



BROADSTONE MIDDLE SCHOOL

POLICY :

Behaviour

Author:	Head of School
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BROADSTONE MIDDLE SCHOOL

Behaviour Policy

The Castleman Academy Trust believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

This policy acknowledges the Trust's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance:

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff (2016)
- DfE School Discipline and Exclusions
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (January 2022, updated September 2023)

It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, Equal Opportunities policy and SEND Policy.

GUIDANCE ON EXCLUSIONS

Suspensions (Fixed Term Exclusions) and Permanent exclusions

Suspensions and permanent exclusions are managed in line with the Department for Education's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' (January 2022, updated September 2023)).

Our Aim

We want every member of the school community to feel valued and respected, and that each person is treated fairly and well. Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential, create an effective learning environment and promote inclusion and equality of opportunity, whilst promoting British values, preparing them for life in modern Britain.

The overarching aim is to '**prepare children for a life well lived**'. This includes knowledge acquisition, self-agency, taking positive action and preparation for work. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

At Broadstone Middle School we have pupils and staff who respect one another and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that everyone can work together with the common purpose of helping others to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help

pupils grow in a safe and secure environment, and to become respectful, independent members of the school community.

The school expects **every** member of the school community to behave in a considerate way towards others at all times. When pupils do not adhere to the school rules, sanctions will be applied. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

Positive and Negative Consequences

We firmly believe that if pupils are actively and purposefully engaged, they are unlikely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, pupils will be motivated and enthusiastic to be involved in their day to day learning. We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal (refer to the Teaching and Learning Policy).

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences which can be both negative and positive – depending on behaviour.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need praise, success, recognition and affection and through this we can accept learning challenges and failure.

We promote positive behaviour through:

- Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- Absolute consistency amongst all staff in implementing School/Trust policies
- Understanding that pupils are valued as individuals
- Taking into account the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Child in Care (CIC), Pupil Premium, pupils with medical needs, neurodiverse, those in families under stress, those with poor literacy skills and those at risk of exclusion)
- Working with staff to recognise the difference between needs led and choice led behaviour
- Ensuring the curriculum is appropriate for each individual pupil
- High quality teaching and learning using a variety of teaching styles and methods
- Recognising achievement including the regular use of praise and a relevant and valued positive reward system, agreed by pupils and staff.
- Target setting and individual support programmes
- Assemblies
- Discussions with pupils and the School Council
- Community volunteer programme which encourages students to take an active role in their community
- RISE awards which are linked to our school expectations underlined in the list below
- All adults modelling the behaviour we want to encourage
- Whole staff professional development to support Behaviour Management

School Expectations

At BMS we:

PUT OUR LEARNING FIRST

We are prepared for lessons by wearing our full uniform smartly and having all our equipment. We are always on time to begin our school day and to each of our lessons. We work together to ensure that our learning is never disrupted.

Respect ourselves, others and our environment

We are kind, tolerant and respectful. We will use positive language with others and respect social, gender, cultural and religious differences. We also respect other people's opinions even though they may be different to our own. We respect our school environment knowing that all children and staff are responsible for keeping the site clean, tidy and undamaged.

Follow instructions, first time, every time

We listen to all members of staff and carry out their instructions immediately. We will respect the authority of all the staff in the school because we understand they are giving these instructions with our best interests at heart.

Move around school safely and calmly

We will move around the school safely and quietly. We will keep hands, feet and objects to ourselves. We will also ensure that any items we know should not be in school will not be brought in.

Aim for excellence

We will try our best in all our lessons. We will accept new challenges and rise to them. We will be proud of what we achieve and always look for ways to improve.

Rewards and Sanctions

Rewards

House Points are awarded for a variety of positive behaviours these include: positive contributions to lessons, good behaviour, good class work, good homework, good lunchtime behaviour, respectful behaviour and proactive independent approach to their learning. House points can be rewarded from all staff to pupils and these are then added onto their total positive points and also to their house total. Once house point milestones are met pupils will be rewarded, this is organised by the inclusion team.

Positive points are rewarded in every lesson and around school in line with our behaviour policy. For example, being prepared for learning, completing high standards of work/homework, excellent contributions to lessons, personal development and house competitions. These positive points are checked every week by the Behaviour Lead. Reward assemblies are then held to celebrate students when they reach a certain number of net house points.

Sanctions

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.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our Anti-Bullying Policy for further information and guidance.

Limiting low level persistent disruptive behaviour

One of the biggest barriers to learning is low level persistent disruptive behaviour. Examples of this type of behaviour are: shouting out, talking over others, non-learning discussions, being out of seat, being slow to start work, ignoring the instructions given, arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behaviour (eg. A “look”, moving to the part of the classroom where the learner is).

How the system is implemented

- Verbal warning with explicit language used by the staff member to the pupil. E.g This is a warning, you are talking when I am talking I need you to stop so we can all learn, this is your warning. Logged as an N1.
- RESET outside the classroom for a minimal time where the child is given time to stop the behaviour and spoken to by the class teacher before returning. (Logged as an N2)
- If the Behaviour is not modified following a RESET an N3 will be issued and a lunchtime detention will be issued. A restorative conversation will also be held between the student and the teacher.
- A member of SLT or Inclusion will be called at this point to exit the child from the classroom to work in the head of school office or alternative Key Stage classroom for the remainder of that lesson.

NB: Referral to a senior teacher could result in a range of sanctions, including detention, loss of social time, parental meeting, specified community service, suspension or permanent exclusion.

Severity Clause: Sometimes, teachers have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning calls for an immediate consequence that will remove the pupil from the classroom; in this instance a member of the SLT, Behaviour Lead or an on call teacher will be sent for.

Consistency between members of staff is very important.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern. We would also aim to share good news with parents/carers too with positive phone calls home.

Where a pupil shows consistent difficulty with aspects of behaviour a behaviour plan may be drawn up by the Inclusion team or the Head of Year. This may include a report card, pastoral support or special arrangements for lessons or break times. This can also include completing their learning in a different place to their usual classroom.

Prepared for Learning Cards

We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and

maintenance of positive attitudes to learning rests with the teacher, but is also the responsibility of pupils themselves. Building on this, is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year, all pupils at Broadstone Middle are issued with a Prepared for Learning Card (P4L Card). The purpose of this card is to help pupils with their organisation and build their independence, ready for their transition to Secondary School. We have high expectations for all and expect our children to arrive promptly, bringing the correct equipment and wearing full uniform with pride. Children are reminded of these expectations regularly throughout the year during form time and class assemblies.

All children are expected to have their P4L cards on them at all times. If a pupil arrives to school or class and is not 'prepared for learning', a member of staff will sign their card, noting down key information. If a child fills all five spaces on their card, a sanction will be applied. Our wish is for children to keep an empty P4L card for the entire year; pupils will be praised and achieve regular House Points for maintaining this throughout the year.

Playtime and lunchtimes

Pupils who are preventing others from having an enjoyable break will be sent inside to the detention room at lunchtime or to a senior member of staff during morning breaktime.

Suspension and Exclusions

The school views exclusion as a last resort. Suspensions and permanent exclusions are managed in line with the Department for Education's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' (January 2022, updated September 2023).

Restrictive Interventions Including the Use of Force

The school views restrictive interventions as a last resort. Please refer to the SET Restrictive Interventions Including the Use of Force Policy.

Review and Monitoring

Sanction systems are reviewed regularly. The Senior Leadership Team/Head of Year, Behaviour Lead and Inclusion Team, review and discuss behaviour management on a weekly basis.

Working with Parents as Partners

Parenting is a difficult and vulnerable task. Parents/carers play a crucial role in enhancing pupils' self-esteem. Every parent/carer has the right to hear regular "good news" about pupils.

We will strive to ensure pupils receive consistent messages about how to behave at home and at school. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to support pupil's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

Parents/carers should support the school in applying sanctions, if necessary. If parents/carers have any concern about the way pupils have been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head of Year, Deputy Headteacher, or Head of School. As per the

school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of Governors at the school.

It is important to remember that the vast majority of pupils will respond to and benefit from the above policy. However, from time to time, there may be pupils who do not respond to established incentives and sanctions. These pupils will need an individual behaviour support plan. Points to remember when establishing a BSP:

- Targets, to begin with, must be small and attainable (success breeds success)
- Reinforcement must be daily
- The contract will need constant assessment
- 'Pay off' must be clear – the consequences should be clear and suit the misdemeanour.
- A simple statement agreed between child and teacher is written down

The contract will need to be signed by the pupil and teacher and strictly adhered to. There will be regular discussion with the pupil what might prevent him/her from succeeding. Parents/carers will also be involved in the contract.

The role of the Class Teacher or Tutor

It is the responsibility of the Class Teacher/Tutor to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teachers/Tutor in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The Class Teacher/Tutor reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Class Teacher/Tutor may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

The role of the Executive Headteacher and the Head of School

It is the responsibility of the Head of School, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all pupils in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School ensures that records are kept of all reported serious incidents of behaviour.

The Executive Head Teacher has the responsibility for giving suspensions to individual pupils for serious acts of behaviour this can be for no longer than forty-five days in total. For repeated or very serious acts of anti-social behaviour, the Executive Head Teacher may permanently exclude a pupil.

The role of Governors

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head of School and Executive Headteacher in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Executive Headteacher. She/he also reports to the School Standards Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the School Standards Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

Appendices 1

The Link

Within our school, there is a resources base that mirrors our main school behaviour policy. However, the staff make reasonable adjustments depending on any need driven behaviours and these are addressed as necessary. There could be occasions where the placement is unable to support an individual with any ongoing or challenging behaviours that may become a safeguarding issue. In any cases such as this, it is important to assess whether this alternative provision is meeting the needs of the individual's EHCP and therefore whether this placement can continue.