

## **BRUERN ABBEY SCHOOL**

# **Behaviour Policy**

This Policy Applies to Bruern Abbey School



Last Reviewed: August 2025

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Annual review

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## Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, 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”](#) 2022.

## **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
  - o they are kept informed about disciplinary issues and rewards for good behaviour relating to their child

- o 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 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 (p19).

### **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:

<b>Stars Academic</b>	<b>Diamonds Pastoral</b>
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).

## **Other Awards**

Across both Junior and Senior year groups, roles and positions of responsibility are awarded:

Junior Monitor badge, Junior Prefect badge, School Ambassador, 'Manners Maketh Man' badge. Head Boy, Deputy Head Boy, Senior Prefect, Senior Monitors, Head of House, Deputy Head of House, House Head of Sport (Senior), Head of House Sport (Junior), House Head of Music. Those boys awarded with these will also be featured in the school newsletter.

At the Senior School, prefects are divided into Senior, Day and Boarding.

## **Sanctioning poor behaviour**

At Bruern, we believe that behaviour is not something to be managed, but something to be understood, it's about creating a culture of belonging. At Bruern, belonging underpins our approach to behaviour. For our pupils, many of whom have found previous schools challenging, belonging is about feeling known, valued, and included. When children feel connected to the school community, they are more likely to engage, respect boundaries, and take pride in their conduct. As staff, our role is to build strong relationships, set fair and consistent expectations, and use restorative practice to repair and rebuild when things go wrong. By prioritising belonging, we create a positive culture where all pupils can thrive.

When we take time to understand we begin to connect and from connection comes trust. 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. Points raised in morning meetings will be logged on the daily plan for those members of staff who do not attend the morning meeting. If appropriate, especially in lessons, 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 lessons
- Inappropriate lateness to lessons 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, Head of year and Head of Pastoral Care. The boy will have a meeting with the Head of year 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 report this to the Head of year and or Head of Pastoral Care immediately.. The incident will be investigated by the Head of year 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.


## 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;
- 'moving up' days for current pupils, including year 8 boys who are moving onto Bruern Senior School;
- '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 and activity 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.
- Bespoke timetables for anxious boys/school avoiders

## 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 Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies.
- in reference to behaviour and belonging  Bruern Belonging document
- dealing with screening, searching and confiscation.. 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

## Appendix I

### Rewards and Sanctions at Bruern Senior School

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. Merits can be awarded for academic, pastoral and boarding achievements. Amongst many positive behaviours they can be awarded for:

Merits	
Academic	Pastoral and Boarding
<ul style="list-style-type: none"><li>● Contributions to teaching and learning in class</li><li>● Effort, improvement, or achievement in academic work</li><li>● Meeting an academic target set by a member of staff</li><li>● Consistency in completing and submitting work</li></ul>	<ul style="list-style-type: none"><li>● Setting an example in and around the school</li><li>● Generosity, helpfulness or kindness or other examples of good manners</li><li>● Time-keeping/punctuality</li><li>● Contribution to Form Group, House, or to the School</li><li>● Contribution to music, games or extra-curricular life</li><li>● Contributions to boarding life.</li><li>● Personal presentation</li><li>● Consistent Tidiness</li></ul>

### Recording Merits

Merits will be recorded on ISAMs. Totals are also given out in assembly to engender competition among both individuals and classes. Each week, the outstanding individuals and class, who obtain the most points that week, will be rewarded with a mention in assembly. At the end of the term there is a prize for the most achieving individual in each class.

## Commendations

In the case of exceptional and truly outstanding academic work a Head's 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 Head 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. Points raised in morning meetings will be logged on the daily plan for those members of staff who do not attend the morning meeting. If appropriate, especially in lessons, 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 using a Behaviour Report. 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 I

- |  |
|--|
| <ul style="list-style-type: none"><li>• Low level disruption of lessons</li><li>• Inappropriate lateness to lessons or other Bruern event</li><li>• Wearing incorrect uniform without good reason</li><li>• Any other <b><u>inadvertent</u></b> breaking of School Rules</li></ul>                         |
| 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 through a behaviour Report. This will notify the Head and other senior staff. The boy will have a meeting with the Head or senior staff member. The boy could be placed in a school detention, placed on a report card or given another fitting punishment. 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.

For Level 2 breaches 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 through a Behaviour Report. This will notify the Head. The incident will be investigated by the Head or a delegate chosen by the Head. Following the investigation, details will be taken to the Head, 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.

Outside agencies to be informed as required by law.

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