Broomfield House School

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

The Headteacher is responsible for the behaviour management of the whole school. The Head of Early Years is responsible for the behaviour management of children in the Early Years Foundation Stage (EYFS)

Monitoring and Review:

- ✓ This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- ✓ The Headteacher undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2026
Next review: September 2027

Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing positive behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, kind community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, racism, harmful sexual behaviour, homophobia, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary.

This policy reflects the school's stated aim of

enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the school values and expectations that are published in classrooms. We believe that good academic habits and self- discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing positive behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language.

As part of our Behaviour Policy, Broomfield House School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping through our online platform, CPOMS, supports the implementation outlined above. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere.

The purpose of this policy is to:

- ✓ Create an environment that is conducive to achieving the aims of the School.
- ✓ Provide clearly defined limits that are easily understood by children, staff and parents.
- ✓ Aid all staff in the management of behaviour.
- ✓ Ensure high standards of behaviour are promoted and maintained.

Promoting Good Behaviour at Broomfield House School:

- ✓ Duties under the Equality Act 2010, including issues relating to pupils with special education needs or disabilities and how responsible adjustments are made for these pupils
- ✓ A consistent approach to behaviour management.
- ✓ Strong school leadership.
- ✓ Recognition of trauma based behaviour.
- ✓ Classroom management.
- ✓ Rewards and sanctions; behaviour strategy and the teaching of good behaviour.
- ✓ Staff development and support.
- ✓ Support systems for pupils.
- ✓ Liaison with parents and other agencies.
- ✓ Managing pupils' transitions.
- ✓ Organisation and facilities.
- ✓ Disciplinary action against pupils who are found to have malicious accusations against staff.

The Role and Expectations of the Headteacher

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The are expected to conform to all the standards set out for school staff in this policy. The

Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour but all staff in school are responsible for creating a positive behaviour culture. Support for staff faced with challenging behaviour is provided by internally but also through the excellent range of staff CPD available through the Dukes Hub. In compliance with DfE Guidance *Behaviour in Schools; advice for Headteachers and School Staff (2024) link here,* we ensure that our professional practice:

- ✓ promotes self-discipline and proper regard for authority among pupils;
- ✓ encourages good behaviour and respect for others and prevent all forms of bullying pupils;
- ✓ ensures that the standard of behaviour is acceptable;
- ✓ regulates the conduct of pupils;
- ✓ makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- ✓ understand current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- ✓ provides staff with appropriate induction and ongoing training on behaviour management when necessary;
- ✓ recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- ✓ is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- ✓ familiarises new staff members with the school's behaviour policy and guidelines for behaviour as part of the onboarding and induction process.
- ✓ ensures staff are supported by the SLT (Senior Leadership Team) when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour.
- ✓ takes appropriate disciplinary action against Pupils who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010) click here and the *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015) Click here

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headteacher and a house points system. School reports are also seen as a means of constructive praise.

The Role and Expectations of All Staff

Staff are expected to behave professionally and politely at all times towards their colleagues, pupils, school visitors and parents and comply with the requirements and spirit of the school Code of Conduct which all staff members have signed. They should use appropriate language at all times, and only use physical contact that is legal and appropriate to comfort and/or attend to emotional upsets or minor medical injuries (these are covered by the first aid course attended by all teaching staff) or to ensure the safety of a child, colleague or parent in a moment of physical danger. Corporal punishment is never expected or acceptable within the school. School staff should be models of good behaviour for the children to emulate, and act on the Headteacher's behalf in ensuring the school rules are clearly enforced and reported on. Staff are supported with effective classroom management strategies to ensure effective behaviour management. The staff are responsible for ensuring the children understand and know the school rules, on behalf of the Headteacher, and that children understand and use the School Values Codes and rules to follow as agreed by the Pupil Council.

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. Pupils are expected to behave well at all times, and to follow reasonable instructions by any member of the school staff and to behave whilst at school, or in school uniform outside of school, in accordance with the good behaviour expected and described within the published school rules. The school's procedures for rewarding good behaviour and taking disciplinary action are outlined below for reference. The school's procedures on good behaviour and disciplinary action apply equally to all children, and are administered by the staff with the intention to foster and maintain a caring atmosphere in which children are happy and can learn effectively.

The Role and Expectations of Parents and Guests

Broomfield House School strongly encourages an ethos and culture where by there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home - school agreement.

Parents are also expected to behave courteously to school staff at all times both in their spoken and written communications, with proper regard for their professional expertise and with the trust that school staff are at all times working for the educational benefit of their children. The school reserves the right to inform parents if their behaviour towards school staff is inappropriate and unacceptable, and to take any reasonable action as required to ensure staff have a safe and happy working atmosphere within the terms and conditions of attending the school. Guests are welcome in the school and are invited to behave properly at all times. The school's staff, pupils and parents will behave with courtesy, interest and helpfulness at all times to any school guests that may arrive from time to time.

Other Agencies

Broomfield House School has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority, including the LADOs and S.P.A and complies with their safeguarding procedures.

Rewards

Throughout the School, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly-behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. We praise and reward children for good work and behaviour in a variety of ways:

- ✓ Teachers congratulate children.
- ✓ Recognition of personal qualities by peer group through the election of House Captains, Pupil Council Members etc.
- ✓ Award house points (up to triple house points without advice from the Headteacher, and quadruple and gold stars with the advice of the Headteacher) for children in Years 2 and above.
- ✓ Staff are encouraged to send outstanding pieces of work and children with their work to the Deputy Head, Headteacher or other teachers.
- ✓ Children can visit other classes to share their good work.

- ✓ Children can share good work in Wednesday assemblies.
- ✓ Displaying good work around the School.
- ✓ Children are chosen to share good work with visitors.
- ✓ Nominate a child every week as their class 'polite person' in Friday Assembly.
- ✓ Children are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor or leader.
- ✓ Children are encouraged to share details of awards and achievements they may have attained outside of school. e.g. winning a cup for the area cricket club;
- ✓ Award lollipop stickers for children up to Year 1 (administered by the class teachers).
- ✓ Headteacher's Award given half termly nominated by the class teacher.
- ✓ Decide every week if each class can be awarded Smart Class for collective responsibility towards making smart choices.

House points are generally read out at Friday morning assembly by the house captains, with special mention of any particularly high individual achievement, particularly gold stars. There is a cup for the child who has scored the most house points in the academic year. The school office keeps a record of gold stars earned in the year, and certificates are given to children receiving a gold star in assembly when their excellent work is also discussed and displayed. Other cups are given at end of year Awards Ceremony and end of year assembly, which also value courtesy and endeavor most highly as further symbols of the schools' focus on these qualities.

Friday mornings Headteacher's Club is an opportunity for children to see the Headteacher, nominated by their class teacher or specialist subject teacher, to show some good work and/or be singled out for praise for good behavior. Our half termly Headteacher's Award is a further opportunity to give praise to the children and reward and inspire children to try their best in all aspects of their academic work and their behaviour and school life.

Polite behaviour is expected at all times. This includes (and is not limited to) saying 'please' and 'thank you', holding doors and standing aside for adults, walking on the left in single file up and down stairs and walking quietly around the school. Polite behaviour is rewarded with house points and it is celebrated each week in Friday Assembly when each class teacher nominates a class 'polite person' for special praise during the Assembly.

Recognition and Response to Trauma-Based Behaviours

At Broomfield House School, we recognise that some behaviours may stem from traumatic experiences. In our commitment to a trauma-informed approach, we strive to ensure all interactions with children are supportive and engaging, rather than defensive. Staff must at all times avoid the use of harsh voices, shouting, criticism, and shaming, as these are not only damaging psychologically and neurologically but also counterproductive in promoting a safe and nurturing learning environment. Staff are professionally obligated to report colleagues who do not follow this approach through the schools low-level concerns reporting system called StaffSafe. Instead, we encourage behaviours that foster trust and security, allowing children to express and manage their emotions healthily. This approach is integral to our mission of supporting each child's individual needs, facilitating a positive school experience that encourages both academic and personal growth.

Behaviour Management

Pupils need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we:

- ✓ aim to establish these boundaries in a way that helps the child develop a sense of the significance of her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the pupil untouched, i.e. by avoiding sarcasm or words that might humiliate the child.
- ✓ Restrictions on the pupil's natural impulse to explore and develop their own ideas and concepts are kept to a minimum. Sanctions are applied in the case of unacceptable behaviour, considering the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are

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

- ✓ We employ each sanction appropriately to each individual situation.
- ✓ We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- ✓ We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- ✓ Children may miss playtimes and use this time to reflect. This is called Reflection Time and the child has to think about what they have done.
- ✓ The pupil's class teacher or Head of House in the first instance, or member of SLT for reoccurring reflections, will supervise this missed break time and the child will, where able, write an apology if appropriate.
- ✓ If the child is unable to write then a picture can be used or the staff member can scribe for them. The staff member will also discuss with them what they did. This sanction is used if the behaviour of a child poses a threat to their own or others' emotional or physical well-being and safety and may last several days as necessary so the child learns the need for appropriate behaviour with others before they return to normal play times;
- ✓ The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers themselves or the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- ✓ Parents may be contacted immediately or at the end of the day, depending on the seriousness of the action.
- ✓ Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, child-on-child abuse etc) are dealt with quickly and firmly by the Headteacher.
- ✓ The Headteacher or the Deputy Head will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour and a daily/weekly behavioural chart or record may be set up by the class teacher and monitored by the Headteacher.
- ✓ Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Disciplinary Action

If at any time the pupils need to be disciplined for incorrect or bad behaviour, the following procedure will apply equally to all pupils from Years 2 and above (Year 1 and below omit Stages 3 and 4):

Stage 1 – the teacher on duty at the time of an incident and/or the class teacher will ask the child or children to explain what happened and what negative impact this had on someone or something else. The children are then expected to show remorse for their actions, to apologise to anyone who they have hurt or whose property has been harmed, and to show some understanding of why it is important that another occurrence of the same behaviour is unacceptable. All incidents that involve specific unkindness or intentional aggravation of another child needs to be logged on CPOMS. It is important that the member of staff who has witness the behaved deals with this proactively and positively, using it as a learning opportunity for the child. Child may miss breaktime to reflect on behaviour with class teacher. It is expected that vast majority of incidents are resolved at stage 1.

Stage 2 – a similar process as stage 1, but this time with the Head of House. 5 House points may be deducted at this stage by the Head of House. A loss of 5 house point is given by for the continuance of bad behaviour or for a particularly serious single incident. At this stage the Head of House may decide to keep the child in for break to complete some reflection time and to further discuss a positive way forward. The class teacher needs to contact parents at this stage to make them aware. This can be done via email to telephone depending on individual circumstances. A log will also need to be added onto CPOMS. If house points are deducted, it may result in a whole school discussion of the incident led by the Headteacher at the nearest Friday morning assembly if this felt appropriate for the child in question without identifying the culprit(s) in person.

Stage 3 - A similar process as stage 2, but this time with the Deputy Head or Assistant Head. A child may, during Stage 2, be sent directly to the Deputy Head, or Assistant Head either immediately or at a specified break time or during lesson to explain their action(s) if this is of a particular severity. While with the Deputy Head or Assistant Head, the child will be told that further serious consequences may occur if their behaviour does not improve. If a child regularly requires intervention, the parents will again be informed by the Deputy Head of Assistant Head and an active dialogue with them will begin to try and address the problem with a concerted joint effort. Ten house points can be deducted at this stage as required. The child may be placed on a behavior report at this stage which is to be managed by the class teacher.

If necessary, outside help including an educational psychologist will be suggested by the school. All incidents must be logged on CPOMS with clear actions from all parties involved. At this stage a behaviour report may be issued for a period of two weeks which is signed by class and specialist teachers, as well as by the staff member of duty during break and lunch. The report card needs to be checked by the Headteacher, Deputy Head or Assistant Head daily and signed off. The report must also be signed by parents daily.

Stage 4 – **Olive Branch** - If no improvement is seen, then the Headteacher will invite parents in for a meeting. At this meeting, the steps put in place to date will be outlined and the potential next stage clarified. An olive branch may result in a loss of 20 House Points, issued at the Headteacher's discretion for either the further continuance of bad behaviour or for a single grave incident. The Headteacher will lead a discussion at the nearest Friday assembly of the incident if appropriate, without giving specific details of the child in question This is given with the understanding we have now reached the last chance for the child to improve their behaviour before Stage 5 - Pupil Removal. Parents will be informed that if a child is sent home, that this by no means that they are not welcome in school. Each day is a clean slate.

Stage 5 – **Pupil removal** – at the Headteacher's discretion, and with immediate effect if necessary, the School may require parents to withdraw a child from the School if it is in the interests of the child or other children in the School that this is necessary. This is at the sole discretion of the Headteacher.

While the above are described as Stages 1-5 inclusive, this only serves to illustrate the normal disciplinary pattern followed within the school. At the Headteacher's discretion, the school may use any or all of these stages in any order that is regarded as best for the child and for the school. Once a child's behaviour becomes a cause for concern, it is normal practice in the school to inform the parents and to ask for an early meeting to discuss the problem.

All behaviour incidents are logged on CPOMS by the member of staff who dealt with the incident and any follow-up actions are subsequently recorded. This ensures patterns of behaviour can be identified from the earliest stage. Behaviour patterns are analysed and relevant issues are discussed with staff on a weekly basis. SLT has oversight of this process.

At Broomfield House School we have a zero tolerance on racist, homophobic or gender related comments or behaviour. The children involved will be spoken to immediately and the discipline policy followed. It is important that the children in our care do understand what they are saying and the implication. They will be told directly that any racist, homophobic or gender related comments or behaviour made in a secondary school will also be dealt with on a zero tolerance basis and is likely to lead to exclusion.

Early Years Foundation Stage (EYFS)

At Broomfield House School EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at Broomfield House School EYFS will use and promote positive language with children. Our behaviour management strategies at Broomfield House School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. We phrase our requests in a positive manner
6. We promote independence and responsibility
7. We use our knowledge of each child as an individual
8. We do not make assumptions about young children's understanding
9. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the EYFS Policy.

Exclusion

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold illegal drugs
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Fixed Penalty Exclusion and Permanent Exclusions

Broomfield House School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Broomfield House School are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Headteacher. If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parent with the reasons for this decision.

Record of incident on CPOMS

Any serious incident, where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned (including child-on-child abuse), must be discussed with the Headteacher and entered onto CPOMS, the school's electronic records platform. An entry onto CPOMS must be completed when a child is given a minus mark or worse. It must be discussed with parents or guardians when a child has been entered onto CPOMS. The Headteacher and Deputy Head regularly check CPOMS so that behavioural patterns can be identified which are then actioned by the Senior Leadership Team (SLT). Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy and our safeguarding policy.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school whilst on school-based activities, educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Behaviour outside school when the school has no direct responsibility for supervision (e.g. at a parent organised event or a PTA event with no school staff presence) does not fall within the school's responsibility for behaviour management. It may however, be a matter supported by the school, if in any way the reputation or good standing of the school in the community may be called in question by the actions of pupils

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used or threatened. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone of parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headteacher immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint – Use of Reasonable Force

All members of staff are aware of the regulations and follow guidance set out in Use of reasonable force and other restrictive interventions guidance (2026). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and DSL, and recorded on CPOMS under 'Physical intervention'. The child's parents are informed on the same day. Records are kept of when force is used and parents

are informed on CPOMS. Guidance is given to all 'members of staff'(as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The Pupil Council (3 children from each of Years 3-5, and 7 Year 6 children - normally the Pupil Council Captains, The House Captains and the Head Boy and Girl, representing the views of one each of the Early Years and Year 1 class pupils; chaired by the Deputy Head) will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

The Role of the Pupils

The Rights and Responsibilities of Pupils

Broomfield House School believes that as a pupil you have the right:

- ✓ to develop to your full potential in every area of school life;
- ✓ to be treated fairly and with respect.

If you are to enjoy these rights, you must accept the following responsibilities:

- ✓ to respect the needs, feelings and property of others;
- ✓ to act in a way which helps you and others to gain the most you can from the school;
- ✓ to work hard yourself and ensure you do nothing to disrupt the learning of others;
- ✓ to ensure that you do not threaten other pupils or make them feel uncomfortable;
- ✓ to be punctual;
- ✓ to respect the instructions of the school staff;
- ✓ to complete work when you are asked to;
- ✓ to adhere to the school dress code;
- ✓ to help other members of the school community, particularly those who are new or younger than yourself;
- ✓ to take care of the school environment; and
- ✓ to uphold the good reputation of the school.

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should move around the School calmly and quietly. To benefit fully from lessons pupils should have all necessary equipment and books. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Mobile phones are not permitted in school.

Care for Ourselves and the Environment

In these areas, the school's goals are achieved when pupils: -

- listen to and obey all safety instructions given by adults in school;
- put all litter in bins, leave classrooms clean and tidy;
- adhere to the school uniform/dress code;
- refrain from using make-up, nail varnish and unnatural hair colours;
- confine items of jewellery worn at school to a watch and one pair of stud earrings to be worn in the earlobe only;

- these items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school).
- hand in to the School Office any medication, including asthma inhalers as necessary, brought into school;
- be very careful crossing roads outside the school grounds; and
- do not run or play around behind coaches as the drivers may not be able to see you. Do not run out between coaches.

Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.
- Broomfield House School is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Pupils' Conduct outside the School Gates

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headteacher; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school. The school however is not responsible for behaviour during parent organised events where parents have responsibly for behavior and the supervision of the children.

Pupil's with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favorably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. Parents should not approach

other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled **objectively through the school** and not solely between parents.

Parents are also expected to behave courteously to school staff and to each other at all times, both in their spoken and written communications with proper regard for our teachers' professional expertise and with the trust that school staff are at all times working for the educational benefit of their children. The school reserves the right to inform parents if their behaviour towards school staff is inappropriate and unacceptable and to take any reasonable action as required to ensure staff have a happy and safe working atmosphere within the terms of attending the school.

Parents should not use the PTA Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Headteacher first. If a parent is deemed to be damaging the reputation of the school, the Headteacher will arrange to meet with these parents directly to discuss the issues raised in person.

Anti-Bullying
For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Managing Pupil Transition
We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year 7. A particular strength at Broomfield House School is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Headteacher and 11+ Co-ordinator visit schools in order to ensure smooth transition for the children. Not only are children prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6s about what secondary school is like.

Organisation and Facilities
Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow.

Staff Development and Support
We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support systems for pupils, parents and other agencies
In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.

Malicious accusations

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously.

Recording

A copy of all discipline letters are kept on CPOMS. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the school report. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Equality Act (2010), Education Act (2011)
- *Behaviour and Discipline in Schools**, Advice for Headteachers and School Staff,*** **(**DfE: 2022) https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- *Getting the simple things right: Charlie Taylor's behaviour checklists* (DfE: 2011) https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/Charlie-Taylor-checklist.pdf
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Related Documents:

- Appendix A: EYFS Managing and Modifying Behaviour through Positive Language
- Appendix B: Managing and Modifying Children's Behaviour
- Appendix C: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural Development (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

APPENDIX: SEARCHING AND CONFISCATION

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2022. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010

Search with Consent

- Headteachers and staff, they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.
- The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The school will consider the age of the child when considering consent.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Search Without Consent

- Only the Headteacher and staff authorised by the Head have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
  - are in possession of a prohibited item;

- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

- If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search

- ✓ Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- ✓ In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- ✓ The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- ✓ Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- ✓ The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately. The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Confiscation

- ✓ School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- ✓ When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

Dealing with Electronic Devices (statutory guidance)

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device

to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for Carrying Out A Search, What the law says:

- ✓ The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ✓ 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- ✓ 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- ✓ A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do**.**

Lockers and desks: Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of reasonable force - Please refer to our Use of Reasonable Force Policy.

Informing Parents

- ✓ There is no requirement for the school to inform parents before a search.
- ✓ Parents may be informed as part of the school behaviour policy and procedures.
- ✓ Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.
- ✓ If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded on CPOMS.

Strip Searching

- ✓ A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers.
- ✓ While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- ✓ Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted.
- ✓ Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- ✓ Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Please see the behaviour management stage document which gives a concise step by step framework for all to follow.