

BV2425 Behaviour Policy

BRUERN ABBEY SCHOOL

Behaviour, Belonging and Character Policy

This Policy Applies to Bruern Abbey School



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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 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026, Statutory guidance Mobile phones in schools 2026 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

- 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, 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.

Mobile Phones in School

The school's policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

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 head/SLT
- 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".

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school's behavioral sanctions.

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.

Please refer to appendix I

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 which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures (like detentions or isolation) with restorative practices, calming time, or educational interventions
- 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 Headteacher 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 (p22).

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

See appendix 1, section 2.

Additional Strategies

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

See appendix 1, section 2.

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:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils'/boarders' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

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. See appendix 1, section 3 and the Anti-Bullying policy.
- dealing with screening, searching and confiscation of possessions in the screening and searching policy (if the school has a separate policy. See safeguarding policy.
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Appendix I: Behaviour, Belonging and Character Policy

Introduction, Vision and Character Values

Introduction

This policy should be read alongside the school's Safeguarding Policy, Anti-Bullying Policy, SEND Policy, Exclusion Policy and Boarding Handbook. Together these documents ensure that pupils are supported to flourish in a safe, inclusive and respectful environment. The statutory guidance referenced within the current Behaviour Policy continues to underpin this document.

Our Vision

At Bruern Abbey School, we believe behaviour is not something to be managed, but something to be understood, taught and developed. Every child deserves to feel that they belong.

Belonging is the foundation upon which positive relationships, academic success and personal growth are built. When children feel known, valued and included, they are more likely to make positive choices, show resilience when challenges arise and contribute positively to the wider school community.

Many pupils arrive at Bruern having experienced difficulties in previous educational settings. We recognise that behaviour can often communicate an unmet need, frustration or uncertainty. Understanding behaviour, however, does not mean lowering expectations.

Instead, we combine compassion with accountability. Staff build relationships based on trust, consistency and fairness whilst maintaining high expectations for every pupil. When mistakes are made, pupils are supported to reflect, repair relationships and learn from the experience so they are better equipped to make positive choices in the future.

Our aim is not simply to improve behaviour today, but to develop young people of strong character who will flourish long after they leave Bruern Abbey School.

Behaviour Through Character

Behaviour at Bruern is inseparable from character. Rather than simply teaching pupils what not to do, we deliberately teach the personal qualities we hope they will demonstrate throughout their lives.

Every lesson, sporting fixture, boarding evening, trip, assembly, tutor period and informal interaction provides an opportunity to develop character. Rewards, restorative conversations and behaviour interventions should encourage pupils to reflect upon the character they are developing, not simply the rules they have followed or broken.

Our Character Values

Honesty

We tell the truth, take responsibility for our actions and have the courage to admit when we have made mistakes.

- Speak truthfully

- Take ownership
- Apologise sincerely
- Learn from mistakes
- Act with integrity.

Respect

We treat everyone with dignity and consideration. Respect yourself, Respect others.

- Listen to others
- Speak politely
- Care for property and the environment
- Respect differences and boundaries.

Kindness

We notice when others need support and choose actions that strengthen our community. Be kind to yourself, be kind to others.

- Include others
- Show empathy
- Encourage others
- Help without being asked

Confidence

Confidence means embracing challenge, showing resilience and believing improvement is always possible.

- Have a go
- Ask for help appropriately
- Persevere
- Speak up when something is wrong.

Creativity

We value curiosity, imagination and independent thinking.

- Ask questions
- Solve problems creatively
- Contribute ideas
- Embrace new experiences.

Living Our Values

Our five character values are our behaviour expectations. Staff should reference these values when recognising positive behaviour and when supporting pupils to reflect upon behaviour that falls below expectations. In this way, every behaviour conversation becomes an opportunity to teach character.

Section 2: Behaviour Expectations and Recognition

Behaviour Expectations

Every member of the Bruern community is expected to demonstrate our five character values in lessons, boarding, sport, social time and when representing the school beyond the campus. Staff should use these values as the common language for recognising positive behaviour, addressing poor choices and supporting restorative conversations.

Character Value	What this looks like at Bruern
Honesty	Telling the truth, taking responsibility, admitting mistakes and acting with integrity.
Respect	Speaking politely, listening, following instructions, caring for people, property and the environment.
Kindness	Including others, encouraging classmates, showing empathy and offering help.
Confidence	Trying new challenges, persevering, asking for help and contributing positively.
Creativity	Thinking independently, solving problems, showing curiosity and contributing ideas.

Recognition and Rewards

Positive behaviour should be recognised frequently and consistently. Staff should seek to recognise effort, improvement, contribution and character as often as achievement. Where appropriate, staff should identify which character value has been demonstrated when awarding a reward.

Stars and Diamonds

Stars recognise academic endeavour and learning. Diamonds recognise character and contribution to the school community. They may be awarded when pupils demonstrate:

Stars	Diamonds
• Excellent effort • Academic improvement • High-quality work • Meeting or exceeding personal targets • Resilience in learning • Creative thinking and problem solving	• Honesty • Respect • Kindness • Confidence • Creativity • Service to others • Positive attitudes in boarding, sport and school life

House Points

House Points celebrate contributions to the wider life of the school, including sporting fixtures, music, drama, competitions, leadership and teamwork. House competitions should reinforce collective responsibility and belonging.

Badges acknowledgement of upholding of Bruern Values

'Manners Maketh Man'

'Ambassador'

Prefect and Monitor

Commendations

The Head may award a commendation for exceptional academic work, outstanding leadership or an exceptional demonstration of Bruern's character values.

Recognition Beyond the Classroom

Character should be recognised wherever it is demonstrated. Staff are encouraged to celebrate positive behaviour during:

- Break and lunch times
- Boarding
- Educational visits
- Sporting fixtures
- Music and drama

Recognition may take place through assemblies, newsletters, tutor time, conversations with parents or informal praise.

The Role of Adults

Adults play the most significant role in shaping behaviour. Staff are expected to notice and acknowledge positive choices, model the school's character values and ensure praise is specific, sincere and linked to the behaviours we wish to develop.

Section 3: Responding to Behaviour

Our Approach

When behaviour falls below expectations, our aim is to teach, restore and support pupils to make better choices. Consequences are intended to reinforce learning, protect the school community and repair relationships rather than simply punish. The Bruern behaviour pathway sets out a constructive and consistent approach for tackling classroom behaviour.

Before Responding

Staff should consider:

- Which Bruern value has not been demonstrated?
- Does this behaviour need reminding, teaching or sanctioning?
- What is the context (age, SEND, safeguarding, previous incidents)?

- What response is most likely to help the pupil learn?
- How will any harm be repaired?

Protocol when taking statements

When taking statements, it is important to not use leading questions. Use T.E.D talk, explain and describe.

Professional Judgement

No behaviour policy can anticipate every circumstance. The examples below are guidance rather than fixed rules. Staff should use professional judgement and seek support from Heads of Year whenever unsure.

1. Classroom Behaviour

Usually managed by the member of staff present.

Examples include:	Typical responses:
• Calling out • Low level disruption • Off-task behaviour • Lack of equipment • Minor lateness • Minor rudeness	• Reminder or redirection • Clear warning • Restorative conversation • Teacher consequence or detention where appropriate • Record on ISAMS if persistent

2. Pastoral Behaviour

Requires Tutor or pastoral involvement.

Examples include:	Typical responses:
• Persistent classroom concerns • Swearing or inappropriate language • Deliberate damage • Repeated disrespect • Unsafe behaviour • Going out of bounds • Physical behaviour that does not amount to assault	• Behaviour Report • Parent communication • School detention • Bruern Service • Report Card • Restorative meeting

3. Serious Behaviour

Requires immediate referral to SMT.

Examples include:	Possible outcomes:
• Fighting or assault • Bullying • Theft • Discriminatory language or behaviour • Sexual harassment • Illegal substances • Serious damage to property • Persistent serious misconduct	• Investigation by SMT • Parent meeting • Internal exclusion • Fixed-term exclusion • Permanent exclusion where appropriate • Referral to external agencies where required • Restorative process where appropriate

Consistency Across the School

Behaviour expectations apply equally in lessons, break times, boarding, educational visits and all activities. Responses should be consistent while recognising individual need and context.

Recording and Communication

Significant incidents should be recorded promptly on ISAMS. Parents should be informed where behaviour reaches the pastoral or serious stages, or whenever communication is judged to be in the pupil's best interests.

Section 4: Behaviour Beyond the Classroom

Our Expectation

Behaviour expectations do not begin and end in the classroom. Pupils are expected to demonstrate Honesty, Respect, Kindness, Confidence and Creativity throughout every aspect of school life. Social times, boarding, sport and educational visits provide some of the richest opportunities to develop character, independence and responsibility.

Break and Lunch Times

Breaks and lunch are opportunities to build friendships, solve problems independently and contribute positively to the school community.

Staff should encourage pupils to:

- Include others in games.
- Resolve minor disagreements respectfully.
- Respect equipment and shared spaces.
- Follow playground boundaries.

- Speak politely to staff and peers.

Typical responses may include restorative conversations, temporary removal from an activity, Behaviour Reports or referral to the Head of Year where appropriate.

Dining Room Expectations

The dining room is an extension of the classroom and should reflect the values of the school.

Pupils are expected to:

- Queue patiently.
- Demonstrate good manners.
- Thank kitchen staff.
- Include others at their table.
- Leave eating areas clean and tidy.

Games and Sport

Sport provides an opportunity to develop resilience, teamwork and leadership.

Pupils should:

- Play fairly.
- Respect officials and coaches.
- Encourage teammates.
- Win with humility.
- Lose with dignity.
- Represent Bruern positively both home and away.

Poor conduct during fixtures may result in removal from the activity as well as further pastoral consequences where appropriate.

Boarding

Boarding is founded upon mutual respect and shared responsibility.

Boarders are expected to:

- Respect routines and quiet times.
- Care for shared spaces.
- Respect privacy and personal belongings.
- Use technology appropriately.
- Support younger pupils.
- Follow the guidance of boarding staff.

Boarding consequences should be restorative wherever possible and shared with pastoral leaders where concerns are repeated or significant.

Educational Visits

Pupils represent Bruern Abbey School whenever they leave the school site. The school's expectations remain unchanged during visits, fixtures, residentials and transport. Staff should reinforce positive behaviour and respond consistently to behaviour that falls below expectations.

Digital Behaviour

Technology should always be used safely, responsibly and respectfully.

Pupils are expected to:

- Communicate respectfully online.
- Follow school expectations regarding devices.
- Respect privacy.
- Never use technology to intimidate, bully or exclude others.

Any misuse of technology will be dealt with in accordance with this policy and, where appropriate, the Safeguarding and Online Safety Policies.

The Role of Adults

Adults should actively model the behaviour expected of pupils, recognise positive choices beyond the classroom and intervene early when concerns arise. Every interaction should seek to reinforce belonging, develop character and strengthen relations

Section 5: Supporting Positive Behaviour

Our Commitment

At Bruern Abbey School we recognise that behaviour is influenced by a wide range of factors including age, development, additional needs, anxiety, previous experiences and significant life events. Whilst expectations remain consistently high for every pupil, the support provided to achieve those expectations may differ. Our aim is always to identify and address the underlying cause of behaviour whilst maintaining clear boundaries and accountability.

Graduated Support

Where universal classroom strategies are not sufficient, support should be increased in a graduated and proportionate way.

Stage 1 – Universal Support

- Consistent classroom routines
- Positive relationships
- Clear expectations
- Restorative conversations
- Communication with parents where appropriate

Stage 2 – Targeted Support

- Behaviour Report
- Report Card
- Head of Year mentoring
- Parent meeting
- Target setting
- Additional monitoring

Stage 3 – Individualised Support

- Individual Behaviour Plan (IBP)

- SEND review
- Counselling or therapeutic intervention
- Drawing and Talking
- 1:1 mentoring
- External agency involvement where appropriate

Reasonable Adjustments

Bruern Abbey School is committed to making reasonable adjustments for pupils with SEND and other identified needs. Reasonable adjustments do not remove expectations; they provide pupils with equitable opportunities to meet them. Adjustments may include adapted communication, visual supports, movement breaks, alternative regulation strategies, modified consequences or additional adult support.

Individual Behaviour Plans (IBPs)

An Individual Behaviour Plan may be implemented where a pupil requires sustained, personalised support.

Each IBP should:

- identify no more than three clear targets;
- be developed collaboratively with staff, parents and, where appropriate, the pupil;
- identify agreed strategies and success criteria;
- be reviewed regularly;
- celebrate progress as well as identifying next steps.

Working in Partnership with Parents

Positive relationships with parents are central to successful behaviour support. Parents will be informed promptly of significant concerns and involved in developing strategies where behaviour is persistent or more serious. The school seeks to work collaboratively with families, recognising that consistency between home and school is often the most effective means of bringing about lasting change.

Professional Judgement

No behaviour policy can anticipate every circumstance. Staff are expected to exercise professional judgement, taking account of:

- the pupil's age and stage of development;
- SEND and identified needs;
- safeguarding considerations;
- previous incidents and patterns;
- the impact on others;
- proportionality and fairness.

Where staff are unsure, advice should be sought from the Head of Year or SMT.

Recording and Monitoring

Behaviour concerns should be recorded accurately and promptly on ISAMS. Patterns of behaviour will be reviewed by pastoral leaders to identify pupils who may benefit from additional support or intervention. Behaviour data should be used to inform support rather than simply record sanctions.

Fresh Starts

Bruern believes that every pupil deserves the opportunity to learn from mistakes and move forward positively. Once a consequence has been completed and any restorative work undertaken, pupils should be supported to make a fresh start. Staff should avoid allowing previous incidents to define future interactions whilst continuing to monitor patterns where appropriate.

Section 6: Restorative Practice

Our Restorative Philosophy

At Bruern Abbey School, restorative practice is central to the way we respond to behaviour. Whilst consequences remain an important part of maintaining high expectations, they are only one part of the process. Our aim is to help pupils understand the impact of their behaviour, repair relationships where possible and develop the skills to make better choices in the future. Restorative practice complements, rather than replaces, appropriate sanctions.

When Should Restorative Practice Be Used?

Restorative conversations should follow most behaviour incidents where relationships have been affected. They are particularly valuable following conflict between pupils, disrespect towards adults, damage to property or repeated behaviour concerns. Restorative practice should only take place when all parties are emotionally ready to participate. It should never be forced or used where it may compromise safeguarding or wellbeing.

The Bruern Restorative Framework

Every restorative conversation should seek to achieve four outcomes:

1. Reflection

The pupil understands what happened.

2. Responsibility

The pupil accepts responsibility for their actions where appropriate.

3. Repair

Any harm caused is acknowledged and practical steps are agreed to repair relationships.

4. Restore

The pupil is supported to make a positive fresh start.

Suggested Restorative Questions

Questions for the pupil	Purpose
What happened?	Establish the facts.

What were you thinking at the time?	Develop self-awareness.
Who has been affected?	Build empathy.
How do you think they feel?	Recognise impact.
What needs to happen now?	Identify solutions.
How can trust be rebuilt?	Agree restorative actions.
What will you do differently next time?	Promote future success.

Restorative Actions

Restoration may include:

- A sincere verbal apology.
- A written apology.
- Replacing or repairing damaged property.
- Acts of service to the school community.
- Agreed actions to rebuild trust.
- A follow-up review meeting.

Any restorative action should be proportionate and meaningful.

The Role of Adults

Adults should remain calm, impartial and curious. The purpose of a restorative conversation is not to lecture but to help pupils reflect, understand and learn.

Staff should:

- listen without interruption;
- avoid humiliation or confrontation;
- maintain high expectations;
- separate the behaviour from the child;
- finish with encouragement and a clear fresh start.

Recording Restorative Practice

Where restorative meetings follow significant incidents, the outcome should be recorded on ISAMS alongside any agreed actions. Parents should be informed where appropriate, particularly where restorative work forms part of a wider behaviour support plan.

A Fresh Start

Once a restorative process has concluded and agreed actions have been completed, pupils should be welcomed back positively into the school community. Staff should continue to monitor patterns of behaviour whilst ensuring that previous mistakes do not define future relationships.

Section 7: Serious Behaviour, Physical Altercations and Leadership Response

Purpose

Most behaviour incidents can be managed successfully by classroom teachers and pastoral staff. Where behaviour places others at risk, significantly disrupts the school community or may constitute a safeguarding concern, a clear and consistent leadership response is required.

Serious Behaviour

Examples of serious behaviour include:

- Physical assault or fighting
- Bullying, including discriminatory or prejudicial behaviour
- Sexual harassment or sexual violence
- Theft
- Serious verbal abuse or threats
- Significant damage to property
- Possession of prohibited or illegal items
- Persistent serious misconduct

These examples are not exhaustive. Context, intent and impact will always be considered.

Immediate Staff Response

Staff witnessing a serious incident should:

- Make the situation safe.
- Separate pupils where appropriate.
- Request assistance if required.
- Avoid attempting to determine blame in the moment.
- Reassure those involved.
- Inform the Head of Year or a member of SMT immediately.

Physical Altercations

Following any physical altercation:

1. Ensure everyone is safe and any injuries are assessed.
2. Inform the Head of Year or wider SMT.
3. Obtain individual accounts from those involved and any witnesses.
4. Inform parents as soon as reasonably practicable.
5. Record the incident fully on ISAMS.
6. Consider safeguarding implications.
7. Determine appropriate consequences and support.
8. Arrange restorative work where appropriate and when all parties are ready.

Leadership Investigation

The Head of Year and/or SMT will investigate significant incidents fairly and proportionately.

Investigations may include:

- pupil statements;
- staff accounts;
- witness statements;
- CCTV where available;
- safeguarding consultation;

- discussion with parents.

Decisions will take account of intent, context, previous behaviour, SEND, proportionality and risk.

Possible Outcomes

Following investigation, one or more of the following may be appropriate:

- Restorative meeting
- Letter of apology
- Bruern Service
- School detention
- Behaviour contract
- Report Card or IBP
- Loss of privileges
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion

The purpose of any consequence is to protect the community, reinforce expectations and support future positive behaviour.

Safeguarding

Where behaviour raises safeguarding concerns, staff must follow the Safeguarding Policy immediately. Behaviour should never be considered in isolation from a pupil's welfare.

Working with Parents

Parents will normally be informed of serious incidents on the day they occur. The school seeks to work collaboratively with families, ensuring that communication is timely, factual and focused on achieving the best outcome for the pupil and those affected.

Returning to School

Following any significant incident, pupils should be supported to reintegrate successfully into school life. Reintegration may include restorative meetings, behaviour targets, mentoring, regular reviews and reasonable adjustments where appropriate.

Section 8: Staff Guidance and Appendices

Purpose

This section provides practical guidance to support staff in applying the Behaviour and Character Policy consistently. It is intended to be used as a day to day reference alongside professional judgement.

The Bruern Way

At Bruern we:

- Build relationships first.
- Teach behaviour through character.

- Maintain high expectations.
- Make reasonable adjustments without lowering standards.
- Praise publicly and correct privately wherever possible.
- Stay calm and preserve dignity.
- Seek to understand before judging.
- Repair relationships through restorative practice.
- Work in partnership with parents.
- Believe every day is a fresh start.

Behaviour Decision Tree

1. Is everyone safe?

→ If no, make the situation safe and seek support.

2. Can I resolve this myself?

→ If yes, use classroom strategies and restorative practice.

3. Is this persistent or more serious?

→ Record on ISAMS and involve the Head of Year.

4. Does this present a safeguarding concern?

→ Inform the DSL immediately.

5. Has the incident concluded with reflection, repair and a clear next step?

→ Ensure any restorative action is completed.

Typical Responses Matrix

Behaviour	Usually managed by	Typical response
Calling out / off task	Teacher	Reminder, warning, restorative conversation.
Persistent disruption	Head of Year	Behaviour Report, parent contact, detention.
Swearing	Teacher / Tutor	Context considered, restorative work, possible detention.
Unsafe physical behaviour	Head of Year	Investigation, restorative meeting, sanction.
Fighting / assault	SMT	Immediate referral, investigation, leadership response.
Bullying	SMT	Investigation, safeguarding considerations, restorative work where appropriate.

Recording on ISAMS

Staff should record significant incidents promptly, objectively and factually.

Records should:

- describe what happened;
- avoid opinion or emotive language;
- record actions taken;
- identify follow up required;
- be completed as soon as reasonably practicable.

Roles and Responsibilities

Teachers

- Maintain high expectations.
- Respond to classroom behaviour.
- Record significant concerns.

Heads of Year

- Support staff.
- Lead pastoral interventions.
- Communicate with parents.
- Monitor behaviour patterns.

SMT

- Lead investigations.
- Determine significant sanctions.
- Oversee consistency.
- Ensure legal and safeguarding compliance.

Review

This policy will be reviewed annually, or sooner where legislation, statutory guidance or school practice requires.

Staff, pupils and parents will be invited to contribute to future reviews to ensure that the policy continues to reflect the values and culture of Bruern Abbey School.

