



Broomwood Hall Limited

BEHAVIOUR POLICY

Broomwood Prep – Girls and Broomwood Pre-Prep

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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 pupil's 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

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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.

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 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.

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 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.

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.

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.

All significant incidents involving the use of force will be recorded as soon as practicable, ideally on the same day. 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.

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.

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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

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