

BRYANSTON

SCHOOL BEHAVIOUR POLICY

I Principles

The Bryanston School Behaviour Policy provides guidelines for high standards of behaviour in school. As such, it is intended to promote a learning environment in which all pupils can realise their potential as well as to ensure that positive behaviour is regarded as the norm. Unacceptable behaviour will be discouraged and, where appropriate, sanctions will be imposed. At the same time outstanding contribution and behaviour will be rewarded by means of prizes, Merits, Commendations and by one-to-one positive affirmation, including in tutorials and correction periods.

The school promotes clear values of self-discipline and respect for others; it is a vibrant family of individuals, in which the sense of mutual respect is evident. It values diversity, promotes a sense of responsibility and care for the environment. It encourages an appropriate regard for authority and teaches about the dangers of extremism. The school encourages honesty and seeks to foster a climate in which pupils take responsibility for their own actions. The policy is intended to promote the welfare of all pupils and to protect them from discrimination and harassment (whether this be based on race, gender, disability, sexual orientation, nationality, religion or other factors). Due note is taken of the Equality Act 2010 and the protected characteristics included in that Act, and also in respect of pupils with Special Educational Needs (SEN). The Bryanston School LGBT Policy and the Bryanston School Learning Support Policy support those objectives. The school's Safeguarding Policy and Child Protection Procedures seek to protect pupils and enhance their welfare. In addition, pupils may be referred to a Counsellor or to the Medical Centre (including Nurses, Doctors and Psychiatrists, as appropriate).

The school seeks to promote a positive ethos in which pupils take pride in their own contributions and in those of their peers. We call this school a family and we mean it. It is evident in the way pupils support, encourage and care for each other and celebrate each other's achievements. Senior pupils are encouraged to be role models for junior pupils, both in the Houses and in the school generally. Pupils are encouraged to do this as School Prefects, Deputy School Prefects and in other roles, for example as Sports Captains and as members of various committees. There is a strong emphasis (also delivered through Assemblies) of pupils providing this for one another informally at whatever age. Pupils are encouraged to support the values of the school and to contribute to discussion about these values. Unkind behaviour to other pupils is challenged when it is brought to the school's attention. This is emphasised in the Bryanston School Anti Bullying Policy, Cyberbullying Policy and Peer-on-Peer Abuse Policy.

By subscribing to the school's ethos, pupils are warned not to bring the school into disrepute. All pupils are seen as being ambassadors for the school, whether they are in school or out of school, and their behaviour should not adversely affect the reputation of the school. The Behaviour Policy does not just apply when pupils are in school. It also applies when pupils are taking part in a school organised activity and also when they are travelling to or from school.

The Behaviour Policy has the following strands:

- Promulgation of the values of the school as summarised in this policy document (and elsewhere), which will be conveyed through the following means:
 - Assemblies (both School and House).
 - PSRE lessons.
 - Via tutorials.
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- A Rewards Policy.
- Sanctions/Punishment.

- Provision of guidance to senior pupils (Prefects and Deputy Prefects) relating to their roles and responsibilities. This also involves appropriate consultation with these senior pupils (Heads of School meetings, Prefects' meetings and Deputy Prefects' meetings) and also consultation with pupils generally (e.g. Pupil Voice, Food Committee, A2 Social Committee), in order to ensure that the pupil voice is heard.
- Provision of support systems for pupils to understand why some behaviour may be inappropriate and how it may be improved. In addition to what is provided in PSRE lessons and Assemblies, support is provided primarily through the tutorial system, but is also available by Housemasters/Housemistresses, House Teams, Matrons, Medical Centre staff, Counsellors and the Independent Listener.

The school will be cognisant, as appropriate, of issues relating to special educational needs and disabilities and their impact on the individual needs of pupils when considering disciplinary sanctions.

The school is also aware of its responsibilities to “manage pupils’ transition” to other educational establishments if that is an appropriate outcome for a particular pupil.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

The Behaviour Policy should be read in conjunction with:

- Bryanston School Rules and Regulations
- Bryanston School Safeguarding Policy and Child Protection Procedures
- Bryanston School Anti Bullying Policy
- Bryanston School Cyberbullying Policy
- Bryanston School Digital Communications Policy
- Bryanston School Learning Support Policy
- Bryanston School LGBT Policy
- Bryanston School Policies on Alcohol, Illegal Drugs and Substance Abuse and Smoking
- Bryanston School Useful Information (including Fire Procedures, Pastoral Support and Complaints Procedures)
- Bryanston School Search and Confiscation Policy
- Bryanston School Policy on the Use of Reasonable Force
- Bryanston School Peer-on-Peer Abuse Policy
- Bryanston School Youth Involved Sexual Imagery Policy

Governors have an overview on the effectiveness of the Behaviour Policy, understanding their roles and duties and reviewing/making suggestions, as appropriate.

Reference also may be made to:

- Behaviour and Discipline in Schools: Advice for headteachers and school staff – January 2016 (Department for Education)

Reviewed: September 2018
 Reviewer: Second Master, Head of Pastoral and Housemasters/Housemistresses
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 Author: Second Master



BRYANSTON SCHOOL BEHAVIOUR POLICY – APPENDIX I

REWARDS POLICY

Ethos

The purpose of a formal Rewards Policy at Bryanston is to promote a positive ethos, placing the emphasis of the school on achievement and effort, and celebrating success. In particular, a Rewards Policy fills the need to show that while sanctions are necessary and are linked to it, they are only one way to ensure that all members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

It is important that praise and rewards should have a considerable emphasis within the school, i.e. they are a prominent feature, so that pupils will achieve recognition for a positive contribution to school life, and others will see what is recognised as exemplary behaviour. The attention of the school should not be focused excessively on those whose academic work is outstanding or whose behaviour is consistently poor. All pupils should feel valued by the school, and a formalised system of rewards will go some way to achieving this. In addition, the emphasis on one-to-one (both tutorials and correction periods) is a powerful way of reinforcing this.

Moreover, the school seeks to encourage self-discipline, independent learning and organisation, so pupils should be rewarded – especially at KS3 and KS4 – when these are demonstrated.

It is expected that good standards of behaviour will be encouraged through the consistent application of a code of conduct supported by a balanced combination of punishments and rewards within a constructive school ethos. It is important to develop and maintain consistency in the application of the reward system.

Aims

- To develop a consistent pattern of rewards which are known, understood and implemented by all.
- To support the code of conduct promulgated elsewhere.

Implementation

Every member of staff has a responsibility to reward students. The published work on the praise to criticism ratio suggests that the former should much outweigh the latter.

This may be achieved in the following ways:

1. Informal rewards such as giving praise and encouragement for appropriate behaviour or work in and outside the classroom.
2. Formal rewards such as the giving of Merits and nominating students for Commendation, for agreed aspects of school life when a pupil has achieved work of a very high standard, tried very hard to make a success of an enterprise, or made some other outstanding contribution to a school or outside activity.
 - i. Informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:
 - General praise and encouragement in lessons, which should be used as much as possible. A ratio of 4:1 is suggested for praise and criticism. Criticism should always be constructive and focus on the task.
 - The Head or other appropriate members of senior staff, e.g. Hsms to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
 - Recognition to be given to success of differing kinds in assemblies or in house meetings.

- Pupils' work to be displayed as much as possible in order to give recognition to it. Pupils' work to be displayed in a "public" area of the main building.
- ii. Formal rewards should be issued to pupils when their work, achievement or behaviour has been of a consistently high standard. This will be done through the merit or commendation system.

Merits

Merits for D pupils

Merits and prizes for D pupils are given for both academic and extra-curricular work.

A 1 for Effort on the e chart represents an academic merit. When a significant number (25, 50, 75, 100) of Effort 1s have accumulated on the chart, a certificate is awarded to the student. It is recommended that tutors make a fuss of students achieving milestones and keep parents informed regarding what milestones have been achieved. On the accumulation of 75 1s (Gold Award) or 100 1s (Platinum Award), the student is presented with his/her award by the Head.

For extra-curricular prizes, at the end of every term, Music, Sport and Drama have the opportunity of choosing their highest achieving students for an award. These are presented by the Head.

In addition to merits, tutors are required to monitor achievement and effort marks on the chart.

Merits for C and B pupils

Academic Merits are awarded after consideration at Department Meetings. This should be done at intervals in the term identified by the B/C year group coordinator. Teachers enter Merits on the eChart. Tutors celebrate Merits with their tutees and it should be the responsibility of the tutor to notify parents that an award has been made as part of good communication with parents. Those pupils who receive more than five merits in a session will receive an award from the Head. There is also a level where a pupil receives a certificate presented by their tutor for achieving 3 or more merits in one cycle.

The system is designed to increase the value of merits in C and B by pinning them to sustained excellence/or progress over the period under review. They should be hard to achieve and appropriately celebrated.

Commendations

Commendations are intended to be a step up from merits. They are available to C, B & A and are a public recognition within the whole School community of both outstanding achievement and a highly significant contribution in any area of School life. Academic work, Sport, Art, Music, Drama, ECAs and service to the community are likely sources of commendations.

In the early part of the term it may well be that there are personal achievements over the holiday that are worthy of commendation. These are often commended in the first assembly of term. Other Commendations are made in the final assembly of term.

For Academic Commendations, each Head of Department can nominate up to five names via the Commendations database. The deadline is the penultimate Friday of term. Merits awarded during the term should provide a useful guide for the end of term commendations.

Nominations for extracurricular commendations may be made by individual staff or organised groups, such as rugby, drama, music, etc. A student is nominated for an extracurricular commendation via the Commendations database. DCB will record the nomination and pass the details to SJAT who will decide on an award. For end of term awards, the deadline is the penultimate Friday of term. Certificates will be distributed electronically via Tutors. Tutors should compliment students on their commendation and either print the certificate and give it to them or send it home with a covering email.

BRYANSTON SCHOOL BEHAVIOUR POLICY – APPENDIX 2

PUNISHMENT/SANCTIONS POLICY

This document should be read in conjunction with the Bryanston School Rules and Regulations document.

The following are available to teachers as standard punishments.

The Punishment System

Early Morning Reporting

This is an appropriate punishment for lateness. The pupil is given a chit and required to report to the duty prefect by the 24-hour notice board at a time between 7.05am and 7.15am.

Break Report

This is appropriate for 'ordinary' indiscipline. The teacher writes the offending pupil's name on a form which the pupil then has to have signed at the boathouse in Break. It is returned within 24 hours to the originating teacher, who should then pass it on to the pupil's Hsm and Tutor for information. The purpose of the punishment is to remove the pupil's free time at break.

Detention

This is appropriate for more serious breaches of the rules and the following procedure should be followed:

- i. Tell the pupil personally that he/she has Detention and why.
- ii. Inform the pupil's Hsm and Tutor of the situation and enter the pupil's name in the appropriate detention database.
 - Detention for pupils in B, C and D takes place on Wednesday and Saturday mornings from 7.10am to 7.50am.
 - Detention for pupils in A2 and A3 takes place on Friday evenings from 7.30pm to 10.00pm.

The following are examples of offences which should normally result in Detention:

- Missing a class or games session/Assembly/similar School commitment.
- Failure to respond to a reasonable request/instruction from a member of staff.
- Failure to account for whereabouts (i.e. inappropriate permission/signing out, etc).
- Rudeness.
- Smoking (for seniors).
- Late Work Detention for pupils in A2, A3, B, C and D takes place on Tuesday mornings from 7.10am to 7.50am and is given (via Heads of Department) for two consecutive pieces of late work in any one subject.
- Head's Detention takes place on Saturday evenings from 7.30pm to 9.30pm and is for more serious offences, such as failing to attend one of the lesser detentions, repeat smoking offences, rudeness or repeated missing of classes. Access to Head's Detention is via the Second Master with whom such matters should be discussed.

Gating/SATIS Charts

There are a variety of Gating/SATIS charts, which are reporting charts seeking to deal with a number of different issues (including poor organisation) and will always be issued for smoking offences (for juniors).

Banning from Blandford

This sanction is applied by Hsms on free afternoons, usually for pupils who are late with their work or for those who have failed to account for their whereabouts in an appropriate way.

Banning from A2 Social

This sanction applies only to pupils in A2 and is applied by Hsms for a pupil who shows no attempt to keep up to date with work or as an alternative to Detention.

“Grounding” to House

This sanction may be imposed (usually by Hsms only) for a pupil who is persistently late in to the House, or who fails to account for his/her whereabouts. There are a variety of options within this punishment (e.g. grounding from 7.30pm onwards, grounding from 9pm onwards, etc).

Dress Chart

Dress Chart is a reporting chart and is imposed by Hsms on pupils who fail to adhere to the dress regulations.

Head’s Chart

This is for very serious offences. Pupils will not be dealt with by the Head until the matter has been discussed with the Second Master and the Hsm. Alcohol offences will automatically result in Head’s Chart and there will be a range of other offences which also fall into this category (e.g. plagiarism, breach of trust). The main components of Head’s Chart are:

- Early Morning Reporting, Break Reporting, Head’s Detention, Gating and SATIS.

Suspension (i.e. Temporary Exclusion)

There are four broad types of offence for which a pupil may be suspended from School:

- i. “Automatic” suspension offence:
 - smoking in a building;
 - being on the roof of the main building;
 - nightwandering;
 - climbing on the climbing tower without authorised supervision;
 - entering a ‘void’ in the main building.

This information is conveyed to pupils at regular intervals by note and also verbally.

- ii. A “one-off” offence. This may include very serious cases of:
 - breach of trust
 - dishonesty
 - theft
 - offensive behaviour
 - violent behaviour
 - damage to property

This list is not exhaustive.

- iii. In response to a pupil’s ongoing failure to comply with the school’s reasonable expectations, whether this is based on behaviour or academic delivery, after other standard responses have been exhausted.
- iv. As a final warning to a pupil for whom all other disciplinary responses have been tried (i.e. the next step may be expulsion/permanent exclusion).

Permanent Exclusion

Such a sanction is applied rarely and only by the Head. These offences would fall into those with a fixed response (see below), as a result of an extremely serious one-off action, or as a culmination of a series of serious offences.

At the start of each term, the Head reads out the following in the whole school assembly:

- “A breach of common sense or courtesy is a breach of school rules.
- A breach of the law of the land is a serious breach of school rules.
- Bringing the school and the school’s name into disrepute is a serious breach of school rules.
- We ban sex, drugs, alcohol and smoking and you can expect to be expelled for involvement in either of the first two.
- Furthermore, the following are automatic suspension offences:
 - (i) “nightwandering”,
 - (ii) being on the roof of any building and, in particular, the main building,
 - (iii) smoking in a building”.

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