FROEBEL HOUSE SCHOOL
BEHAVIOUR POLICY

This Behaviour Policy has been prepared in line with the Department for Education statutory guidance: Behaviour in Schools (Feb 2024), Keeping Children Safe in Education (2026), Searching, Screening and Confiscation (July 2022), Use of Reasonable Force (July 2013) and the Equality Act 2010. It should be read alongside the school's Safeguarding (Child Protection) Policy, SEND Policy, Anti-Bullying Policy, and Physical Intervention Policy. The policy will be reviewed annually or earlier where guidance or school context changes.

Roles and Responsibilities
 Headteacher: overall responsibility for policy implementation, ensuring staff training, monitoring exclusions and reporting to Proprietor.
 DSL (Designated Safeguarding Lead): responsible for managing safeguarding incidents (including child-on-child abuse), ensuring appropriate recording and multi-agency referrals.
 Proprietor: regularly review behaviour and exclusion data, ensure legal compliance and adequate pastoral resources.
 Staff: apply the policy consistently, record incidents and report safeguarding concerns to the DSL immediately.

This policy applies to all students when in school, on school outings, travelling to and from school, or wearing school uniform in public. Definitions: 'Bullying' (persistent targeted behaviour causing harm), 'Child-on-child abuse' (any form of physical, sexual, emotional or online harm between pupils), 'Malicious allegation' (knowingly false claim against staff).

At Froebel House School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Introduction
We will strive to encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

At Froebel House School we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

Aim

As a well-mannered, and considerate community who are dedicated to learning and playing together positively we will:

- Encourage all children to be proud of themselves and our school
- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all children through our school ethos
- Provide opportunities for all children to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our enriched curriculum
- Attend to the needs of the whole child, this will look and feel different for every child
- Provide equal opportunities for all and strive to be a fully inclusive school

The responsibility of our school community

In order to ensure that all children are safe, can learn, and be respected, all members of staff have a duty to make sure that the school code of behaviour, which underpins the above are applied consistently. There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of school staff has the power and responsibility to discipline a pupil, unless otherwise stated by the headteacher, as outlined by the DfE: Behaviour in schools - Advice for headteachers and school staff February 2024.

We believe that good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties.

Regular communications will take place in a number of ways, for example:

- Teachers speaking face to face with parents daily as they bring/collect pupils
- Regular parent consultation as and when required.
- An ‘open-door ‘policy where parents are encouraged to consult with the school over matters of concern
- Regular newsletters
- Face to face meetings when a child is displaying difficulty

Our Code of Behaviour:

The children and adults are expected to model good behaviour and take an active role in reviewing behaviour within our school community. We believe that the relationship between class teacher and pupil underpins good behaviour.

At Froebel House School we expect both pupils and staff to display exemplary levels of behaviour and conduct at all times.

Staff Expectations:

All staff, to promote good behaviour and use positive strategies. We are consistent in our approach and follow the same behaviour system steps throughout the school. All students throughout the school adhere to the Merit Card behavioural system.

Pupil Expectations:

- Be polite and respectful to each other and all adults in school at all times
- Focus and engage in your own learning without disrupting others
- Complete assigned work to the best of your ability always displaying a positive working attitude.
- To always tell an adult if you are hurt or upset or not feeling very well.
- Follow adults' instructions without fail.
- To always walk quietly and calm around school and in single file on the stairs, keeping to the left
- To put all litter in the bin and to respect the school and its property

Rewards:

Rewards rather than sanctions are our preferred incentive to good behaviour.
Each child has a merit card which records behaviour. If behaviour is good, a "Head Teachers award" is placed on the card. If there are issues with behaviour, this is recorded on the card and sent home. A 'Head Teacher's Award' will be given and presented to the House captain at the Tuesday Morning House Meetings. At the end of each term, the merits are counted up and each House (Red, Yellow, Blue and Red) compete for the House Merit Cup.
Worthy of Praise is presented each Monday during assembly whereby each class teacher nominates a candidate from their class for being singled out as 'Worthy of Praise'. Worthy of Praise focuses on effort, attitude, Kindness, consideration and perseverance. Worthy of Praise merits are recorded on the House team charts and counted every term.

Unacceptable Behaviour

Unacceptable behaviour can manifest in all kinds of ways from persistent talking, inattentiveness, disobeying teacher's instructions, distracting others, to more serious acts such as, violence, bullying ((including prejudice-based, discriminatory and cyber bullying) harassment, vandalism, rudeness, or bad language.

At Froebel House School we are clear that extreme forms of behaviour will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the school's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident.

Procedures for dealing with inappropriate behaviour:

If we experience problems with a child, the following procedures will be deployed depending upon the severity of the behavourial concern;

Behaviour management steps (example):

1. Reminder of expectation (private where possible).
2. Clear verbal warning linked to specific expectation.
3. Short reflection time in class / loss of privilege recorded on merit card.
4. Time-out in a supervised reflection area with restorative conversation and recorded on the merit card.
5. Meeting with parents and Individual Behaviour Plan (IBP) if repeated.
6. Fixed-term suspension only after IBP, parental discussions and external advice (unless incident is so serious where immediate exclusion is necessary

- Each child has a merit card. Unacceptable behaviour is recorded on the card and this card is sent to parents/guardians to view, read and sign. If necessary, a discussion/meeting with parents will be requested to outline the behavioural concern and the actions the school and parent will adopt to help correct the behaviour. If the behaviour does not improve and is still causing concern, further discussions will follow outlining the continued actions of the school and parental support.
- If a pupil persistently breaks the school's behaviour policy despite targeted interventions, a formal suspension (temporary removal from school premises for 1–5 days) may take place. At this stage, the school will actively consider seeking advice from external services, such as Hull City Council Children's Social Care or Health Practitioners, to address any underlying or unidentified Special Educational Needs (SEND).
    - Where behaviour is linked to a pupil's SEND, the school will adapt sanctions and support. The school will:
        - Use functional behaviour assessments/behaviour support plans (BSPs) where appropriate.
        - Set reasonable adjustments and targets in the pupil's IEP or pastoral plan.
        - Consult parents and external specialists (e.g., Educational Psychologist) and record adaptations in daily practice.
        - Ensure staff have training to understand the pupil's needs and planned de-escalation strategies.

- As a final resort, a Permanent Exclusion may be issued. While severe incidents—such as physical assault against a staff member or peer—carry the highest disciplinary consequences, the school does not operate blanket "automatic" permanent exclusions. In every instance, the Headteacher will conduct a full, multi-stage review of the specific context, including mitigating factors, provocation, or underlying SEND, in strict accordance with DfE statutory exclusion procedures.

- Any work missed through poor behaviour or an inappropriate attitude may be continued into either breaktime or lunchtime or in some cases for a set period

during after school club. Work completed during the after-school club is with parental consent only. In all cases, conversations with parents continue through parental contact at drop offs /pickups and emails/phone calls.
- All teachers have an open-door policy and are accessible.
- Support staff report all incidents that occur during time in the playground/before and after school to the Headteacher.

Procedures for supporting students struggling with their work:

Students who are of good attitude and behaviour who are struggling with elements of the curriculum may need extra time during their lunch hour to catch up. Parents and the class teacher work closely together to determine how much work is appropriate and can be completed at home. Students finding work challenging have an IEP which includes the school working closely with parents to support them during their struggles.

Exclusions:

The Headteacher will follow the statutory procedure for fixed-term and permanent exclusions. For any exclusion the school will:
Provide parents with written notification including reasons, length and the right to make representations.
Ensure work is set and marked during exclusions according to DfE guidance.
Keep clear records of investigations and evidence considered.
Report permanent exclusions to the proprietor and maintain liaison with local authority for placement support if required.
Consider alternative provision, managed moves or reintegration meetings, with clear reintegration plans.

Child on Child abuse

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- Consensual and non-consensual sharing of nudes and semi-nudes, including images or videos generated or digitally altered using AI, deepfakes, or deep nudes.
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice may be sought from either Humberside Police and/or Hull City Council EhaSH on 01482 448879.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the school's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

Behaviour Beyond the School Gates:

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour in schools Advice for headteachers and school staff February 2024)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.
Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of mis-behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Lunchtimes:

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, mid-day supervisors should follow the procedures outlined within this policy.

Using force to control or restrain pupils:

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

*See Physical Intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

'Reasonable force' is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
The school will formally record any significant incident involving the use of reasonable force and notify the pupil's parents on the same day it occurs.

Screening, Searching and Confiscation:

The Education Act 2011 allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

If a device search uncovers a safeguarding risk (such as explicit content, deepfakes, or evidence of severe cyberbullying), the material must be secured and reported immediately to the Designated Safeguarding Lead (DSL).

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff :

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

TRAINING:

The Headteacher at Froebel House School has the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available

Internal Policies:
This policy should be read in conjunction with the following policies: -

- Anti-bullying
- Child Protection & Safeguarding
- Complaints
- E-Safety (Online Safety)

- Physical Intervention
- Special Educational Needs & Disability

National Guidance:
The following national guidance should also be referred to:

- DfE: Behaviour in schools Advice for headteachers and school staff February 2024
- DfE: Keeping children safe in education 2026 Statutory guidance for schools and colleges – 2026
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Searching, Screening and Confiscation Advice for schools - July 2022
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013