3**
Examples of inappropriate behaviour	Talking/student not on task/low level disruption. The student is not appropriately equipped for the lesson/tutorial. Late to lesson/tutor time	Persistent or repeated behaviour of Step 1 in the same lesson/tutorial. Failure to produce adequate work of appropriate quality.	Repeat of Step 2 in another lesson/tutorial. Rudeness or defiance.
Process	Non-verbal signals/verbal instruction. Issue student with equipment.	Verbal instruction of what the child has done wrong, what needs to change, and the potential follow up. Deal with the incident and explain to the student at the time it takes place. You may wish to relocate the student.	See stage 2
Responsibility	Class teacher/Tutor	Class teacher/Tutor	Class teacher/Tutor
Follow up	Verbal reinforcement of student expectations at the time of the incident.	Logged on Schoolbase as a warning. Discussion with the student after the lesson, at break, lunchtime, or after school. Coach the student and provide verbal reinforcement of student expectations - rather than punish. Completion of work is appropriate if the incident is work related. A suitable department sanction is also appropriate.	See stage 2 with the addition of a parent phone call which is logged on school base. HoD to work with class teacher on practical solutions to help them solve the behaviour issue.

Step 2 - Pastoral intervention – Once step 1 has been completed **HoY/Tutor Referral - Department/Tutor/Head of Year Report** If the academic intervention is not effective, refer to the pastoral team via the Tutor and Head of Year. The student may go onto Tutor, Department or Head of Year report, depending on the number and type of incidents.	
Examples of inappropriate behaviour	Repeat of inappropriate behaviour (as identified in stage 1, 2 and 3) in another lesson/tutor time or unacceptable action or behaviour which warrants an automatic Head of Year detention (refer to behaviour policy).
Process	The classroom teacher should log the incident on Schoolbase and email the Tutor and Head of Year explaining that the student has met the threshold for pastoral intervention, as academic intervention has not been effective. The HoY will then decide the possible future action based on the individual circumstances, which may result in a HoY detention and/or a report process. If issued, the report process will either be a department, Tutor or HoY report.
Responsibility	Teacher/Tutor referral to Head of Year.
Follow up	Parent informed by Head of Year/Tutor. The Head of Year/Tutor should close the loop with the classroom teacher to reassure them of what the pastoral team are doing to solve the issue.

Step 3 - Leadership intervention – Once step 2 has been completed **Leadership referral by the Head of Year** If the pastoral intervention and report process is not effective, or the problems reoccur once off report, the report/sanction process will begin with a member of SLT. SLT detention may be appropriate. If SLT report is ineffective, a pastoral support plan will be put in place.	
Examples of inappropriate behaviour	Repeat of inappropriate behaviour. Failure to follow report procedure successfully. No improvement whilst on report. An accumulation of Head of Year detentions/day books
Process	The classroom teacher/tutor should issue a warning on Schoolbase and contact the HoY if behaviour has not improved. The Head of Year should then email Head of Section/Department/line manager, explaining that the student has met the threshold for leadership intervention.
Responsibility	Teacher/Tutor/Head of Year referral to the leadership team.
Follow up	Logged on Schoolbase. Parent informed by Head of Year/Tutor. SLT report process begins. The Head of Year/Tutor should close the loop with the classroom teacher to reassure them of what the pastoral team are doing to solve the issue.