

BRUERN ABBEY SCHOOL

Behaviour Policy

This Policy Applies to Bruern Abbey School

The logo for Bellevue, featuring the word "bellevue" in a lowercase, sans-serif font. The letters "bel" are blue, and "levue" are pink.

Reviewed: September 1st 2023

Next Review: September 1st 2024

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

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.

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.

Confiscation

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/devices (apple watches etc.), 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".

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 and SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

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. This policy, along with the Equal Opportunities Policy, recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

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 sanctions 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

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- 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 and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

Curriculum

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

- 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	PREP - Punctuality, Respect, Enthusiasm, Preparation. 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, Diamonds, House Points

The house system will be integral in rewarding both individual endeavour and promoting team spirit amongst the boys. At the end of each term, the house with the most house points will be given a reward as a collective. At the end of the academic year, the winning house will be rewarded with a day trip, as well as being presented with the house cup at prize giving day.

Stars and Diamonds will be recorded on ISAMs . Lists of house totals and individuals' totals are displayed on the house boards in the main corridor and in tutor rooms. Totals are also given out in assembly to engender competition. Each week, the outstanding individuals who obtain the most points that week will be rewarded with a special break time treat (hot chocolate, tea and toast etc.)

Stars are awarded for work - great effort and/or achievement.

Diamonds are awarded for PREP - punctuality, respect (to peers and staff), enthusiasm and being prepared. Clearers will get a diamond per clearing duty.

House Points can be awarded for team sports, play, choir, music competition, exceptional group work. Termly competitions, for example. Chess, Art, House sports competitions.

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

Teachers are still responsible for dealing with classroom management issues, for example:

- poor behaviour
- disruption
- rudeness

They should issue a detention, if required, to be taken by them and report this on ISAMs in the usual manner. A detention should never include academic work that would be inappropriate for boys with SEN. eg.lines or essay writing. Detentions should be restorative and progressive.

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
- 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. A teacher detention may be given at this stage and record on ISAMs as such. If a teacher detention is not given, then please record as a report on ISAMs. 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 on ISAMs.

Level 2

- Going out of bounds
- Swearing and/or inappropriate language
- Rudeness to a member of staff
- Deliberate destruction of personal or Bruern property
- Aggressive use of physicality
- The use or distribution of inappropriate material
- 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 on ISAMs as a school detention. This will notify 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 on ISAMs. Parents are informed.

Level 3

- 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
- Derogatory remarks aimed at a particular individual in the context of race, religion or sexuality - see *Bullying policy*.

In the case of any of the above, staff should record the incident on ISAMs as a major sanction. This will notify the Tutor, Senior Tutor and Head of Pastoral Care. The incident will be investigated by the Senior Tutor and/or Head of Pastoral Care, Deputy Head and Head, 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

There must also be a restorative meeting.

Level 3 breaches recorded on ISAMs. Outside agencies informed as required by law.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working for example, counselling, drawing & talking, 1:1 supervision. Report cards can also be used for classes or specific individuals. These are used for both positive and negative feedback.

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 email 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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Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- taster days (& nights) for new pupils;
- 'new boys' tea' - induction afternoon for new boys and their parents each summer for boys starting in September of that year;
- 'moving up' days for current pupils;
- 'graduations' from the junior school;
- handover meetings and documents between class teachers, including information on ISAMs.
- boarders' handbook;
- 'meet the tutor' and new parent/ pupil events;
- buddy systems;
- staggered start to the academic year, welcoming boys back by year group and providing year-specific information for parents and boys;
- liaison with senior schools, including participation in induction events;
- staff visits of senior schools, where possible.
- Summer sports camps which are open to both current and new boys. These days have proven a huge succession in the positive integration of pupils ahead of the start of term.

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 searching in the school's search policy. For guidance on screening and confiscation, see DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies"
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Bellevue EDI Statement

This statement and the strategy which follows, is led by the CEO and the Education Committee but it is owned by everyone. It sets out our principles and our direction of travel to secure positive action. The conversations that arise in bringing this strategy to life, may challenge us and may make us uncomfortable, an open and honest discussion will drive the journey from where we are now to where we want to be.

As a group of schools working across the UK and international boundaries we serve and reflect a vibrant and diverse community. We celebrate the differences between us and we delight in this diversity. It makes us strong, it makes us unique and it makes us special. The commitments in this statement are made to everyone connected with us – our staff, our pupils, our parents and carers and our communities.

Equality, diversity, and inclusion (EDI) are core to the values of Bellevue and Leaders, without exception, must lead by example and embody inclusive behaviours and governance. Bellevue is committed to promoting EDI within our own organisation and across our schools. The fundamental goal of equality is to raise awareness and make sure that all individuals are treated equally, in a society that is respectful and accepting of difference so that we can find common ground through fairness. In our view there has never been a more important time for understanding and promoting equality and diversity in schools, within a rich and varied society the promotion of EDI in education is paramount for both students, teachers, families and communities

Core Principles

We understand that each of us is unique and that it is valuing and embracing these differences which bring new ideas, perspectives, learning - with the effect of making us collectively stronger. The belief that everyone connected with us must be equally valued and treated fairly is central to the group promise that 'Together we can'

In the context of this statement:

'Equality' means treating people fairly, ensuring they have equal opportunity to achieve their desired outcomes, and eliminating discrimination. Young people need to have an understanding of equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others.

'Diversity' is concerned with representation and valuing individuals for the different perspectives they have to offer. Successfully teaching and raising awareness of diversity works to highlight individual characteristics and traits that make people unique rather than different. When children are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives.

'Inclusion' means ensuring that everybody has a voice and a means to participate, which may involve making reasonable adjustments to our usual processes. We want all members of your school community to share a sense of belonging in both the school and the wider community. This will help each individual to feel respected as an individual and to respect one another. This feeling of mutual respect makes it easier for students to participate in school life fully.

In Schools

Across schools the goal is to create a safe place without prejudice – where students have the opportunity to thrive, and all students are equal regardless of their identity. Through promoting

equality and educating children about EDI, schools create a safe environment for students to challenge, discuss, explore, and form lasting values, morals, and opinions. Instilling young students with positive and open-minded attitudes, prepares them for the challenges and opportunities within modern society. Equality and fairness within and across the organisation is an ongoing priority for us so that we are all thriving individuals, experiencing and playing equal parts in our school communities. Core to our Strategy 2025 our responsibility to build an organisation which truly values equality and fairness. This applies fully to all members our community children, staff and families.

Within our strategy we will work to ensure that

- every child and young person, is proud of who they are and believes that they can and will achieve;
- every member of staff is supported to develop themselves and feel a true sense of belonging within the organisation and that regardless of their role;
- every parent and carer feels that their contribution is valued and welcomed in our schools;
- All feel included and their voice listened to

Our Commitments

We will do this through:

Ensuring pupils will be provided with a quality learning experience where they feel known, understood and cared for by their staff. Their backgrounds and experiences will be embraced in schools, and will experience a curriculum that will expose them to a wide range of opportunities within and outside of the classroom, which reflect an accurate picture of modern Britain, the World and history. This curriculum will be supported by diverse voices, where all pupils can see themselves and their families reflected. They will all access a rich and diverse educational experience which broadens and enlivens their perspective and supports each and every one of them to achieve their very best. They will take with them these positive experiences, continuing to be ambassadors for equality, diversity and inclusion.

Enabling our staff to be strong role models whose influence can be life long and life changing. It is critical for our pupils that we attract and retain great people and that our workforce reflects the diversity that we value in our communities. We will enable and empower staff to work collaboratively – building on their strengths and working in a climate of trust. We will engage with a wide range of organisations to support the delivery of our programmes.

Working with parents and families to foster positive relationships. By working in partnership we can more effectively support the progress of our pupils. We want every parent and carer to feel that they are welcome, and welcomed, into our schools. Again, it is important for us to understand our parents' perspective and we will, on a regular basis, hear from them on what it is like to communicate with our schools and how this experience can be better.

Making our schools part of their local communities, being outward facing and engaging fully with our community. This may include attending community events, working with local community organisations and inviting members of our community into our schools. We will embrace partnership working with others who are able to support and develop us in bringing this statement to life now and in the future.

We will be proactive in addressing these through:

- implementation of transparent policies, practices, and procedures
- appropriate training, development and experiences of all parties involved
- promoting these principles across the curriculum
- challenging any non-inclusive views held by anyone within the school and wider community.

We model what we value and in so doing, establish our culture. Our behaviours and how we

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communicate with each other are central to this. Whatever position we hold, we should feel empowered to challenge any action which undermines this commitment. We will, on a regular basis, seek to understand from pupils, staff and parents what it is like to be part of the Bellevue family of schools.

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