

# BRUERN ABBEY SCHOOL

## Behaviour Policy

This policy applies all pupils in the school

BRUERN  
ABB  
EY  
SCHOOL

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John Floyd Headmaster

## **Contents**

<b>Cross-references</b> .....	
<b>Introduction</b> .....	
<b>Aims</b> .....	
<b>Definitions</b> .....	
<b>Consistency</b> .....	
<b>General Approaches to behaviour management</b> .....	
<b>Malicious accusations</b> .....	
<b>Curriculum</b> .....	
<b>Rewards and Sanctions</b> .....	
<b>Rewarding good behaviour</b> .....	6
<b>Sanctioning poor behaviour</b> .....	7
<b>Additional Strategies</b> .....	8

## **BRUERN ABBEY SCHOOL – BEHAVIOUR POLICY**

This policy is written with due regard to the DfE guidance ‘Behaviour and Discipline in Schools’ 2016

It recognises the duty of proprietors under Section 7 of the *Education (Independent School Standards) Regulations* to ensure that arrangements are made to safeguard and promote the welfare of children.

### **Cross-references**

This policy takes account of the guidance offered to staff in the following policies:

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

### **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.

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.

### **Aims**

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

- Follow the school’s code of conduct (P.R.E.P.)
- Grow their self-confidence and a good sense of humour;
- Be kind to others and aware of others’ feelings.

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.

### **Definitions**

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.

## Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through:

- Staff training, support and development;
- The induction of new staff;
- Monitoring of consistency in behaviour management by the Headmaster/SMT;
- Clear and consistent boundaries for classroom management developed in conjunction with children;
- Monitoring of logs of administration of disciplinary sanctions.

Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral through to the Headmaster. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

## General approaches to behaviour management

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016):

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
  - they can work together with the school to achieve improvements in their child’s behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

### **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will consider whether to take disciplinary action in accordance with the school’s Behaviour Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

### **Curriculum**

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as in assemblies and chapel services:

- good behaviour
- self-discipline
- respect
- Fundamental British Values

### **Rewards and Sanctions**

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs;
- The priority is the promotion of positive behaviour;

- Support the teaching of good behaviour, self-discipline and respect;
- Designed through pupil discussion;
- Enable independent pupil action and reflection;
- Support positive relationships in school;
- Reinforce and reward appropriate behaviour;
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources.

### Rewarding good behaviour

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 Meeting an academic target set by a member of staff 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 in the main building. They are signalled by the entering of the awarding teacher’s initials. The number of Stars and Diamonds are recorded on reports and added up each week to be transferred to a spreadsheet to give the House system a competitive edge.

### Milestones

Boys may 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 and there may be one from more than one house.

### Once a Term

The House with the greatest number of Diamonds and Stars will receive a treat; examples in the past have included hot chocolate and doughnuts at break time.

### Once a Year

The house with the most points will go on a day trip.

### Commendations

In the case of exceptional and truly outstanding academic 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 assemblies on Monday mornings (the teacher should liaise with the Headmaster to organise this).

### Sanctioning poor behaviour

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. All sanctions must have a restorative outcome. Pupils have a right to learn from their mistakes.

Lists of breaches below are not exhaustive, and depending on context of the incident may be viewed more seriously than outlined below.

#### Level 1

- Low level disruption of class
- Inappropriate lateness to class or other Bruern event
- Wearing incorrect uniform without good reason
- Swearing and/or inappropriate language
- Persistently talking after lights out
- Any other **inadvertent** breaking of School Rules

In the case of any of the above, boys will be dealt with by the member of the staff responsible for supervising them at the time. Staff should place boys in their own detention, and inform the boys' tutors. In the case of persistent breaches, see level 2. 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.

Level 1 breaches recorded in minor incident log.

#### Level 2

- As above (Level 1) but deliberately and/or persistently
- Going out of bounds
- 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

\* If an example of the above is deemed to be extreme and/or persistent then it can be escalated to level 3

In the case of any of the above, staff should record the incident and forward to the Tutor, Senior Tutor and Head of Pastoral Care. The boy will have a meeting with the Senior Tutor and/or Head of Pastoral Care. The boy could be placed in a school detention, or may undertake Bruern Service or similar, or placed on a report card. 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.

Level 2 breaches recorded in serious incident log.

### Level 3

- As above (Level 2) but extreme and/or persistent cases
- Aggressive, abusive or threatening verbal behaviour
- Aggressive physical behaviour
- Theft
- Persistent aggressive, abusive or disruptive behaviour
- Bringing illegal substances on to the premises
- Bringing in unsuitable material e.g.: DVD / downloaded films / magazines

In the case of any of the above, staff should record the incident and forward to the Tutor, Senior Tutor and Head of Pastoral Care. The incident will be investigated by the Senior Tutor and/or Head of Pastoral Care. Following the investigation, details should be taken to the Headmaster, who will then consider possible sanctions, examples of which may include one or more of the following:

Letter of Apology; Formal Letter of Reprimand to Parents; Loss of ICT Privileges; Bruern Service; School Detention; Headmaster's Detention; Internal Exclusion; Fixed-Term Exclusion; Permanent Exclusion

Level 3 breaches recorded in serious incident log.

### Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

### 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 fortnightly basis and recorded on the IBP.

**Modifying Pupil Behaviour – Guidance**

The document ‘Bellevue – Modifying Pupil Behaviour – Guidance’, outlines the review process to address behaviour at Bruern.

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