



FRAM Primary School

No.4 Berăriei Street, Habermann Square
Tel.: +40724491440, +0727786400
E-mail:administrative@framschool.com

NAVIGATE YOUR OWN JOURNEYS OF LEARNING AND SELF-DISCOVERY IN AN EXCITING FUTURE

FRAM BEHAVIORAL POLICY

1. Introduction and Purpose

FRAM School community aims to provide a happy and safe environment in which our students will thrive and make good progress academically, physically, socially, and morally. We have a duty to promote good behavior with mutual respect between all members. This policy applies to all students enrolled at FRAM School, across all activities, both on and off-campus, including school events, extracurricular activities, and the house system.

The school views parents/guardians as partners in this process and recognizes that their support, encouragement, and cooperation are crucial in implementing this behavior policy. We aim to develop healthy relationships between all members of our community.

At FRAM [International] School, we believe that:

- All individuals are to be valued and treated with respect.
- All individuals have rights and responsibilities regarding their behavior.
- Self-esteem is crucial to the positive development of all individuals.
- A commitment to pastoral care exists for both staff and students.
- Positive relationships create a safe, harmonious, and cooperative working environment.
- The school's preferred behavior management practices are meaningful and consistent.
- Behavior management is the responsibility of the whole school community.

FRAM [International] School supports an active rather than reactive approach to behavior, focusing on prevention through building positives and avoiding negatives by understanding rights and responsibilities and establishing rules and routines.

2. Core Values and Expectations



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- **Respect:** Show consideration for peers, staff, and the school environment irrespective of cultural, religious, or racial backgrounds.
- **Kindness:** Act towards others with empathy, compassion, and understanding.
- **Responsibility:** Take ownership of one's actions and contribute positively to the school community.
- **Inclusivity:** Embrace diversity, respecting differences in color, gender, religion, and culture.
- **Teamwork:** Engage actively and fairly within the house system and school activities, promoting collaboration.

3. Conditions for Policy Effectiveness

In order for the policy to be effective, the following conditions need to be met:

- All staff members must apply it consistently; otherwise, credibility and equity are affected.
- The content, rules, and expectations need to be clear to all members of the community.
- Fair treatment is always applied in all situations.

4. Major Principles of Behavior Policy

1. **Multiple Contributions:** Recognize that multiple contributions lead to conflict or negative behavior. Analyze the contribution of all parties involved, offering opportunities for expression in a safe environment.
2. **Reparation:** Aim to repair relationships affected by tension, conflict, or disrespect. After a conflict, all parties need to do something to repair their relationship.
3. **Consequences:** Understand that every action has an impact. Negative behaviors or actions will meet natural consequences.
4. **Proportionate consequences:** Ensure consequences match the offense, relevant and proportionate to the impact.
5. **Escalation:** Adapt consequences according to the level of severity or impact of behaviors/actions.
6. **Transparency:** Ensure the policy is known to all members of the community. Decisions must be communicated clearly to all parties directly involved.
7. **Focus on the Positive:** Teachers should always focus first on the positive attitudes of the students, validating and celebrating their contributions.



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5. Expectations for Student Conduct

Students are expected to:

- Follow school rules and instructions from staff.
- Respect others' differences and uphold the school's anti-bullying and diversity policies.
- Use appropriate language at all times.
- Take care of school property and the environment.
- Participate actively and positively in school life, including house and extracurricular activities.
- Behave responsibly during class by raising their hand when they wish to contribute or ask questions about behaviors for learning.
- Strive to create a win-win environment by cooperating with others, resolving conflicts peacefully, and supporting the success of all students.

6. Prohibited Behaviors

Behaviors that contravene this policy include, but are not limited to:

- Bullying, including physical, verbal, social, cyber, racial, religious, sexual, or disability-based bullying.
- Disrespectful or disruptive conduct.
- Cheating, cheating, or academic dishonesty.
- Vandalism or damage to school property.
- Discrimination, harassment, or hate speech.
- Violent or aggressive behavior.
- Possession of illegal substances, cigarettes, or alcohol in school or at school trips (immediate termination of contract).
- Bringing weapons to school or at school trips (immediate termination of contract).

7. Low-Level Disruption

The policy addresses low-level disruption during lessons, which affects the quality of teaching and learning.

Low-level disruption is limited if:

- Teachers have high expectations for student behavior.
- The policy is applied consistently.



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- Lessons are engaging and differentiated.
- Teachers respect expectations for outstanding lessons.
- Teachers are prepared for lessons.
- Students are listened to, and appropriate targets are set.

8. Behaviors for Learning

Students are expected to respect a set of "Behaviors for Learning":

1. Punctuality
2. Mutual respect
3. Preparedness
4. Responsiveness
5. Listening to understand
6. Win-Win attitude
7. Teamwork
8. Celebration of success
9. Respect for diversity

These Behaviors for Learning are non-negotiable and are a condition for constant and positive student progress.

9. Consequences

consequences must be progressive and issued only if negative behavior is repetitive.

- **Level 1 consequences** (L1): 5 min reflection and discussion with the teacher.
- **Level 2 consequences** (L2): 15 min timeout during snack break. Parents are informed. The student is not allowed to take part in school events the following week.
- **Level 3 consequences** (L3): 30 min timeout during lunch break. Parents are informed.

For repetitive L3, consequences may include internal or external suspension.

L2 and L3 incidents are reported using the Behavior Incident Form. The School Behavior Committee analyzes forms, conducts investigations, and makes decisions communicated to relevant parties.

L2 and L3 consequences are recorded daily and monitored by the School Behaviour Committee.

10. Specific Misbehaviors

- **L1 Misbehaviors:**

- Low-level disruption during lessons
- Lateness for lessons
- Incomplete or poor-quality homework
- Lack of appropriate equipment
- Misuse of personal mobile phones without permission
- Littering

- **L2 Misbehaviors:**

- Repetitive L1 situations
- Defiance
- Inappropriate language or gestures towards others
- Swearing

- **L3 Misbehaviors:**

- Repetitive L2 situations
- Repetitive inappropriate language or gestures (considered bullying)
- Cyber-bullying
- Physical aggression
- Use of inappropriate online materials
- Plagiarism
- Inappropriate behaviour outside the school
- Disrespectful attitude towards staff
- Leaving the school campus without authorization

- **Level 4 consequences (L4) are addressed in detail in the Safeguarding policy and consequences are based on the suspension and disciplinary procedures: refer to aggravating situations such as:**

- Repetitive L3 situations
- Racism and discrimination
- Vandalism

11. Procedures and Enforcement

11.1 Reporting Incidents

- All members of the school community are encouraged to report inappropriate behaviour or concerns to a trusted adult or through established channels.
- Confidential reporting mechanisms will be available.

11.2 Investigation

- Incidents will be promptly and fairly investigated by designated staff, maintaining confidentiality and sensitivity.
- Evidence and accounts will be reviewed, and appropriate actions will be taken.

11.3 Disciplinary Measures

Depending on the severity and frequency of the behavior, consequences may include:

- Verbal warnings and discussions.
- Detention or temporary restrictions from participating in house or extracurricular activities.
- Probation or suspension.
- Expulsion in cases of extreme or persistent misconduct.

Note: Disciplinary actions are guided by the principles of fairness, restorative practice, and alignment with British educational standards.

12. Mediation

Mediation is put in place to repair relationships between students, involving the School Counselor.

Mediation follows this structure:

- How do you feel?
- What did you choose to do?
- What did you get out of your action?
- What will you do to repair it?

13. Damage to School Property

If age-appropriate, the student will be involved in the reparation of damaged school property. Parents will be informed and billed for the cost of reparation.



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14. Rewards and Positive Reinforcement

Students demonstrating exemplary behavior, leadership, and contributions to the school community will be recognized through awards, house points, and promotion within the school's reward system.

Positive behaviors are celebrated during assemblies and through other recognition initiatives.

15. Searching and Confiscation

When there is suspicion of prohibited items, staff members can search a student, their possessions, or their locker with the student's permission. The SLT members can look for the prohibited items without the students' permission.

16. Physical Restraint

Physical contact may be used by staff to control or restrain children without the use of force.

Reasonable force may be used to protect a child or others from harm.

Reasonable force can be used in any situation when the safety of the students is put in jeopardy.

Reasonable force cannot be used as punishment.

17. Roles and Responsibilities

17.1 School Leadership

- The Senior Leadership Team (SLT) will oversee policy implementation, review effectiveness, and ensure compliance with regulatory standards.

17.2 Staff

- Responsible for modeling appropriate behavior, enforcing rules consistently, and supporting students in behavior management.

17.3 House Coordinators and Teachers

- Facilitate house activities, promote teamwork, and monitor conduct within their groups.

17.4 Students

- Uphold the school's values, report concerns, and contribute to a respectful community.

17.5 Parents and Guardians

- Support the school's behavioral expectations and participate in disciplinary and restorative processes when necessary.

18. Monitoring, Review, and Continuous Improvement

- The implementation and effectiveness of this policy will be regularly monitored through incident reports, student and staff feedback, and observation.
- The policy will be reviewed annually by the Senior Leadership Team to ensure it remains relevant, effective, and aligned with British educational standards and international best practices.
- Input from students, staff, parents, and the wider school community will inform periodic updates.

19. Supporting Diversity and Inclusion

- The school recognizes, respects, and values the diverse backgrounds of its community, including cultural, religious, gender, and racial differences.
- All policies and procedures, including this behavioral policy, will be aligned with the Diversity and Inclusion Policy, which promotes equity, accessibility, and acceptance.
- Every effort will be made to create an environment where every student feels safe, valued, and empowered.

20. Implementation and Communication

- The behavioral expectations and consequences will be clearly communicated to students, staff, and parents via student handbooks, staff induction, and regular school communications.



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- Training sessions and workshops will be provided to staff to support consistent and effective enforcement and positive behavior reinforcement.
- The policy will be accessible publicly through the school's website and internal communication platforms.

21. Related Policies

This Behavioral Policy should be read in conjunction with:

- The Diversity and Inclusion Policy
- The Physical Contact Policy
- The Anti-Bullying Policy
- The Safeguarding and Child Protection Policy
- The Equality Policy
- The Disciplinary Procedures

Document outlined by: Marieluise Knobloch Issued on: 			
Reviewed by			
Approved by	SLT	Next Review	01-20.06.2026