

# BEHAVIOUR MANAGEMENT POLICIES SINGLE DOCUMENT

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## 1. BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

### Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- The School has due regard to the duty of Proprietors under section 7 of the Independent schools standards regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (Jan 2016) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including *Getting The Simple Things Right*, Charlie Taylor’s Behaviour Checklist (DfE 2011) and non-statutory advice ‘Behaviour and Discipline in schools’ (Jan 2016)
- *Use of Reasonable Force. Advice for Headmasters, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

### Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

### Related Documents:

- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Children Policy.
- Appendix A: Managing and Modifying Children’s Behaviour
- Appendix B: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education

### Staffing Method

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling pupil’s behaviour where the child may require additional support;
- fulfilling the duties under the Equality Act 2010; including issues related to pupils with special educational needs or disabilities and provides reasonable adjustments and support systems for these pupils;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School;
- all staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy; supporting teachers with classroom management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour; managing pupils’ transition, liaising with parents and other agencies;
- maintaining facilities to a high standard and taking disciplinary action against children who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

### Availability:

This policy is made available to parents/carers/guardians staff and pupils from the school office and website

Bruern Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:  
2017)

Date: 11<sup>th</sup> May 2017 (Review date September

Henry Morgan  
Assistant Headteacher

Sterling Stover  
Proprietor

### **Introduction**

The Nature of Bruern Abbey as a school means that the careful balance between structure and a need for nurturing pupil's self-esteem must be preserved. All staff at Bruern Abbey School are committed to **Every Child Matters**: the following five outcomes are key to well-being in childhood and in later life: **Being Healthy, Staying safe, Enjoying and achieving, Making a positive contribution and Achieving economic well-being.**

This policy is intended for parents and teachers alike to give information and guidance on the matters of praise and discipline. It cannot account for every eventuality and therefore should be used as a guide but where action is necessary the criteria dictated below should be adhered to.

The School exists to deliver an outstanding education to its pupils in accordance with each of their individual's needs. Academically, we aspire to foster and form intellectually curious pupils who will eventually become Independent learners, equipped with both a love of learning and the tools of learning. Pupils learn as part of a team, and at Bruern there are opportunities for leadership roles through becoming House Captains, Senior Prefects and through extra-curricular activities such as music and sport.

Consideration, good manners and a positive attitude are requirements of pupils and staff alike. Staff should apply the School's Rewards and Sanctions policy as laid out below. Pupils at Bruern Abbey School should be ready to learn and participate in school activities. Punctuality for school and lessons is essential. Respect and care must be shown for the School's buildings, equipment and furniture, out of respect for the whole community. This also provides the structure for the sanctions for bad or otherwise undesirable behaviours.

### **Aims.**

It is hoped that each child in our school will be:

- Well educated with a love of learning, ready to engage with a wider world;
- Happy and self-confident with a good sense of humour;
- Generous in spirit, kind to others and aware of others' feelings;

We motivate children to: work hard; behave well; obey the school rules; treat all members of the community with respect and show self-respect. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

Our school makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above. In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key worker through to the Headmaster. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

### **Teaching is effective when:**

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads curriculum planning
- There are accessible, flexible and stimulating strategies responding to students learning styles
- Staff consistently encourage students to achieve their best
- There are expectations for students to take responsibility for their own behaviour
- It co-ordinates the advice of all the disciplines involved with the child
- Systems are monitored, assessed and reviewed

### **The Role of the Headmaster**

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- Familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

### **The Class Teacher and Classroom Management**

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management (see Managing and Changing Children's Behaviour Document). Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmaster and a points or house system. School reports are also seen as a means of constructive praise.

### **The Role of All Staff**

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

### **All Staff should:**

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- have high expectations for children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

### **Involvement of pupils**

Prefects and House Captains will be consulted once a term to discuss any amendments to the policy and they should show exemplary behaviour at all times, encouraging other members of the school to behave in a similar manner to themselves and reinforcing the school's expectations on behavior and good manners, etc.

### **The Role of the Pupils**

#### **The Rights and Responsibilities of Pupils**

- Our school believes that as a pupil you have the right:
- to develop to your full potential in every area of school life;
- to be treated fairly and with respect.

As part of these rights, children should recognise the following responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to be safe	I have a responsibility to make the School safe by not threatening, hitting or hurting anyone
I have the right to an education	<p>I have a responsibility to co-operate with teachers, classroom support staff and other children to make sure that lessons proceed smoothly</p> <p>I should not behave in a way that will interfere with the other children's right to learn</p> <p>I have a responsibility to attend classes regularly and to arrive at lessons on time</p> <p>I should adhere to the school dress code</p>
I have a right to be treated with understanding	<p>I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling</p> <p>I should help other members of the school, particularly those who are new or younger than me</p>
I have a right to be treated with respect and politeness	<p>I have a responsibility to treat others politely and with respect</p> <p>I have a responsibility to respect the authority of teachers and learning support staff</p> <p>If necessary I have a responsibility to disagree without being disagreeable</p>

I have a right to expect my property to be safe	I have a responsibility not to steal, damage or destroy the property of others
I have a right to be taught in a pleasant school environment which does not put me at risk	<p>I have a responsibility to take care of the school and its resources</p> <p>I have a responsibility to inform staff about any damaged equipment or fittings</p> <p>I accept that adults may more easily see dangers and I will comply with their instructions</p> <p>I have a responsibility to report others I see damaging school</p>
I have a right to enjoy a healthy lifestyle while I am at School	I have a responsibility not to bring tobacco, alcohol or drugs into school

### **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at Bruern Abbey School agree to the Bruern Abbey Terms and Conditions as well as to the school's policies and regulations. They support the School in matters of punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework. In the case of an unplanned absence, the school should be informed at the earliest opportunity. We will always telephone the home on the first day of an unexplained absence to check up on the reason for the boy's non-attendance to school.

### **Other Agencies**

Our school has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **Standards of Behaviour**

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

### **The School Environment**

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Children showing pride in their own classroom is the first step towards this.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;

- if they are going outside the classroom, pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all members of staff refrain where possible from physical contact with the children, except for example when first aid is required;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins and leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code and refrain from using make-up, nail varnish and unnatural hair colours.

## **Expectations.**

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headmaster is to be informed.

## **Our school Values:**

- P – be punctual
- R - respect your teacher and your friends and Respect the school environment
- E – Be enthusiastic in everything you do
- P – Preparation is the key to success.

## **Unacceptable behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Our school Rules should be well known to all and reinforced consistently.

## *Code of Conduct and Care for Others*

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of our school to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headmaster or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses

*Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.*

## **School rewards and sanctions**

The Rewards and Sanctions Policy exists to provide structure to guide staff in managing difficult and challenging behaviour. The policy is set out below; it may be adapted and updated periodically to make it more effective. The School seeks the support of Parents and Guardians in the enforcement of sanctions. Sanctions are in place for the good of the pupils and the wider School community. The Headmaster undertakes to apply any sanctions in the light of appropriate investigation and always in a spirit of fairness. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity.

## Rewards and Sanctions Policy for Use during the Academic Day & Evening

The school's rewards and sanctions are designed to encourage positive behaviour and therefore discourage poor behaviour. The range of sanction are to help us to manage challenging behaviour, which could include low level disruption in class, being unkind to a member of the school, breaking or vandalising school property and/or persistent misbehaviour etc. The Housemaster is responsible for the behaviour of pupils at Bruern Abbey School. The primary intention of this behaviour policy is to develop an atmosphere in which Bruern's pupils are beginning to take responsibility for their own actions and are creating a sense of consequential behaviour, thus creating a safe and caring environment for all the boys. It is not the intention of this policy to create an over controlling or restrictive set of rules; however, it is important that all pupils are looked after in a safe and equal manner. Therefore the following principles are at the centre of what this policy hopes to achieve for every individual pupil;

- To have respect for themselves and respect for others around them
- To maintain a respect for Bruern's environment and the belongings of others
- To demonstrate good manners to all members of staff at all times
- To create a purposeful and constructive learning environment
- To consider the safety of others
- To foster moral, spiritual, social and emotional development appropriate to each individual.
- To understand consequence and to develop self-discipline in accepting sanctions when it is necessary for them to be applied

### Rewarding good behaviour – Stars & Diamonds

The purpose of the system is to record and reward pupils. Pupils will also gain house points through the Rewards system. Stars and Diamonds are awarded for:

Stars Academic	Diamonds Pastoral
Contributions to teaching and learning in class Effort, improvement, or achievement in academic work Completing a target on IEP or target from Class Teacher Consistency in completing and submitting work Exam results	Setting an example in and around the school Generosity, helpfulness or kindness or other examples of good manners Time-keeping/punctuality Contribution to Form Group, House, or to the School Contribution to music, games or extra-curricular life Personal presentation Consistent Tidiness

### Recording Stars and Diamonds

These are recorded on the four pupil notice boards outside the staffroom. They are signalled by the entering of the awarding teacher's initials. The number of Stripes, Stars and Diamonds are recorded on interim reports and added up each week to be transferred to a spreadsheet to give the House system a competitive edge.

### Milestones

Boys gain an academic style prizes for being nominated as Star of the week. There are other milestones put in place, such as obtaining 25 Stars and Diamonds over a specified period of time.

**Weekly** Star of the week is announced in morning assembly and prizes are given out every other week for a determined amount of stars and Diamonds. This is at the Head of Pastoral Cares discretion.

**Once a Term** the House with the greatest number of Diamonds and Stars will receive a celebration dinner.

**Once a Year** the house with the most points will receive a mystery end of year trip.

In the case of exceptional and truly outstanding work a Headmasters commendation may be awarded

- Any teacher can put forward a boy for a commendation. Examples where a commendation might be given are; for a substantial piece of work (e.g. musical composition, essay, science project, piece of Artwork) that is of exceptionally high quality.
- The Headmaster will announce the commendation in both Assembly and through the weekly newsletter and the teacher and/or boy has the option of briefly presenting the work in a short "Work of the Week" slot in assemblies on Monday mornings (the teacher should liaise with the Headmaster to organise this)



## Sanctioning poor behaviour

• Level 1	Level 2	Level 3
Minor, low level or non-deliberate breaking of the school rules. Detention with a Teacher or the AHT at morning break/ lunchtime.	Pupils will receive a <b>Detention from AHT</b> for any persistent and/or deliberate breaches of the School Rules. Pupils may be directed to undertake Bruern Service	Will be passed on to the Head or Deputy Headmaster by a recommendation from the Housemaster / AHT. Serious or persistent breaches of the school rules.

In considering the nature of pupils that Bruern Abbey caters for it is important for members of staff to use considerable professional judgement in the application of these different levels of sanction. Pupils who have more individual needs should be discussed in morning staff meetings to ensure a consistent approach is applied across the whole school when dealing with discipline issues. If appropriate, especially in the classroom, boys should be given a clear warning before receiving a detention.

Use of our training by the Mulberry Bush must be at the forefront of every member of staff when dealing with a pupil who is displaying challenging behaviour. Our behaviour modification policy gives guidance on how we expect our staff to conduct themselves and all punishments and sanctions must have a restorative outcome. Pupils have a right to learn from their mistakes and the positive reinforcement of sanctions should be applied in all Level 1 instances.

### Examples of Level 1 Breaches

- Low level disruption of class
- In appropriate lateness to class or other Bruern event
- Wearing incorrect uniform without good reason
- Swearing and/or inappropriate language
- Being in an area deemed to be out of bounds
- Persistently talking after lights out
- Any other **inadvertent** breaking of School Rules (see page 9)

### These breaches of the School Rules result in Detentions

- Every detention set should be promptly written up on the detention board in the staffroom or sent to the Housemaster by e-mail.
- The Individuals tutor should be informed and should speak to the pupil in question.
- The member of staff who set the detention invigilates it out in the first instance and a note of the detention is made in the staffroom.
- The first detention should be approximately 15 – 20mins long.
- If a pupil receives more than 2 detentions then they will automatically be put into a Housemaster's detention- either at break or lunchtime at his discretion.
- Pupils who have a Housemaster's detention 2 or more times in a week will be seen by the Headmaster.
- If a pupil consistently receives a number of detentions then they may receive a Stripe and will have to participate in Bruern Service.
- If Level One breaches continue over a period of time then it may become necessary to put him on a Report card or IBP at the SENco, Deputy or Headmasters discretion.
- All designated sanctions given by the Housemaster at Level one are recorded in the central Minor incidence Log.
- The pupil must be given a clear idea of how his behaviour has to be modified in future; verbally or in a form that he is able to comprehend.

Pupils who are placed on a Report card are expected to get it signed by each member of staff who teaches him at the end of each lesson. They must then get it signed by both the Housemaster and the Headmaster. The Report card will be monitored weekly with individual targets set depending on the particular behaviour issues of each individual pupil. If the report card is not working then alternative provisions may be looked at.

### Level 2 Breaches of the School Rules

Pupils who deliberately or persistently breach the school rules either in class, outside or in dorms will be given a **Housemasters detention** and maybe required to undertake Bruern Service. The idea of Bruern Service is for the pupils to give something back to the school as a whole, through the undertaking of various chores set by the Housemaster. Where appropriate a letter of apology should be written.

### Examples of Level 2 Breaches

- As above (Level 1) but deliberately persistent
- Rudeness to a member of staff
- Deliberate destruction of personal or Bruern property
- Aggressive use of physicality
- The use or distribution of inappropriate material
- Derogatory remarks aimed at a particular individual in the context of race, religion or sexuality
- All other **deliberate** breaches of the School Rules
- All designated sanctions given by the Housemaster at Level two are recorded in the central Serious incidence Log.
- The pupil must be given a clear idea of how his behaviour has to be modified in future; verbally or in a form that he is able to comprehend. At this stage something should be put in writing to parents informing them of what the pupil's behavioural targets are.

### Major breaches of discipline High Level 2 and Level 3

#### Reporting major breaches of discipline

Any major breach of School discipline must be recorded either via a clearly titled email or on a School Incident Report Form. This needs to be dated and signed by the member of staff once they have completed it. This email or report should be submitted directly to The Housemaster who will speak to the pupil(s) involved, research any incident and then in consultation with the Headmaster or his deputy who will take appropriate action. Examples of the sanctions that may be made for breaches of discipline are in the table below, although this is by no means exhaustive.

Disciplinary breach	Range of sanctions
<p><b>Aggressive, abusive or threatening verbal behaviour</b>, in the form of</p> <p>comments facial expressions bodily gestures Chanting or abusive singing intended to cause unhappiness, fear or distress to any member of the school community.</p>	<p>Letter of apology Bruern Service Pupil sent home / asked to stay at home Internal/external Suspension</p>
<p><b>Aggressive physical behaviour</b></p> <p>Any physical act or gesture that is intended to cause genuine pain or injury to any member of the school community.</p>	<p>Formal letter of reprimand to parents Pupil sent home / asked to stay at home Internal/External Suspension</p>
<p><b>Rudeness to staff</b></p> <p>any spoken or written comment that is intended to be offensive or disrespectful</p>	<p>Bruern Service Pupil sent home Internal/external Suspension</p>
<p><b>Vandalism</b></p> <p>Any act that deliberately damages any building or contents of the School estate, or the personal effects of another member of the school community.</p>	<p>Bruern Service Detention Letter of apology Pupil sent home Internal/external suspension</p>
<p><b>Theft</b></p>	<p>Pupil sent home Internal/external suspension Invitation to withdraw Expulsion</p>

<b>Persistent aggressive, abusive or disruptive behaviour</b>	<b>Step 1:</b> External suspension <b>Step 2:</b> Invitation to withdraw <b>Step 3:</b> Expulsion
<b>Bringing illegal substances on to the premises</b>	Internal/external suspension Invitation to withdraw Straight Expulsion (in grave cases)
<b>Bringing in unsuitable material e.g.: DVD / downloaded films / magazines</b>	Parent informed Loss of ICT Privileges Suspension in grave cases

\* The Head of Pastoral Care may set an Individual Behaviour Plan (IBP), formed at a meeting of relevant members of staff, parents and/or experts although this does not necessarily have to come from a sanctionable act.

### **Malicious accusations**

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil.

### **Exclusion (*please refer to the Exclusion Policy*)**

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold illegal drugs
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

### **Pupils returning to School**

Any pupil sent home and/or receiving an external suspension may be required to return to School accompanied by his parent(s) guardian for a meeting with the Housemaster and/or Deputy and Headmaster if such a meeting has not taken place at the beginning of the period of suspension. Pupils who have been sent home may be placed on a Behaviour Report Card for a period of time.

### **Recording**

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

### **Individual Behaviour Plans (IBPs)**

For pupils with more complex needs it may become necessary to set up an IBP that will give the pupil 3 targets to focus on per half term. These targets will be set after gaining feedback from members of the teaching and boarding staff. Parents will be informed if an IBP is required and they will be kept informed of their child's progress during the term either via e-mail or phone conversation. This is reviewed on a two week basis and recorded on the IBP.

### **Headmaster's discretion**

The parents accept that the School will be run in accordance with the authorities delegated by the Principal to the Headmaster. The Head is entitled to exercise a wide discretion in relation to the School's policies and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a pupil is at issue.

### **Anti-Bullying**

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

## **Educational Visits**

The Headmaster may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

## **Serious Misbehaviour: Recording Behavioural Incidents**

The school keeps a variety of records of incidents of misbehaviour. The Head of Pastoral Care keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Inappropriate behaviour and incidents up to the level of Housemaster.

## **Record of Serious Sanctions Log**

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmaster and entered in to the major sanctions spreadsheet, which resides with the Head of Pastoral Care.

## **Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)**

Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Pupils are expected to behave appropriately when travelling on the London but and to away fixtures in a mini bus.

## **Corporal Punishment**

Please note that the use or the threat of the use of *Corporal Punishment* is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

## **Punishments that are humiliating or degrading will not be used.**

### **The following sanctions / punishments will *never* be used:-**

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

*Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

## **Physical Restraint**

In our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and Housemaster then recorded in the restraint log. The child's parents/carers/guardians are informed on the same day or within 24 hours. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

## **Duties under the Equality Act 2010**

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy.

## **The Right to Learn in a Calm and Undisrupted Atmosphere**

Pupils should move around the school calmly and quietly. All work submitted should reflect a pupil's best efforts. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are discouraged in school and there must be no misuse of mobile phones. Children are expected to use the internet and social networks in a sensible manner.

### **Members of the School must not:**

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

### **Pupils' Conduct outside the School**

Any pupil found to show misbehaviour or bullying outside the school (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headmaster; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

### **Behaviour of Parents on/off the School Premises**

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform.
- Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publically to parents other than for normal class business should be approved by the Headmaster first.

### **Complaints**

Should you have any complaints about the School's Behaviour Policy then the School's Complaints Procedure should be followed. This is to be found in the school hand book but any complaint should be addressed to the Headmaster or his Deputy, in the first instance.

## Organisation and Facilities

We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

## Staff Development and Support

We support our staff in managing and modifying children’s behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

## Managing Pupil Transition

We carefully manage the transition of our pupils throughout the school and the preparation for their senior school placement in the Upper Sixth. A particular strength of our school is the relationship staff develop with the pupils. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management.

## Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child’s parents to provide additional support. Our school also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### Reporting for pupils and parents or carers

Michaelmas Term	Spring Term	Summer Term
<b>Juniors</b> Meet your son’s form tutor – informal meeting.		
<b>Half Term Reports:</b> Juniors, Lower & Upper sixth.	<b>Half Term Reports:</b> Juniors, Lower & Upper sixth.	<b>Half Term Reports:</b> Juniors, Lower & Upper sixth.
<b>Christmas Exams:</b> Juniors Lower & Upper sixth Staff / Parent meetings Juniors and Upper sixth. <b>End of term reports:</b> Lower Sixth	<b>End of Term Exams:</b> Upper and Lower Sixth Staff / Parent meetings Lower & Upper Sixth <b>End of Term Reports:</b> Juniors	Staff / Parent meetings Lower & Upper Sixth <b>End of Term Reports:</b>

## 2. EXCLUSIONS

## **Exclusions**

Bruern Abbey will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Bruern Abbey House are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Head or Deputy Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, in the case of a permanent exclusion, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The school informs the parents how to make any such appeal.

## **Serious Offences and Exclusions**

Serious offences are those that may have a significant impact on the individual pupil or others in the school. Examples include:

- severe or persistent bullying, racism or harassment;
- stealing;
- extreme or persistent violence, actual or threatened, against a pupil or member of staff;
- sexual abuse, assault or activity;
- smoking, illegal drugs (possession and/or use ) or alcohol (consumption or possession)
- significant vandalism;
- going out of bounds;
- persistent misbehaviour when normal disciplinary measures have failed;
- carrying an offensive weapon and

## Procedure to be followed

The procedures are all laid out fully in our separate Expulsion, Removal and review policy.

Key points within this are that Bruern Abbey School:

- requires all staff to use positive strategies for handling any unacceptable behaviour by helping pupils find solutions in ways that are appropriate for their ages and stages of development;
- acknowledges that such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting pupils to gain control of their feelings so that they can learn a more appropriate response;
- ensures that there are sufficient resources and activities available so that pupils are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- supports each pupil in developing self-esteem, confidence and feelings of competence;
- avoids creating situations in which pupils receive adult attention only in return for unacceptable behaviour;
- explains the effect of unacceptable behaviour, making it clear to the pupil that it is the behaviour that is unacceptable, and not the person.

When pupils behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for pupils to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to pupil's unacceptable behaviour. We do not use techniques intended to single out and humiliate individual pupils. Corporal punishment, which is strictly forbidden at Bruern Abbey, is a criminal offence.



### 3. PHYSICAL INTERVENTION POLICY – USE OF REASONABLE FORCE

#### **Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2010
- Advice received from the Department of Education 2011 which incorporates previous advice including the use of force to control or restrain pupils (2010, section 93 of the Education and Inspections Act 2006), Guidance on the Use of Restrictive Physical Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002), and Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties LEA 0264/2003 (2003).

#### **Applies to:**

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- all staff (teaching and non-teaching), the directors and volunteers working in the school.

#### **Related Documents:**

- Anti-bullying Policy and Procedures
- Safeguarding Pupils - Pupil Protection Policy and Procedures
- Behaviour Management including Discipline and Sanctions Policy

#### **Availability**

This policy is made available to parents, staff and pupils in the following ways: via the School website, in the Parents' portal, on the Staff portal, within the Parents' Policies Folder in Reception area from where a may be obtained on request

#### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Henry Morgan

Assistant Headteacher

Date: 10<sup>th</sup> May 2017 (to be reviewed September 2017)

## **Physical Restraint**

### **Introduction**

Bruern Abbey School's policy is that physical intervention or restraint should only be used as a last resort in extreme circumstances and when all other methods have been deployed in order to reduce confrontational behaviour. Physical intervention must be considered very carefully because it can cause distress, and can be counter-productive to good order. However, it is important that staff understand the circumstances when such intervention may be necessary and would be considered reasonable and appropriate

The reason for the use of restraint is to keep people safe:

- to prevent a pupil injuring themselves, other pupils or staff;
- to prevent serious damage to property and
- to prevent a pupil from running away where in doing so they are putting themselves at risk.

### **Supporting Principles**

- Physical restraint is a last resort and should only be used when other methods have been exhausted or judged unlikely to succeed.
- Physical restraint should only be used to prevent a pupil from harming him/herself or others, or from seriously damaging property and should only be used in the best interests of the pupil and the others around the pupil;
- Restraint should involve minimum reasonable force and should seek to avoid injury.
- Members of staff should receive appropriate training.
- Members of staff should not attempt to restrain a pupil if they are likely to put themselves at risk.
- Only be used if all other preventative measures (including sending for adult support) have been explored;
- Never be punitive;
- Be reasonable, proportionate and necessary. It should usually be the minimum required to prevent injury to another person or to prevent them from harming themselves.
- The rights and dignity of pupils and members of staff must be recognised.
- Any incident in which a pupil is physically restrained must be recorded by the Head of Pastoral Care.
- A record of any use of restraint will be reported to the Principal.

## **Physical Restraint**

Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the pupil). The position is stated in DfE Guidance *Behaviour and Discipline in Schools*. Teachers in our school do not hit, push or slap pupils. Staff may only intervene physically to restrain pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

Section 550A of the 1996 Education Act states:

"A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing an offence;
- causing personal injury, or damage to property, of any person (including the pupil himself/herself);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching lesson or otherwise".

Restrictive physical intervention is defined as use of physical force to control a person's behaviour. A member of staff means any teacher who works at the school and any other person who, with the authority of the Head has lawful charge of young people at the school.

### **What is reasonable?**

It would be considered reasonable to shepherd a young person away by placing a hand in the centre of the back

or by holding them so that they cannot proceed into further danger or conflict. There is no precise legal definition of "reasonable force" so it is not possible to state, in fully comprehensive terms, when it is appropriate to use physical force to restrain or control pupils or the degree of force that may reasonably be used.

It will always depend on the circumstances of each case. However, there are two relevant considerations to be borne in mind:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result; and whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on, amongst other things, the age, level of understanding of the pupil, and any physical disability they may have.

### **Appropriate situations to use reasonable force**

In a situation where other behaviour management strategies have failed to resolve the problem, or are inappropriate (e.g. in an emergency), there are a wide variety of circumstances in which reasonable force might be appropriate, or necessary, to restrain or control a pupil. They will fall into two broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property

Examples of such situations are:

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is or appears to be under the influence of alcohol or illegal substances
- a pupil absconds from school (this will only apply if a pupil would be at serious risk if not kept in school)

### **The constitution of reasonable force**

Physical intervention can take a number of forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds, including holding, pushing and pulling

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of “reasonable force”, for example, to prevent a young pupil running off a pavement on to a busy road, or to prevent a pupil hitting someone, or throwing something.

### **What is not reasonable?**

However, staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil’s ability to breathe;
- slapping, punching, kicking or using any implement on a pupil;
- throwing any object at a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear and
- holding a pupil face down on the ground.

Staff should also avoid touching or holding a pupil in any way that might be considered indecent.

### **Alternatives**

- Withdrawal – where a young person is removed from a situation that caused anxiety or distress to somewhere that they can be continuously observed and supported until they are ready to resume their usual activities.
- Time Out – where a young person’s access to all positive reinforcements is restricted as part of the behaviour management programme and very exceptionally.
- Seclusion – where a young person is forced to spend time alone against their will. Note that seclusion should only be considered under highly exceptional circumstances (for example, if a young person causing actual physical harm is locked in while adults seek assistance) since it restricts the right to liberty and freedom of movement.

Teachers must not put themselves at personal risk by intervening in an incident.

### **Recording of incidents where reasonable force has been used**

Immediately following any such incident the member of staff concerned should tell the Head or Mr Morgan in his absence, and then provide the short written factual report as soon as possible afterwards. It should include the following information:

- the name(s) of the pupil(s) involved, when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff)
- briefly, how the incident began and progressed, including details of the pupil’s behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- the pupil’s response, and the outcome of the incident
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property.

### **Complaints and Child Protection**

If the physical intervention is of a nature that causes injury or distress to a pupil it may be considered under child protection or disciplinary procedures. The Head may decide that further investigation of the occurrence is required. Any parental complaint arising from such intervention would be investigated under the school’s normal complaints procedure.

## **Corporal Punishment**

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

**Punishments that are humiliating or degrading will not be used.**

**The following sanctions / punishments will *never* be used:-**

- Corporal punishment.
- Any form of hitting of a pupil (including hitting a pupil in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a pupil.

## **4. SEARCH & CONFISCATION POLICY**

### **SEARCH POLICY**

Bruern Abbey School is committed to safeguarding and promoting the welfare of the members of its community. Accordingly there may be occasions when it becomes necessary to search the person, the belongings or the room of a pupil. These instructions set out the circumstances in which such searches can be carried out and the means by which it should be done, in accordance with the Education and Inspections Act 2006 and DFE Guidance for Schools on Screening, Searching and Confiscation (31 August 2011).

The people in the school who can carry out any such search are members of SMT or the Housemaster of the pupil(s) concerned. In exceptional circumstances the Headmaster or Deputy Headmaster may authorise others to carry out such a search. This policy would apply on authorized school trips where school rules are in force. In all circumstances the consent of the pupil to any search should be requested. A second adult witness should always be present. Incident reports must be submitted about any such search, listing all the main details. Affected pupils' parents should always be contacted after any search, regardless of the outcome.

In the general course of school life, given pupils' good conduct overall and taking into account the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. There are however some occasions when it might be; at those times, this policy should be followed. Essentially there are two types of search: those with consent and those without consent. These searches are outlined below:

### **Searching with Consent**

School staff can search pupils with their consent for any item which is banned by the school rules. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil for him to turn out his pockets or if the member of staff can look in his locker or bag.

Bruern Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

If the pupil refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to a senior member of staff if appropriate.

### **Searching without consent**

- Items that can be searched for under these powers include knives, weapons, alcohol, illegal drugs and stolen items (referred to as prohibited items).
- The search should always be carried out in the presence of another adult witness, if at all possible a male member of staff.
- The search may be carried out if you have reasonable grounds of suspecting that a pupil is in possession of a prohibited item.

### **Searching a Pupil's Person**

- If a pupil is suspected of carrying a prohibited item he should be asked, in the presence of a second adult witness, to turn out his pockets.
- Staff should not touch the pupil but are allowed to ask him to remove any outer clothing in order to conduct the search. (Outer clothing refers to any item which is not immediately touching the skin.).
- If this fails and possession of such items is still strongly suspected, he should then be told that the police will be called, who are allowed to conduct a personal search if they believe that a crime has been committed.
- Parents or guardians only need to be informed of the search if prohibited items have been discovered.

### **Searches of a Pupil's Personal Property**

- There may be circumstances in which staff wish to search a pupil's personal property, such as a bag, mobile phone or tuck box.
- Under common law powers, if a pupil consents any item may be searched for.
- If a pupil does not consent to a search, it is only possible to search for the prohibited items listed earlier.
- Any such search must be witnessed by a second adult and, ideally, the pupil. Proper records should be kept.
- Parents or guardians only need to be informed of the search if prohibited items have been discovered.

### **Searches of School Property**

- Those authorised to carry out searches may search school property, such as a pupil's cubby hole or drawer, if they believe illegal drugs or weapons or stolen property to be stored there. Prior consent can be sought, but individuals should be made aware that the school may still proceed with a search even if consent is refused. The decision to go ahead in such circumstances would have to take into account the likelihood of an offence having been committed. A second adult witness should always be present and, if possible, the pupil concerned.
- For less serious items, the same rules apply as above, but the extent and nature of the search should be proportionate to the value of the item sought and the likelihood of the item being found. Great care must be taken to avoid persistent targeting of individuals where allegations of victimisation or discrimination might arise.
- Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Head or Deputy Headmaster.
- Parents or guardians only need to be informed of the search if prohibited items have been discovered.

## **School Trips**

- This policy on searches of pupils and their belongings applies at all times, irrespective of whether the pupil is at the school or on a non-residential, or residential, trip, outside
- Bruern Abbey.

There may therefore be occasion to carry out a search on a school trip. If this occasion arises, the adult in charge of the trip should make an effort to contact either the Head or the Deputy Headmaster to obtain authorisation. If this proves impossible and the circumstances are such as to make a search necessary, the adult in charge is empowered to carry out such a search, following all the above procedures. A second adult should act as a witness. Full notes must be kept and an incident report submitted in due course.

**To be reviewed September 2017: H. Morgan**

## 5. ANTI-BULLYING POLICY

### Legal Status

- Complies with Part 3, paragraph 10 3 (2)(a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- *Preventing and Tackling Bullying: Advice for Headmasters, staff and governing bodies*: DfE Guidance (October 2014): and the relevant aspects of *Safe to Learn, embedding anti-bullying work in schools*
- *Supporting children and young people who are bullied: advice for schools*: DfE Guidance (March 2014)
- *Cyberbullying: advice for Headmasters and school staff*: (November 2014)
- *Advice for parents and carers on cyberbullying*: (November 2014)
- Having regard for the guidance set out in the DfE (*Don't Suffer in Silence booklet*)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

### Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

### Related documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code
- The School Rules, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Equality And Diversity including Equal Opportunities and Racial Harassment
- Safeguarding Policy And Procedures including Child Protection
- e-Safety Policy including ICT Acceptable Use
- Personal, Social, Health, Economic education (PSHE) and Citizenship.

### Availability:

This policy is made available to parents, carers, staff and pupils from the school office and website

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: 11 / 5 / 17

Henry Morgan  
Assistant Headteacher

Sterling Stover  
Proprietor

**Scope:** This policy applies to all pupils and staff at the School irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs. While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that other forms of bullying may occur.



**Publication:** This policy is available to all parents and pupils and to all staff and is also available on request in the School office. In addition, the policy is published on the School's website. This policy can be made available in large print or other accessible format if required.

## Principles - Aims and Objectives

Through the operation of this policy we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School; and
- to deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and/or disciplinary sanctions and, if necessary, by expulsion.

At Bruern Abbey School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Bruern Abbey School enables all members of the school community to understand what constitutes bullying. We make it clear to pupils, staff and parents that bullying is completely unacceptable. We strongly believe, as part of our behaviour policy, that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school. Therefore if bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Headteacher and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. We aim to promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. This policy applies to all Bruern Abbey School activities both on and away from the school campus. In the event of bullying taking place among the staff, the Headteacher should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

We are a *TELLING School*. This means that anyone who knows that bullying is happening is expected to tell the staff. Posters to this effect are displayed in the school. All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

**Equal opportunities:** In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable;

- positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School; and
- positive attitudes are fostered towards both sexes through the curriculum and tutorials.

**Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.

**Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of his age, physical appearance, nationality, colour, sexual orientation, religion, culture or disability, or because he is new in the School, appears to be uncertain or has no friends. He may also become a target because of an irrational decision by a bully.

**Bullying behaviour is always unacceptable and will not be tolerated at the School because:**

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- it interferes with a pupil's right to enjoy his learning and leisure time free from intimidation; and
- it is contrary to all our aims and values, our internal culture and the reputation of the School.

### **Definition of Bullying**

Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally humiliate, threaten, frighten or hurt an individual or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the *Equality Act 2010*), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email. Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Behaviour Policy Bruern Abbey School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the *Equality Act 2010*), and the use of discriminatory language. Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

### **Bullying can be:**

*Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

*Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

*Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy. The School has a separate policy which deals with "cyberbullying" (see "Acceptable Use Policy").

*Exclusionary* - intimidating, isolating or excluding a person from a group.

*Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

*Cultural* – focusing on and/or playing off perceived cultural differences or similar.

*Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.

*Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.

*Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.

*Religious* – Attacking faith, belief, religious practice or custom.

*Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).

*Verbal* - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

*Written* – Spreading rumours, writing or printing unkind or malicious on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Bruern Abbey School (see Behaviour Policy). All staff and volunteers at Bruern Abbey School are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by many pupils at some period during their school career. We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations

are to be taken seriously and dealt with. Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at our school are expected to treat each other with a professional level of respect.

## Signs of Bullying and Staff Awareness

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

- Unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary) psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- missing property;
- being afraid to use the internet or mobile phone, Is nervous and jumpy when a cyber-message is received;
- asking for extra pocket money or starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away and
- verbal taunting and pupils sitting on their own or being left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

## Strategies

We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect. making pupils fully aware of the school's policy through, for example, a list of expectations;
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying using educational elements such as our scheme for Personal, Social, Health, Economic education (PSHE) education assemblies, circle time, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language;
- developing Social and Emotional Aspects of Learning (SEAL) throughout Bruern Abbey School and the curriculum;
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves ;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying assembly and peer mentoring;
- familiarising all staff at Bruern Abbey School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Bruern Abbey School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

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At Bruern Abbey School we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Bruern Abbey School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils inclusive of the celebration of success.

Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Headteacher or other senior manager knowing that their response will be sympathetic and appropriate.

**Record Keeping and monitoring:** Every complaint or report of bullying must be entered kept on the relevant pupils behaviour file. The Housemaster keeps behaviour files up to date. The Headmaster, in conjunction with the Deputy Headmaster and Housemaster, monitors all behaviour files at the end of each term in order to enable patterns to be identified, both in relation to individual pupils and across the school as a whole. There will be a full review of the policy every two years, see paragraph below.

### **The Role of the Staff**

The ethos and working philosophy of Bruern Abbey School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. School rules are apparent in all classes and support our commitment to anti-bullying practice. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff need to be aware of any obvious or subtle hurtful conduct in lessons. This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures. Our expectation of all members of the School community is that:

- everyone will uphold the School rules and Code of conduct and common courtesy which are printed in the Parent and Pupil Handbook;
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it;
- a complaint of bullying will always be taken seriously; and
- no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

**Vigilance:** Members of staff are vigilant at all times but particularly:

- before lessons; in the queue for the Dining Room and in the Dining Room itself;
- in dormitories; and
- on school transport.

### **Procedures**

The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

### **Reporting bullying complaints**

**Pupils' responsibilities:** We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

**Pupils:** A pupil who is being bullied, or who is worried about another pupil being bullied, should complain without delay and can do so in several ways. He can:

- tell his parents, the Matron, or any member of staff or a responsible older pupil; alternatively;
- contact the School Independent Listener Christine Druce; 07969262505
- contact the School doctor;
- contact Childline (0800 1111); or
- contact the Local Authority Designated officer for Child Protection (telephone: 01865 815956) for advice.

**Parents:** Parents who are concerned that their child is being bullied should inform their child's Form tutor, the Housemaster or the Headmaster without delay.

**Initial complaint:** A person in authority who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Housemaster and the alleged bully as soon as possible.

The Housemaster must:

- record the complaint in the appropriate behaviour files; and
- contact other relevant staff (if applicable) to agree on a strategy, and on who will take the lead

**Assessment:** The victim's Tutor or the Housemaster will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident/s - physical? verbal? exclusionary? etc.
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed - Headmaster? Parents? The School's designated person for child protection? Social Services? The police?
- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

**Serious incident:** If the Housemaster believes that serious bullying behaviour:

- has occurred involving a pupil; or
- has recurred after warnings have been given to the "bully" he must inform the Headmaster and the School's Designated Person for Child Protection (currently Charles Banbury) The CPO will then:
  - interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He may decide to ask the Headmaster to be present; and
  - send a summary of his findings to the Headmaster.
- The Headmaster will interview the alleged victim and bully separately:
  - to confirm the facts of the case, if considered necessary; and
  - to decide on the action to be taken in accordance with the Range of Action set out below.
- The Headmaster will notify the parents of the victim and bully giving them details of the case and the action being taken.

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**Range of action:** When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim;
- advice and support to the bully in trying to change his behaviour. This may include clear instructions and a warning or final warning.
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict;
- a disciplinary sanction against the bully, in accordance with the School's Behaviour Policy. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently in accordance with the School's Exclusions, Removal and Review Policy;
- action to break up a "power base";
- moving either the bully or victim to another dormitory after consultation with the pupil, his parents and the relevant staff;
- involving Social Services or the police;
- notifying the parents of one or both pupils about the case and the action which has been taken;
- such other action as may appear to the Headmaster to be appropriate;
- noting the outcome in the relevant House Incident Book.

**Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with relevant pupils so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School;
- liaison between relevant staff, the outcome being recorded in the relevant pupils behaviour files.

**Formal complaint:** If the victim or his parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the schools complaints procedure.

**Staff:** Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- celebrating achievement;
- anticipating problems and providing support;
- disciplining sensibly and fairly;
- making opportunities to listen to pupils; and
- acting as advocates of pupils.

**Staff should:**

- be continually aware, watchful and available promoting good behaviour and encourage the care of others;
- ensure pupils are appropriately supervised report all cases of bullying to the Headteacher.

### **Staff Training**

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Appropriate training in all aspects of care is arranged to ensure that staff have the necessary professional skills, especially:

- awareness of the risk and indications of child abuse and bullying, and how to deal with cases;
- counselling skills;
- And ensuring that:
- there is an adequate presence of staff;
- staff are actively involved with pupils in all areas when they are on duty;
- measures are taken to avoid boredom and lack of purpose among pupils;
- there is space available for pupils' quiet withdrawal;
- there is no crowding in bedrooms or common rooms; and
- good behaviour and discipline is maintained.

### **Why incidents might not be reported**

**Victim:** There are many reasons why a pupil who has suffered bullying may be reluctant to report it. He may become demoralised and may say, for example:

- it is 'telling tales'. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight/too studious etc;
- there are too many of them; there is nothing the staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin; or
- I will lie low and not audition for a part in the school play etc.

**Witnesses:** There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. He may say:

- it is "grassing" and I will become unpopular;
- it is not my concern anyway; or
- I don't like the victim and I would find it embarrassing to be associated with him.

**Culture:** Any of these responses would be contrary to our culture at the School. When we drive and implement this policy we encourage every pupil to understand that:

- every complaint of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- there is a solution to nearly every problem of bullying;
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis; and
- the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary.

### **Cyber-bullying Preventative Measures**

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. Also please see our E-safety Policy.

### **The Procedures for Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires.

### **For children who are being bullied - Remember bullies thrive on silence**

- If you are being bullied tell someone, preferably a trusted adult
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault
- Make friends or stay around others
- If worried, stay near a playground lady or school mentor at break
- Expensive items and large sums of money should be left at home
- Try not to show you are upset
- Try to ignore it at the time of the incident - Stay calm - walk away to safety.

### **For children who see someone being bullied**

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.
- Tell an adult immediately
- Try to be a friend to the person who is being bullied
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child

### **For children who are using bullying behaviour**

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A bully doesn't have many true friends.
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'  
Speak to an adult about your bullying behaviour.

### **Involvement of Parents/Carers/Guardians (including clear policies communicated to parents)**

We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.
- In the case of cyber bullying, e.g messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to a trusted adult.

### **Action should then be taken with regard to each of the following:**

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Advice and support for the victim is in accordance with the school's behaviour management policy. Sanctions imposed will be relative to the age of the child. These are recorded on the S-T-A-R Observation Sheet (See Positive Behaviour Management Policy). The bully must understand what they have done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy. Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that: their action is totally unacceptable; it is meant as a deterrent to enabling repeat behaviour and it is a signal to other members of the community that bullying is not tolerated.

**Meetings:** Bullying is regularly discussed in meetings between:

- members of the Senior Management Team;
- senior management and prefects;
- tutors and pupils in their tutor group; and
- School staff and matrons.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

### **Prevention**

Bruern Abbey School uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, (PSHE) education and citizenship activities along with SEAL and Assembly;
- social stories and drawings about bullying
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays and
- providing emotional support to give each child the opportunity to express how they feel.

### **Methods:**

- We watch for early signs of distress in children.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

### **Appreciating the Seriousness of Bullying**

Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

### **Pupils' Response to Bullying**

Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour, passively support the bullying behaviour, passively reject the bullying behaviour and/or actively challenge the bullying behaviour.
- Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:
- to celebrate the effort and achievements of others; to hold and promote positive attitudes;

- to feel able to share problems with staff; to turn to someone they trust, if they have a problem;
- not to feel guilty about airing complaints; and to treat meals as pleasant social occasions.

### **Classroom Management**

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

### **Playground Management**

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Deputy Head, who in turn will act in accordance with the agreed policy. All staff will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

### **Bullying will not be tolerated**

**Remember we are a TELLING SCHOOL**

## Review

This Policy will be reviewed every two years by the Headmaster and staff to assess its effectiveness, and will be updated as necessary. In undertaking the review the Headmaster will take into account the results of the monitoring as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a bullying survey).

<b>Authorised by</b>	resolution of the Headmaster / AHT
<b>Date</b>	11th May 2017
<b>Effective date of the policy</b>	
<b>Circulation</b>	Headmaster / Headmaster / All staff; Parents and pupils on request
<b>Status</b>	Complies with requirements of paragraph 10 of Schedule 1 to the Education (Independent Schools Standards) Regulations 2010 and the National Minimum Standards for Boarding Schools

Review September 2017

## 6. MODIFYING PUPIL BEHAVIOUR POLICY

### Rationale

At Bruern Abbey School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

This guidance has been designed to inform teachers, parents and volunteers about why children behave in the way they do. The guidance also offers strategies to enable children's behaviour to be effectively transformed so that they can reach their full potential in education and for the future.

### Why do children misbehave?

- All Children are social beings whose primary motivation is to belong
- Every action is purposeful towards social integration

*“The direction in which a person moves, the goals which they have set for themselves, present the only access to an understanding of the total personality. Behaviour is movement towards a goal which the person pursues, and it implies action for a specific purpose. It is impossible to understand a person correctly unless one recognises the purpose of his behaviour.”* (Dreikurs 1962)

From an early age children will seek to find ways which will gain recognition. A feeling of importance and a sense of belonging. To the child it is not necessary for the behaviours to be constructive or socially acceptable-the only criteria, which determines if a particular behaviour will persist is whether it satisfies the child's need to belong. When teachers and parents say they don't understand why a child is behaving in a certain way, what they are saying is that they are not aware of the purpose or goal of the child's behaviour.

One of the ways in which teachers can determine these goals is by analysing their own feelings and reactions to the pupil's behaviour. Teacher's reactions can often sustain and strengthen undesired behaviour. They should try not to follow their initial impulse. If children cannot find their place through constructive, co-operative behaviours they will often seek to achieve their aim by pursuing “mistaken goals” for example:

- attention seeking
- demonstrating power
- seeking revenge
- escape by withdrawal

### Pupil Behaviour Profile

Pupils with behaviour difficulties may not understand the teacher expectations and need to be taught specific appropriate behaviour.

### Identify the Exact Circumstances:

- activities during which the child is non-compliant
- specific behaviour that occurs during those activities
- appropriate behaviour that you want the child to engage in

### Attention Seeking Behaviour:

- demands excessive attention from teacher
- frequently disturbs others

Bruern Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

- talks out of turn
- makes silly noises
- constantly gets out of seat
- interrupts lessons
- works only when receiving attention

### **Teaching Appropriate Behaviour:**

- talk to the child individually with no other pupils around
- discuss the exact problem
- choose one area to work on at a time
- explain- “When you talk during individual work time you don’t finish your work and you stop other children from getting on with theirs”
- state the exact behaviour you expect from a child during an activity
- check understanding-get the child to repeat instructions
- remind the child of the appropriate behaviour

### **Child’s Goal: Attention Seeking**

#### **Two Types of Behaviour:**

- Attacking behaviour
- Defending Behaviour

#### **Attacking Behaviour: Pupils Strategy:**

- Is a nuisance
- The show off
- The clown
- The “smart Alec”
- The walking question mark
- Mischief maker
- Pushy
- Obtrusive
- Latecomer
- Instability
- Embarrassing behaviour
- Pencil tapper
- Chatterbox

#### **Attacking Behaviour: How the teacher feels and reacts:**

- Annoyed and irritated
- “For goodness sake stop!”
- Feeling the relief when the annoying behaviour ceases

#### **Defending Behaviour: Pupil’s Strategy:**

- Lazy
- Wants help
- Bashful, shy
- Fearful
- Too tired
- Untidy
- Self-indulgent
- Vain
- Cute
- Model child
- Anxious



- Frivolous

### **Defending Behaviour: How teacher feels and reacts:**

- “I must do something”
- Sense of responsibility
- Urge or coaxed into action
- Feeling of encouragement when pupil responds
- In case of “model child”, flattered by child’s conformity

### **Suggested Strategies for the attention seeking child**

- Use planned ignoring. Praise the child nearby who is behaving appropriately
- Acknowledge and reinforce appropriate behaviour. “What gets attention will increase.”
- Do the opposite of what is expected. Give permission for the child to continue unwanted behaviour
- Have clear expectations-rules, boundaries and rewards
- Employ a whole class reward system
- Teach friendship skills
- Express surprise at the behaviour
- Pair with good role model
- Give special job or responsibility
- Label the behaviour-use “I” statements.
- Teach other children to use “I” statements
- Consequences are a choice
- Show an interest in the child
- Circle time
- Give unconditional positive strokes.
- Extend the “feelings” vocabulary
- Plan for success and celebrate it when it happens
- Focus on the child’s abilities and strengths rather than disabilities and weaknesses. Stay “positive focused”

### **Childs Goal:Power**

#### **Two Types of Behaviour:**

- Attacking Behaviour
- Defending Behaviour

#### **Attacking Behaviour:Pupil’s Strategy:**

- Rebellious
- Argues
- Defiant
- Truant
- Contradicts
- Disobedient
- Temper tantrums
- Bully
- Bossy

#### **Attacking Behaviour:How teacher feels and reacts:**

- Feels threatened
- Feels angry
- Feels authority is being challenged
- Wants to win
- “If you think I’m going to stand for this you’re mistaken”
- “I’ll teach you to defy me”
- “You won’t get away with this”
- Feels victorious when behaviour is quelled

### **Defending Behaviour:Pupil's Strategy:**

- Stubborn
- Unco-operative
- Dawdles
- Forgetful
- Disobedient
- Refuses to do what they are told

### **Defending Behaviour:How teacher feels and reacts:**

- Feels exasperated
- Feels irritated
- Feels challenged
- Feels frustrated
- "You won't get away with this"
- "You'll fall into line or else"
- Feels victorious when pupil does fall into line

### **Child's Goal:Revenge**

#### **Two Types of Behaviour:**

- Attacking behaviour
- Defending behaviour

### **Attacking Behaviour:Pupil's Strategy:**

- Vicious
- 'tough guy'
- Cruelty
- Brutal
- Stealing
- Destruction
- Vandalism

### **Attacking Behaviour:How teacher feels and reacts:**

- Feels badly upset
- Feels deeply hurt
- Feels measure of trepidation
- "what will he do next"
- "what have I done to deserve this"
- "how could he do this to me"
- "what an ungrateful person"
- Feeling of immense relief and hope at any sign of improvement

### **Defending Behaviour:Pupil's Strategy:**

- Sullen
- Moody
- Morose
- Refuses to participate

### **Defending Behaviour:How teacher feels and reacts:**

- Feeling of injustice
- Feels that the child is ungrateful
- "well two can play this game"
- "this won't get you anywhere"
- "it's not my job to placate or appraise you"

- “you can make the first move”
- Feeling of self justification if child displays acceptable behaviour

### **Strategies for the child who needs to be in control:**

- Keep calm! Avoid a power struggle
- Redirect and walk away- expect compliance
- Don't praise too soon- delay your reaction
- Keep praise low key
- Give power by responsibilities
- Arrange opportunities for the child to feel important
- Use 'you' not 'I' to give power
- Have firm limits and boundaries- negotiate rules to give ownership
- Use logical consequences applied to the whole class
- Try to be positive and friendly and don't take anything personally
- Be prepared to listen
- Avoid audiences-discuss behaviour in private
- Reframe their actions.

### **Strategies for revenge**

- Set achievable goals
- Set short-term targets
- Highlight the positive
- Avoid labelling
- Use group support
- Help pupil identify the problem
- Chart and monitor progress
- Give success feedback to the home
- Plan activities that play to the pupil's strengths.

### **Child's Goal: Escape by Withdrawal**

#### **One type of behaviour:**

- Defensive Behaviour

#### **Defending Behaviour:Pupil's Strategy**

- Stupidity
- Idleness
- Indolence
- Incapable
- Inferiority
- Won't mix
- Solitary activities
- Fantasy activities
- Babyish ways
- Hopeless

#### **Defending Behaviour:How teacher feels and reacts:**

- Feeling of inferiority
- Feeling of helplessness
- Feeling of despair
- “I just don't know what I can do”
- “I'm at my wits end”
- “I give up”
- “What can I do with him/her”

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- Instances of improved behaviour are seized upon hopefully – “Perhaps he’s a late developer”
  - Expect nothing of pupil

### **Strategies for learned helplessness**

- Build confidence
- Focus on past success
- Make learning tangible
- Provide tutoring
- Encourage positive self-talk
- Make mistakes OK
- Recognise achievement
- Modify teaching methods
- Show the child they are capable

### **Behaviour Modification**

Behaviour modification refers to:

*“The range of techniques in which the psychology of learning is applied in a planned and systematic way in an attempt to change the behaviour of oneself and others.”*

### **Major Underlying Principles**

- Behaviour can be observed, measured and described in objective terms.
- All behaviour is learned.
- Behaviour is largely controlled by its consequences.
- Context is important.
- You predict the outcome before intervening. The approach is therefore open and unambiguous.
- The behavioural approach is carefully planned and systematic. Each step is monitored, evaluated and can, if necessary, be adjusted.

### **Conducting a specific behavioural review**

- Schools are complicated places and communication can be difficult for a variety of reasons.
- People have attitudes to behaviour as well as different ways of dealing with misbehaviour.
- In addition their formal (and informal) roles and status may vary considerably.

### **REMEMBER:**

- All behaviour is dependent on **CONTEXT**.
- There are **NO** simple **CAUSES OR CURES** for misbehaviour.
- Any cure will partly lie in the context and the relationship of the people involved.
- **Conducting a Specific Review:**
  - What happened?
  - Who was involved?
  - What did they do?
  - What was the context?
  - How serious was the incident?

### **Practical Issues:**

- Who is going to collect the information?
- How is the information going to be collected?
- Who is going to collate the information?

## Major Underlying Principles of the Behavioural Approach:

- Behaviour is observable
- Emphasis is on specific behaviours which are described as objectively as possible.
- Environmental factors are important in moulding the individual's behaviour.
- Approaches are based on knowledge and theories derived from the scientific study of behaviour and assume that all behaviour is learned.
- Focus is a positive one and assumes that behaviour can change for the better.

## Behavioural Approach

(A) Antecedents – what led up to the behaviour

(B) Behaviour – the behaviour that is occurring

(C) Consequences – what happened after the behaviour

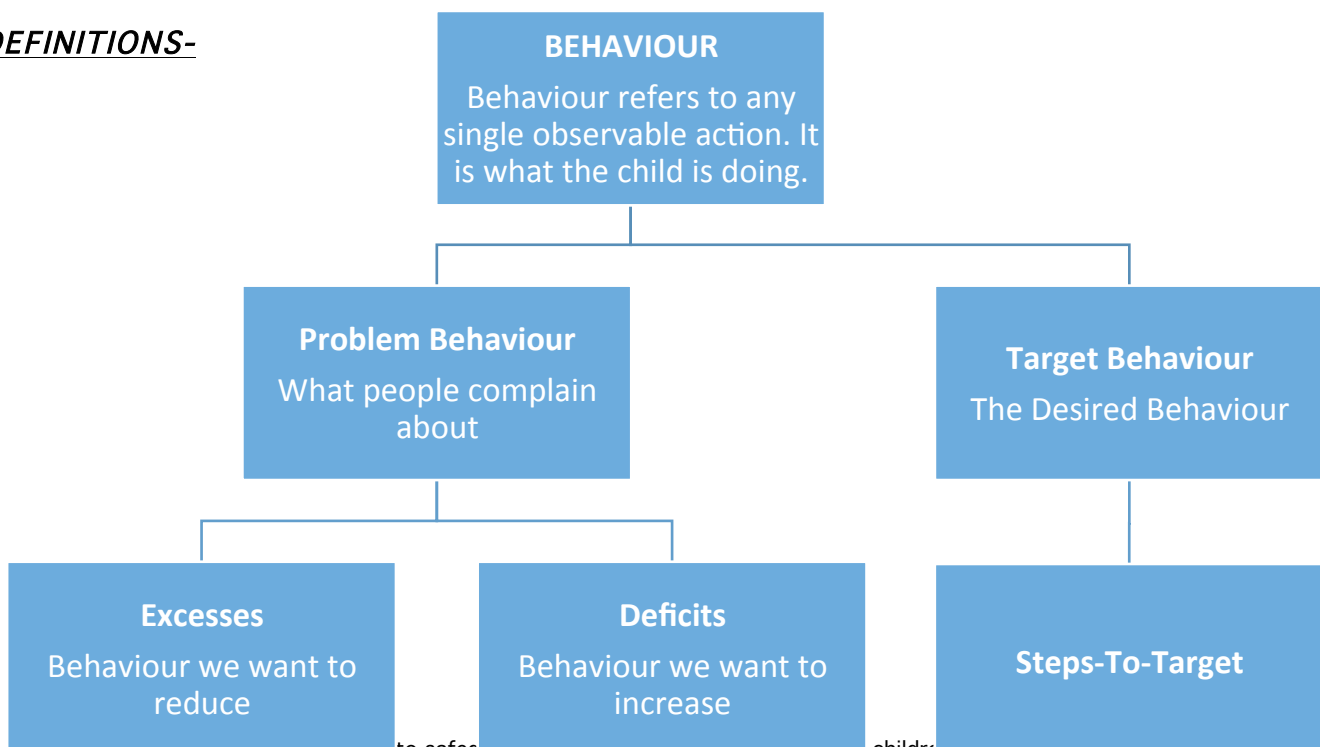
## Used to:

- Reduce frequency of undesirable behaviour
- Increase the frequency of desirable behaviour
- Initiate and maintain new forms of response

## Criteria for implementing a behavioural programme

- How annoying is the current situation to the class teacher?
- How dangerous is the current situation?
- To what extent is the current situation interfering with the pupil's progress and adjustment at school?
- Is it likely that you will achieve the desired outcome with intervention?
- How central is the problem with the complex of problems stated?
- How accessible is the problem – can you get at it or will you have to deal with something else first?
- What is the likely cost of intervention in terms of time, money, energy and resources?
- What is the relative frequency, duration or magnitude of the problem? Are you satisfied that the proposed outcome is fair and reasonable?
- Is it likely that the new behaviours will be maintained in the situation which the pupil finds him/herself in following intervention?

## DEFINITIONS-



### Reasons for careful observation

- To identify more precisely the behaviours to be modified.
- To clarify one’s perception of the problem.
- Observation and measurement provide an accurate record.
- Observation helps us to select targets for intervention.
- Observation may reveal patterns of behaviour.
- It helps to evaluate the success of the intervention.

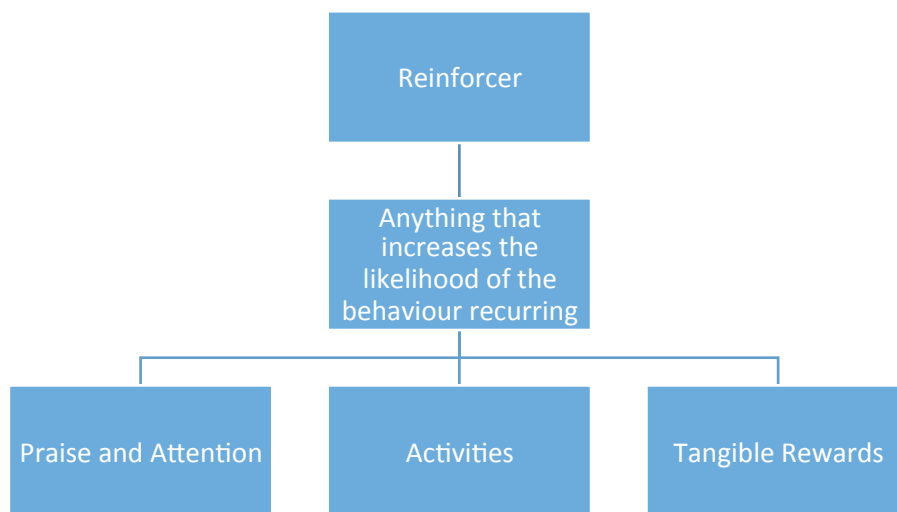
<u>Fuzzy</u>	<u>Performances</u>
“He’s Disruptive”	He shouts out loudly when the reader talks to another child.
Jane can’t concentrate	Jane is unable to work for more than three minutes before leaving her patrol and talking to scouts in the other patrol
Gillian is under-achieving	Gillian can master magnetic bearings, but is unable to convert them to grid bearings
Paul is Unco-ordinated”	Paul can run and jump but is unable to catch a cricket ball thrown five metres away.

## **Fuzzies and Performances**

### **Behavioural productivity is increased by:**

- Grading the performance task into steps that are small enough to reduce the task demands to a point where successful performance is guaranteed.
- Ensuring that the graduated steps are obvious so that the pupil can monitor his/her own performance (and thus become aware of his/her success).
- Focusing attention on what has been accomplished already, instead of worrying about how much there is yet to do.
- Ensuring that reinforcement is contingent upon performance. Preferably, reinforcement should be 'social' and administered by someone important to the child; ideally, the class teacher him/herself. It is hoped that this will facilitate generalisation to other things that the teacher does.

## **REWARDS-**



## **Rewards**

Reward your child as soon as s/he does what you want him/her to do.

To begin with, reward the child every time s/he does it.

Tell him/her why you are pleased with her/him.

### **I.e. be specific:**

- “I like the way you tidied your room”
- “Well done for getting 9 out of 10 for your maths homework”
- “Thank you for holding the door open for Mrs Thomson”

## **Form for exercise on meaning of disruptive behaviour**

The kinds of disruptive behaviour which:

- Make me angry are:

- Seem to me senseless are:



- I find difficult to stop are:
  
- Embarrass me are:
  
  
  
  
  
  
  
  
  
  
- I find easy to deal with are:
  
  
  
  
  
  
  
  
  
  
- I can see the reason for are:
  
  
  
  
  
  
  
  
  
  
- Amuse me are:

## CONDUCTING A SPECIFIC BEHAVIOURAL REVIEW

### **Why is it important?**

- We need to transfer opinion and comment to hard data.
- Information about behaviour is most reliable when based upon hard data rather than opinion.
- This is particularly true about behaviour because it is such an emotional issue.
- It is therefore essential that any decisions in this area
- are grounded in reality.
- This is a critical part of the process of moving towards a Whole School Policy.

### **Advantages of a Whole School Policy**

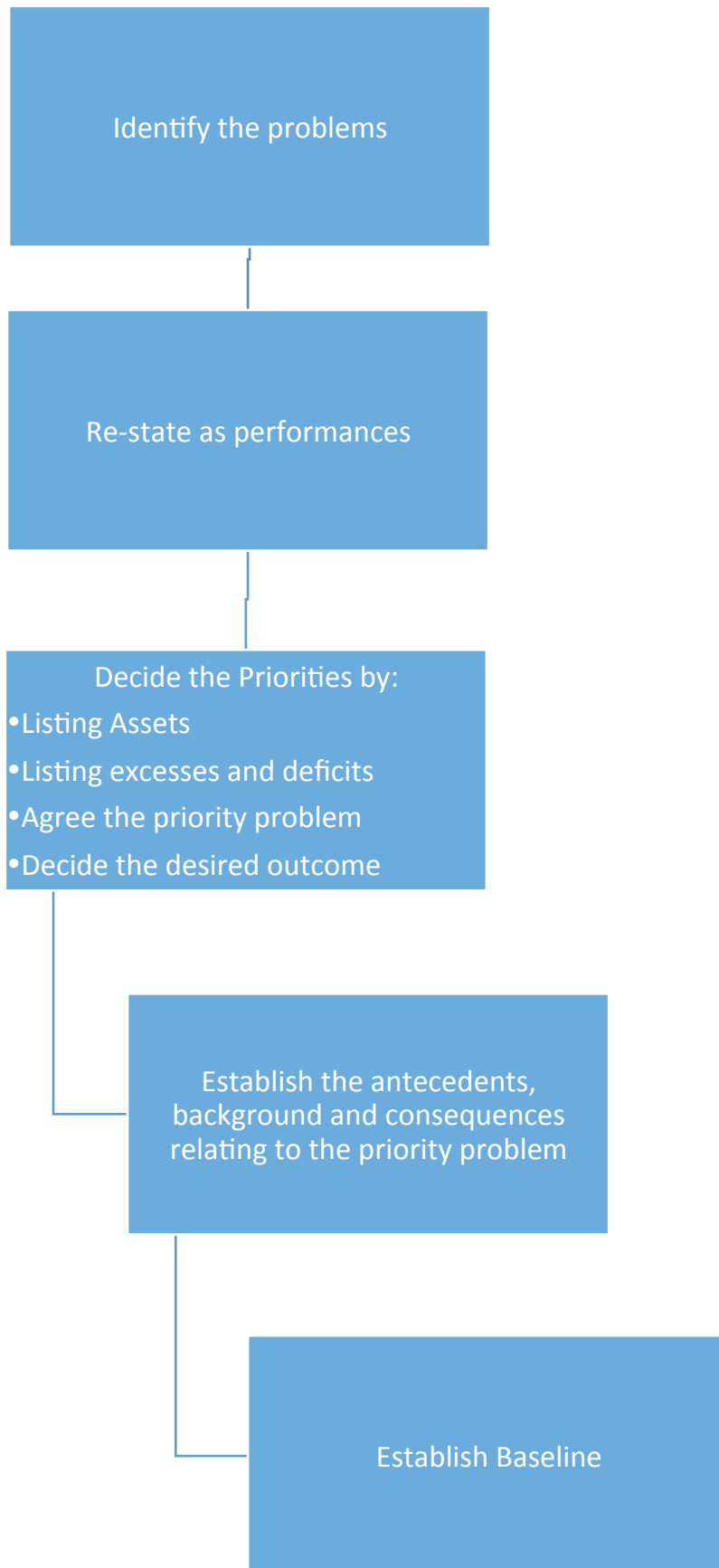
- Enables the school to focus on specific, agreed objectives.
- Provides an opportunity to share objectives with others.
- Helps to achieve consistency amongst all adults in the school.
- Provides a context for considering achievements.
- Creates an opportunity to match school requirements with needs and skills of teachers and support staff.

### **Common Attitudes for Misbehaviour**

- It's someone else's problem
- It's the child's problem
- It's the parents' fault
- It's something that happened in early childhood
- No-one can do anything about it
- If this school was organised better we could do something about it
- All the family are like that

### **Behavioural Programmes (IBP)**

- Define precisely the target behaviour.
- Observe and measure the child's usual behaviour.
- Select suitable reinforcers.
- Implement your programme by applying reinforcement.
- Evaluate



## **FIRST STEPS IN BEHAVIOURAL ASSESSMENT**

### **DEFINITIONS**

- **BEHAVIOUR**- What the child does that we can observe
- **POSITIVE REINFORCER**- Anything that increases the likelihood of the behaviour recurring
- **NEGATIVE REINFORCER**- Something which when withdrawn, increases the likelihood of the behaviour recurring.

**A properly written Behavioural Objective has several components.**

**It tells:**

- Under what circumstances
- Who
- Does what
- How often

**Reinforcer- Anything that increases the likelihood of the behaviour recurring**

- Make consequences clear.
- Make sure that consequences follow the desired behaviour in a regular and predictable manner.
- Emphasise positive aspects.
- If possible, use a visual record.
- Don't take rewards away.
- If you can, let the child have an option of rewards.
- It may be possible to arrange a situation so that the child can win rewards, not only for him/herself, but for the group.

**Types of Reinforcer:**

**Praise and attention**

- 'Smiles'
- 'Well Dones'
- 'I like the way you tidied up'
- 'excellent work'
- 'good, you got full marks'

**Activities**

- Choosing an activity in class
- Taking part in sports classes
- Producing things for special projects
- Drawing

**Tangible rewards**

- Stars and Diamonds
- Written comments on work from teacher
- Commendation from teacher

With regard to this policy we give members of staff the following guidance.

## **Modifying and Managing Behaviour through Positive Language**

### **Rationale**

At Bruern Abbey school we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

### **Our practice**

It is expected that all staff members who work at Bruern Abbey School will use and promote positive language with children where possible. Our behaviour management strategies at Bruern Abbey School are based on the following principles:

1. We model expected behaviour. Children develop and progress through a very confusing world, with no clearly defined pathway. They stumble upon the 'socially acceptable' ways of behaving by being told what NOT to do! We show children a much clearer way forward by using simple sentences, outlining expected behaviour and then praising them for it when it is achieved. Role modelling expected behaviour helps children to learn what is expected of them. For example: "When we finish our meal it is good manners to put our knife and fork together, look at how I do it. Do you think you could have a go?" This may take many repetitions before a child thinks to do this on their own: "Remember when we learnt to put our knife and fork together when we had lunch the other day, do you think you could try and do that again. We then follow this up with specific praise: "Very good manners, you put your knife and fork together, well done XXXX!" We help children to be aware of Bruern Abbey School rules, and encourage them to use them as a guide to how to behave.
2. We use eye contact with children. We use eye contact when we are speaking to and listening to children. We always aim to get down to the child's level before starting talking, as eye contact is easier when you are at child height. We use eye contact with and amongst staff members working in the same room. Communication is a two way process with a speaker and a listener, so we must ensure that we have engaged a 'listener'.
3. We use our body language as well as our words. We are aware of personal body language and the impression that it gives the children. Crossing of arms makes a practitioner appear unapproachable and cuts them off from spontaneous interactions with the children. We move towards the child or any other person when communicating with them, and remember to respect the other person and child and move so that any communications occur in the same space, not across the room or table.
4. We use specific praise to reward positive behaviour. We use praise which is positive and quantitative rather than vague. For example, instead of saying "good boy XXXX" to a child who is sitting well, we would say "good sitting XXXX." This highlights to the child and his/her peers the aspect of positive behaviour which is being rewarded, thus reinforcing the positive behaviour.
5. We ignore negative or attention seeking behaviour. A child craves attention, especially when it has been so freely given in the first few years of life. A child does not discriminate between attention – it can be gained in a positive as well as a negative way. As much as possible we **ignore the negative behaviour**, whilst observing and praising for all the behaviour that we wish to see repeated. As long as

other children are not at risk, ignoring negative behaviour is a valid method by which to discourage it.

6. We phrase our requests in a positive manner. When the phrase 'don't draw on the table' is used, the child will only hear 'draw on the table'. Instead we rephrase, and use our words to direct the child towards the appropriate actions "When we draw we keep the pencil on the paper", "When we are at school we keep our bottoms on our chairs" "We play gently with our friends when we are at Reception" We avoid using the words "No" and "Don't" as far as possible, instead using positive phrases such "Please walk", "At school we sit on chairs", "Please be gentle", "Let's hold hands to keep safe"..
7. We promote responsibility and independence. The child's internal sense of order can be re-enforced and fostered, where the children are given the responsibility of simple tasks such as tucking in their chairs, wiping the table, helping themselves to an activity and returning it to its place, on the shelves or table. As such we promote children's independence, and give members of the class who display positive behaviour responsibilities such as 'Emerald/Sapphire/Ruby/Pearl of the Week' to make them behaviour role models to their peers. Each class has a school council rep, who is asked to encourage and promote positive behaviour amongst his or her peers.
8. We use our knowledge of each child as an individual. An important factor in behaviour management is to observe, know each child, what they are interested in and provide opportunities for them to use their energies constructively. We also use this knowledge to provide appropriate rewards for positive behaviour.
9. We do not make assumptions about children's understanding. In school children expand and develop their vocabulary. However, for many children this development may be slower. As such, we always ask ourselves, 'does this child know the meaning of these words?' or 'do they know what I mean by...'. Rather than expecting, we believe in introducing the child to the concept first and then praising when it is achieved. This applies on a broader scale, too, to the concepts rather than the words. While sharing or playing nicely is second nature to adults, we try to remember that this is not the case for young children. Behaviour which might be classed as 'negative' may well not be intended as such, and should be dealt with accordingly. For example, a four year old using a swear word should not be chastised or punished, but should be taken aside and explained to.
10. We empower children to choose the right course of action. Where possible we use the phrase 'I know' to empower children to make their own choices, for example, "XXXX, I know that you know how to sit beautifully in the circle. Please show me how you sit beautifully, thank you for sitting so beautifully, that's exactly how we sit beautifully in the circle." This empowers the child and also re-affirms the practitioner's belief in their abilities. As some children go from the unconscious mind into the conscious mind, they may require more obvious choices. Where possible we phrase our instructions to children so that they have a choice, for example: "XXXX I know that you know how to play with the sand beautifully. When we play with the sand we keep it all in the sand pit here. Would you like to play with the sand? Then we keep the sand in the sandpit. You can play in the sand pit beautifully or come and sit with me? What would you like to do?" If a child refuses to comply, we allow them breathing time to make the right choice. This is achieved by counting to 5. If the child still has not done as requested, then he/she is removed politely, and the second choice is carried out. This would usually be sitting accompanied for a short time, with an adult pointing out all the other children and the positive aspects of their work or play. A child who makes the right choice may be also rewarded with a star or diamond.

11. All member of staff have had training from the Mulberry Bush School .This helps them to understand and support the ethos that all behaviour is some form of communication.

