



Broomwood Hall Limited & Northcote Lodge School Limited

BEHAVIOUR & DISCIPLINE POLICY

Broomwood Prep – Boys

Policy Summary

At Broomwood Boys, high standards of behaviour are expected of all boys whilst they are at school. To achieve this, it is agreed by all teachers that all children benefit from being at a school where the expected and acceptable forms of behaviour are clearly spelt out. Whilst the school does not have an extensive list of 'school rules' boys are given a code of conduct outlining appropriate forms of behaviour under all circumstances.

It is a central tenet of the school's philosophy that positive reinforcement is the most effective method of encouraging good behaviour. Good behaviour is encouraged by example from the staff and fellow pupils; good behaviour is always rewarded by praising and using rewards (see below); by using prefects and boys in positions of responsibility to promote good behaviour. This can be done by all members of the school community through kind deeds, assemblies and the spiritual life of the school and is crucial in giving pupils appropriate moral guidance and practical advice by which to live their lives.

Sometimes it is necessary to employ sanctions, the sanctions are carefully thought through and are not handed out lightly.

There is a 'Classroom Code of Conduct' to help the boys during lessons and 'The Broomwood Values' is a guide to the manners that are expected from every boy in school.

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Intended Audience

Broomwood – Boys 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 in accordance with 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 boys are treated fairly, and this behaviour policy is to be applied in a consistent manner.
- Rewards and sanctions for boys must always be appropriate for the age and stage of maturity of the child.
- This policy aims to help the boys 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 boys, 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 boys when they are 'having a go'.

Recognition and House Points

The boys 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, Assistant Heads or Head for praise;
- House points are given to the boys in recognition of effort, good work 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 good work, behaviour or any other aspect that deserves merit.
- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.
- House points are also given out for achievements and meeting our values

The school acknowledges the effort and achievement of all the boys, both in and out of school.

Pluses / Commendations

- The House Point system is used extensively. Boys may receive 'pluses' for their own totals and for those of their house, for any activity during the school day ranging from work to games to helpfulness etc. Pluses can be awarded by any member of staff, at any time, and are recorded directly in the discipline manager-on iSAMS. Exceptional work or behaviour can attain a double-plus or be recommended for a Head's Commendation which is presented in Head's assembly.
- Each week a total of House Points is announced, with the leading House being awarded the Plate by the Head during Assembly. There are certificates/prizes awarded to Highest Plus Earners each term in a Prizegiving Assembly and an overall House Point Cup.
- All Pluses generate an email to the Form Tutor, Head of Year, and pupil. Parents can view pluses via their MySchoolPortal (MSP) account to reinforce positive reinforcement.

Gold Star

- The winning house each term is invited to a celebration known as 'Gold Star'

School Offices

- There are a number of positions of responsibility to which boys can aspire and apply for, such as Head Boy, House Captain and Prefects. Such positions are awarded on merit, good behaviour being a major consideration.

Sanctions

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 boys 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 boys 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 him in a manner commensurate with the child's age and needs. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until he calms down and is in a position to work sensibly again with others.
- The safety of the boys is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevents the child from taking part for the rest of that session.
- If a child 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 child repeatedly misbehaves, he will be sent to the Head of 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 child will be kept on the school's online recording platform CPOMS, together with any recommendation for support/intervention to improve the child'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 a child repeatedly acts in a way that disrupts or upsets others, the Head will be informed and 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 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 child back on task/focused with the usual teacher tools teachers will follow the three steps.

- **Step 1** – speak to the child, explain what he is doing and why it is not the correct behaviour and guide him back on task/activity.
- **Step 2** – speak to the child again, stating that you have already spoken to him about his behaviour and that should he persist, there will be a consequence (the teacher might explain the consequence if they feel it is appropriate).

- **Step 3** – speak to the child and let him know that you will need to speak to him 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 child will be sent to a member of the SLT.

Target Cards

Target Cards are used to help a pupil focus on a particular area of conduct or organisation. The boy will receive a score for each lesson and be set an overall target score for each day over the course of 2–3 weeks. This is reviewed by form teachers, and parents, each day, and by his Head of Phase and HD each week. It is hoped that a target card will focus the pupil to avoid sanctions escalating.

When to send children to:

(this is a guide as there will be other infractions where the teacher will need to make the decision dependent on the severity of the situation)

HOP

- Repeated minor offences
- Minor disruption in lesson
- Regularly forgetting equipment
- Rude/unkind to pupils
- Target cards

SLT (HD or SLT member/head)

- Disruption in lesson
- Bullying
- Rudeness to staff member
- Escalation to any in the HOP list
- Overview of target cards
- Cyberbullying

Head

- Fighting
- Racism
- Misogyny
- Homophobia
- Any other you deem to be serious

Consequences

If, in spite of all the positive reinforcement and guidance from the staff, a child's 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:

- 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 child with special educational needs or disabilities. These adjustments would be determined by the nature of the child'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, he 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.

Recording and Monitoring

- The Head monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.
- The school keeps a record of incidents of misbehaviour and safeguarding on an online platform called CPOMS. The log is monitored by the Head Deputy Head and Head of Lower School for any pattern or escalation of poor behaviour.
- The Head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2014.

The Role of Parents

- The school works collaboratively with parents, so the boys receive consistent messages about how to behave at home and at school.
- Parents are expected to support their child's learning, and to cooperate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

Restrictive Physical Intervention and Reasonable Force

Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026) – statutory duties apply to recording/reporting of significant incidents under section 93A, Education and Inspections Act 2006.

The school's approach to restrictive physical intervention is guided by its duty to safeguard pupils and staff and to ensure that any use of force is lawful, necessary, and proportionate. Practice is informed by the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2)

(England) Regulations 2025, the Human Rights Act 1998, and the Equality Act 2010. Physical intervention will only ever be used to protect pupils, staff, or property from harm and never as a form of punishment.

Restrictive interventions

Restrictive intervention refers to any action that restricts a pupil's movement, whether physical or non-physical. Reasonable force is the minimum force used for the shortest possible time to prevent harm or serious disruption. All school staff have the legal authority to use reasonable force where necessary. A significant incident is any use of force beyond normal, appropriate physical contact that requires formal recording and reporting. Seclusion refers to confining a pupil alone in a space and preventing them from leaving; it may only be used as a safety measure and never as a disciplinary sanction.

Reasonable force may only be used when absolutely necessary to prevent a pupil from injuring themselves or others, committing a criminal offence, causing significant property damage, or creating serious disorder. Staff must always use the least restrictive option, apply the minimum force required, and stop the intervention as soon as the risk reduces. Decisions must take into account the pupil's age, size, special educational needs, disabilities, vulnerabilities, and overall welfare. Staff will understand and record that any intervention was necessary, proportionate, and in the pupil's best interests.

Certain practices are strictly prohibited. Force must never be used as punishment. Techniques that restrict breathing or circulation, including pressure on the neck, chest, or abdomen or covering a pupil's mouth or nose, must never be used. Any technique known to pose a medical risk is also prohibited. Ground restraints should only occur in the most extreme circumstances where no safer alternative exists, and if a pupil ends up on the ground unintentionally they must be repositioned safely as soon as possible.

Physical contact

The school does not operate a "no contact" policy. Appropriate physical contact may be necessary in normal school activities, such as guiding pupils, administering first aid, providing reassurance, or supporting learning activities including physical education. Such contact must always be appropriate to the pupil's age and needs, consistent with safeguarding expectations, and respectful of the pupil's dignity.

Seclusion

Seclusion may only be used to manage situations where there is an immediate risk of harm during severe emotional or behavioural dysregulation. It must never be used as a disciplinary measure. When seclusion is used, the environment must be

safe, the pupil must remain supervised, and they must be allowed to leave as soon as the risk has reduced. All incidents must be recorded in line with statutory requirements.

Support for pupils and staff

Following any restrictive intervention, pupils and staff will be offered medical support if required. A restorative conversation will take place with the pupil to support emotional recovery and rebuild relationships. Staff involved will also participate in a brief professional debrief to review the incident and identify any learning or improvements in practice. Patterns or repeated incidents will inform updates to behaviour support plans and school procedures.

Recording incidents

All significant incidents involving the use of force will be recorded as soon as practicable, ideally on the same day, on CPOMS. This is a statutory requirement and applies to all staff. Records will include the individuals involved, relevant pupil needs or SEND, the time, location and duration, the events leading up to the incident, the de-escalation strategies attempted, the type and degree of force used, the reason it was considered necessary, and any injuries or medical treatment. All non-physical restrictive interventions (e.g. blocking movement or preventing access) must also be recorded.

Informing parents

Parents will be informed of any significant use of force, seclusion, or restraint as soon as practicable and no later than the same day, unless doing so would place the pupil at risk of serious harm. Information shared will include when and where the incident occurred, why the intervention was necessary, the type of force used, and whether any injuries were sustained. Parents may be invited to discuss the incident and review strategies for future support.

Additional strategies

The school prioritises prevention and de-escalation. Staff are trained to build strong relationships, recognise triggers, and intervene early to prevent escalation. For pupils with additional needs, particularly those with SEND, behaviour support plans will be developed with parents and staff. These plans will identify triggers, outline supportive strategies, and specify circumstances where increased physical guidance may be appropriate. Reasonable adjustments will be made in accordance with equality legislation.

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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

- Classroom Code of Conduct
- Playground Code of Conduct
- Child Protection and Safeguarding Policy
- Anti-bullying policy and Safeguarding Policy. It applies to all pupils in the school.