



Broomwood Hall Limited

# BEHAVIOUR POLICY

Broomwood Prep – Girls and Broomwood Pre-Prep

## Document Control

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## Intended Audience

- Broomwood Prep – Girls and Pre-Prep Staff
- Parents

## Aims and Expectations

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. The school is a caring inclusive community which promotes effective strategies for managing behaviour and encourages pupils to act responsibly. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. The school aims to promote an environment where everyone feels happy, safe and secure.

Pupils are taught about safe behaviour in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They are taught about responsible use of all online communication and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others.

Corporal punishment or the threat of corporal punishment is never used. No punishment is ever used which could adversely affect a child's well-being.

The school values are used as a means of promoting the positive rather than focusing on the negative. The values are also displayed in classrooms and around the school. Expectations of behaviour are also discussed in PSHCE and in assemblies.

Every member of the school community is expected to behave in a considerate way towards others. All the pupils are treated fairly, and this behaviour policy is to be applied in a consistent manner. Rewards and sanctions for pupils must always be appropriate for the age and stage of maturity of the child.

This policy aims to help the pupils to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and their wider communities.

Good behaviour is expected as a matter of course, to help develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter

anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child.

### **School Values**

Our six school values which are to be followed used to encourage positive behaviour are:

Passion  
Aspiration  
Community  
Integrity  
Empathy  
Respect

At Broomwood we believe in the power of positive praise, and that the consistent use of this and various rewards will encourage good behaviour, rather than focusing on the negative. By doing this we encourage positive self-esteem in all the pupils, regardless of gender, race, ethnicity or background promote positive behaviour rather than the negative and draw attention to these behaviours encourage high standards in social behaviour, as well as academic show appreciation for contributions and acknowledge the pupils when they are 'having a go'.

### **Recognition and House Points**

The pupils are praised and rewarded for good behaviour in a variety of ways:

- Verbal praise, written remarks about good work, stickers, sending the child to the nearest teacher, member of SLT or Head for praise;
- House points are given to the pupils in recognition of effort, good work, conduct or behaviour;
- Informal feedback to parents;
- Achievement is celebrated publicly in a variety of ways, including school publications and assemblies (achievement is recognised in all areas, not just academic);
- Displaying pupils' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively, the teacher also conveys to the child that his or her efforts are valued and worthwhile;
- The house system encourages group achievement and responsibility. House points can be given for effort in any area of school life or attainment.
- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.
- For exceptional achievement for the individual, Merits may be awarded at the Pre-Prep and at the Girls Prep, individual can be given a Head Teacher's Award.

In the upper part of the Prep school (Years 7/8) pupils are awarded house points with the aim of a termly rewards day. This may include wearing their own clothes, watching a film or wearing their hair down.

There are several positions of responsibility that pupils can aspire to throughout the school, such as House Captain, School Council, VIPs and monitors in the Pre-Prep, as well as Head Girl, Heads of House, Prefects, Captains, and Ambassadors. Such positions are awarded on merit; good behaviour being a major criterion for consideration.

In the Girls Prep, Colours are awarded on a termly basis for many spheres of activity outside the classroom.

### Process for Dealing with Poor Behaviour at School

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

It employs each sanction appropriately to each individual situation.

- The pupils are expected to listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a place nearer the teacher, or to sit on their own.
- The pupils are expected to try their best in all activities. If they do not do so, they may be asked to redo a task or, if they waste time, they may be asked to complete work at playtime or lunchtime.
- If a child is disruptive in class, the teacher may reprimand them in a manner commensurate with the child's age and needs. This includes giving the pupil a warning. If a pupil misbehaves repeatedly, they may be isolated from the rest of the class until he/she calms down and is in a position to work sensibly again with others. *See 3-step process below.*
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a pupil repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a pupil repeatedly misbehaves, they will be sent to the Head of Year/Phase, SLT member or Head. After discussing the matter with the Head, the class teacher may also meet with parents to explain his/her concerns.
- A record of the incident, discussions, and actions with the pupil will be kept on the school's online recording platform CPOMS, together with any recommendation for support/intervention to improve the pupil's behaviour. Positive reward systems should always be used whenever possible.
- If a child misbehaves regularly in lessons, teachers will check to ensure that work set for the child is suitable, as children may misbehave if they are anxious about possible failure or if they are bored. Where behaviour is an issue, senior members of staff may also examine work or make classroom observations to monitor the situation and/or offer advice.
- If there is a serious incident, the Head will be notified immediately. Ultimately, exclusion or expulsion may be the only solutions.

The school will follow a three-step process to ensure that there is consistency in all the classes. After trying to get the pupil back on task/focused with the usual teacher tools teachers will follow the three steps.

**Step 1** – speak to the pupil, explain what they are doing and why it is not the correct behaviour and guide them back on task/activity.

**Step 2** – speak to the pupil again, stating that you have already spoken to them about their behaviour and that should they persist, there will be a consequence (the teacher might explain the consequence if they feel it is appropriate).

**Step 3** – speak to the pupil and let them know that you will need to speak to them after the lesson (or outside during the lesson, if appropriate). The consequence is very much determined on the infraction, the age of the child and the circumstance. This is down to the teacher's professional judgement.

On the third time of this cycle the pupil will be sent to a member of the SLT.

### **When to send children to:**

#### **HOP/HOY**

Repeated minor offences (organisation included)  
Minor disruption in lessons  
Regularly forgetting equipment  
Rude/unkind to pupils  
Friendship issues  
Misuse of devices

#### **SLT**

Continued disruption in lesson  
Rudeness to staff member  
Escalation of any in the HOP/HOY list  
Cyberbullying  
Destruction to school property

#### **Head**

Bullying (where this has been proven)  
Physical Fighting  
Racism  
Homophobia  
Sharing of inappropriate online material  
Any other you deem to be serious

### **Consequences**

If, in spite of all the positive reinforcement and guidance from the staff, a child behaviour continues to fall short of the school's expectations, or the behaviour is of a serious nature, the school could employ the following sanctions:

- A pupil may be asked to spend time in the regulation zone, until they have calmed down and discussed the issue with a member of staff. This is used predominantly in the Pre-Prep.
- Removed from class for a lesson for the entire lesson (including games afternoon)

- Prevented from representing the school in activities such as academic competitions, fixtures, tournaments, music/drama performances, etc
- Withdrawal of privileges such as prefect, house captain, etc
- Prevented from attending school trips, including residential and overseas tours
- In-school exclusion
- Fixed exclusion
- Permanent exclusion

Reasonable adjustments will be made for any pupil with special educational needs or disabilities. These adjustments would be determined by the nature of the pupil's difficulties and are always at the discretion of the Head.

### **Exclusions – Fixed-Term and Permanent**

Only the Head has the power to exclude a pupil from school, and this action is always regarded as a last resort. The Head may exclude a pupil for one or more fixed periods. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion.

Examples of behaviour which may result in exclusion include:

Drug abuse  
 Alcohol abuse  
 Theft  
 Bullying (including online bullying)  
 Sharing of inappropriate online material  
 Physical assault/threatening behaviour  
 Unacceptable online behaviour either in or out of school hours  
 Fighting  
 Sexual harassment  
 Racist abuse  
 Sexual misconduct  
 Child-on-child abuse  
 Damage to property  
 Persistent disruptive behaviour

The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

### **Minuses (from Year 3 upwards)**

At Broomwood Girls, one of our consequences for minor infractions is minuses. These are given for relatively low-level offences where a pupil has ignored a warning. They are signed off by the Head of Phase, or a member of SLT when needed, who will discuss the offence with the pupil and suggest steps needed to prevent a further occurrence of the

same incident. These are recorded in the prep diary for the Junior Phase and in iSams for the older girls.

In the upper part of the Prep school (Year 7/8) pupils are given sanctions for poor behaviour or continued flouting of school rules. Sanctions are recorded in the prep diary and logged on iSAMs. Two Sanctions = Lunch time detention. Two Lunch time detentions = Friday afternoon detention. Two Friday detentions = Saturday morning detention.

### **Detentions**

For serious incidents of poor behaviour or continued low level issues, detentions may be given to pupils. These include periods of reflection or carrying out a job around school.

### **Physical intervention – Non EYFS**

***Please note there is a separate policy for Early Years Foundation Stage Pupils.***

Teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil) in accordance with the guidelines issued by the Department for Pupils, Schools and Families under subsection 548(5) of the Education Act (1996). The following points should be considered before physically intervening:

- Before using force, staff should always try to control the situation by communicating in a calm and measured manner. The pupil should have a clear warning and a chance to modify their behaviour.
- If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of their back. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.
- On any occasion where physical intervention has had to be used, it must be reported to the Head immediately and recorded with a note of the event placed on file. The parents must also be informed the same day.
- Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action; for example, when stopping a pupil running into a busy road.
- All incidents where force was used should be written up as soon as possible after the incident by the member of staff involved and any other witnesses.
- The Head will review the situation and decide if the incident warrants further disciplinary action.

All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2013.pdf) and in the policy on Physical Intervention/Restraint.

This is the policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.

It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff, January 2022.

#### Other Documents to Read in Conjunction with Behaviour Policy

- Child Protection and Safeguarding Policy
- Anti-bullying policy and Safeguarding Policy. It applies to all pupils in the school.