Broomfield Primary School

Behaviour Policy

Date adopted: August 2024

Date amended: February 2026

Next full review: August 2026

Contents

Introduction

At Broomfield we believe in supporting children to manage their own behaviour and to develop the skills to build meaningful relationships. Good relationships need to be at the heart of everything a school does to ensure effective teaching and learning can take place.

We seek to create an atmosphere where children can develop a moral and social awareness with sensitivity to the needs of others. We truly believe that through working together, we can achieve this ethos and so enhance the learning experiences for all pupils.

Vision and Aims

The aim of Broomfield Primary School is to give pupils the skills for lifelong learning. The school has an ethos whereby each member of our community works in a calm, happy and purposeful atmosphere. By treating children with respect and fairness and teaching them well, we believe they will respond positively.

We ensure this by:
- Sharing, following and upholding the Broomfield Code of Conduct
- Planning a curriculum that caters for the needs of the individual
- Recognising that pupils are individuals and our approach should be tailored accordingly
- Good classroom management

Encouraging and Rewarding Good Behaviour

Our School Code of Conduct promotes positive behaviours and at the start of each academic year this is supplemented by each class designing their own class charter for the year.

We encourage and reward good behaviour throughout the school day. We believe that children respond best to praise for the positive behaviour we want to see rather than focusing on the poor behaviour we do not. In order to help create this positive ethos we have a range of techniques and rewards that we use may include:

Aspect	Procedure
House Points/Dojos	✓ Head to organise and oversee. ✓ Can be awarded by any member of staff. ✓ Totaled up weekly by House captains and annual shield presented for the winning House Team.
Verbal Praise	✓ VALUE verbal praise and promote use with pupils (e.g. 'Thank You' if a pupil has held a door open or 'Well Done' if they impress). ✓ Promote and at lunchtimes and break times. ✓ Sharing children's successes with their parents/carers.
Class Rewards	✓ Stickers and Stampers – (e.g.) used in marking/praise ✓ Certificates home
Golden Time	✓ Children work towards Golden Time to be held during the week (as organised by class teacher). Children can earn or lose time as part of the whole school behaviour steps.

House System

At Broomfield Primary School we have four houses: Broom (Yellow), Wild Rose (Red), Foxglove (Blue) and Clover (Green).

Our House Captains motivate and encourage others to work hard in the classroom, show good manners, be kind to others and help around school. Teamwork is encouraged.
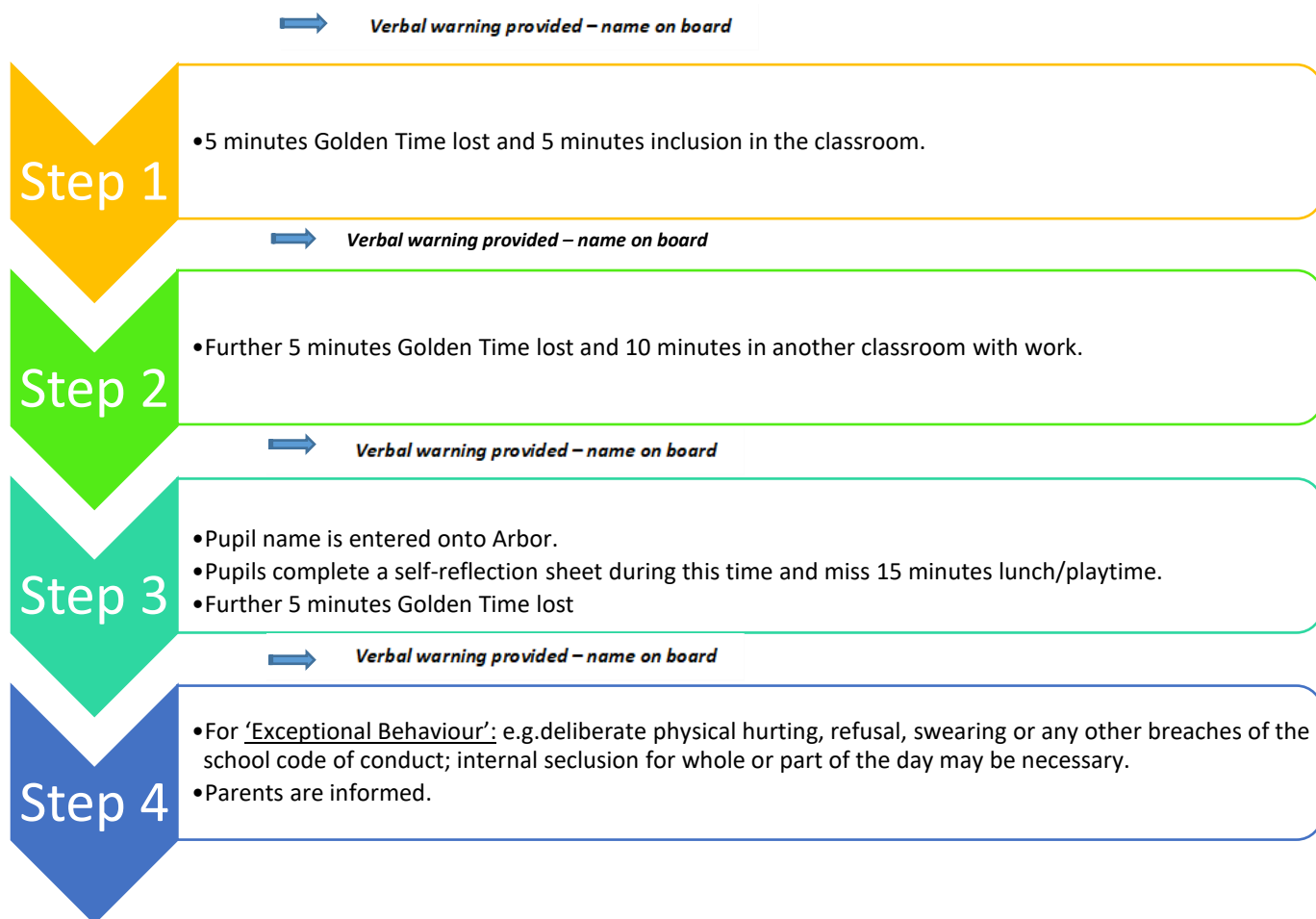
House Captains are selected from our Year 6 children. Each child choosing to be a House Captain has to write a manifesto and present it to the class. They are then voted for based on this.

Weekly House point totals are shared in Celebration Assembly on a Friday. House points are also used in Sports Day and other events during the year.

Addressing unacceptable behaviour

At Broomfield we believe in empowering children to make positive choices about how they conduct themselves. There are clear consequences to enable children to make conscious decisions to make the right choices. These are shared with the children at the start of each academic year.

Before moving from one step to another a verbal warning and reminder will be given.

➡ *Verbal warning provided – name on board*

Step 1
- 5 minutes Golden Time lost and 5 minutes inclusion in the classroom.

➡ *Verbal warning provided – name on board*

Step 2
- Further 5 minutes Golden Time lost and 10 minutes in another classroom with work.

➡ *Verbal warning provided – name on board*

Step 3
- Pupil name is entered onto Arbor.
- Pupils complete a self-reflection sheet during this time and miss 15 minutes lunch/playtime.
- Further 5 minutes Golden Time lost

➡ *Verbal warning provided – name on board*

Step 4
- For 'Exceptional Behaviour': e.g.deliberate physical hurting, refusal, swearing or any other breaches of the school code of conduct; internal seclusion for whole or part of the day may be necessary.
- Parents are informed.

Behaviour incidents are monitored by Headteacher via Arbor.

Individual Behaviour Plans

For some children, identified by the Teachers, SENCo and SLT, IBP's will be followed which are bespoke to a particular child. This replaces the whole school step approach. All staff will be made aware of the IBP.

Exclusions from school

A decision to exclude a pupil from school will be taken:
- In response to serious /persistent breaches of the school's behaviour policy;
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in school.

Please see the Bradgate Education Partnership Exclusion Statement on the school website.

N.B. In the event of severely disruptive behaviour that endangers staff or pupils, staff should send for a member of the SLT immediately.

If a pupil is recorded Arbor on *three occasions in one week*, the class teacher will ring and inform families.

Golden Time CAN be earned back during the week.

Child on Child Abuse

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). *KCSIE Sept 22*

At Broomfield Primary School we are committed to ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Physical abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful

behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

• An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

• Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Expected action taken from all staff

Staff should consider the seriousness of the case, and make a quick decision whether to inform Designated Safeguarding Lead immediately before taking any further in-school actions. The DSL should always be informed of child on child abuse.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Recognising child on child abuse:

An assessment of an incident between children should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.
- Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Taking Action:

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken on Arbor

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another. This is recorded on CPOMs.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

Points to consider:

What is the age of the children involved? How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked.

> ### Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

> ### What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

> ### What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

> ### Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

> ### For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for

example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

➢ **For the young person who has displayed harmful behaviour**

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies

Child on Child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse. This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.

There is a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people. Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

References

KCSIE 2025

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Prevent 2023

https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf

KCSIE 2025

CHILDREN'S
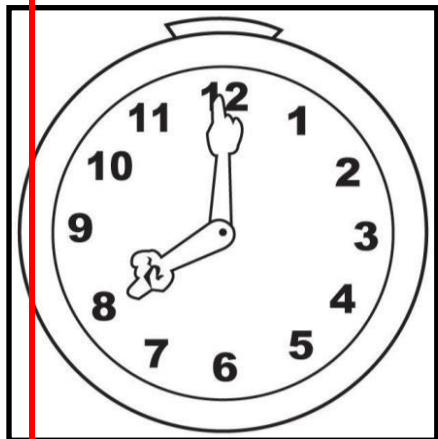# CODE OF CONDUCT

At Broomfield we are good at:

making friends,

helping each other,

being polite and welcoming.

We try to:
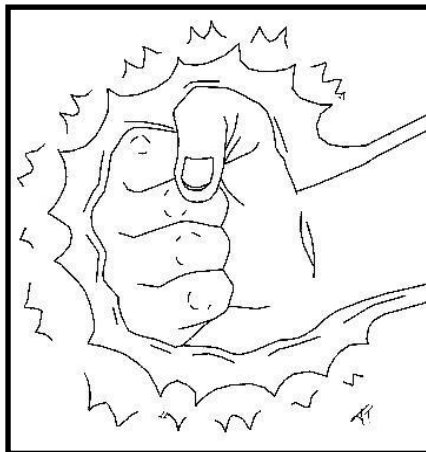
work hard,

look after our school both

inside and out,

keep safe at all times.

Key Stage 1 Self – Reflection Sheet

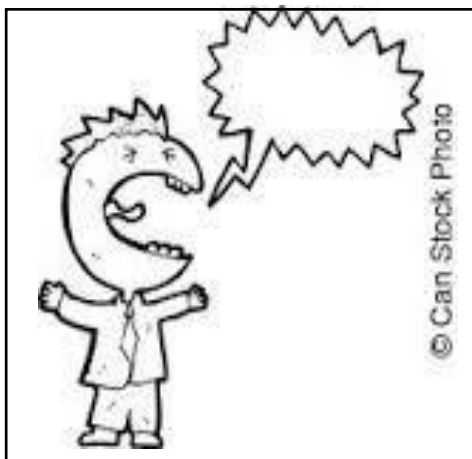**KS1 Reflection Time Activity**

Wasting time	Hurting others	Breaking things
Telling lies	Shouting out	Not listening

What I will change next time:

Key Stage 2 Self-reflection Sheet

1. **How did I break our Code of Conduct?**

_____

_____

_____

_____

2. **How did my behaviour affect other people?**

_____

_____

_____

_____

3. **How will I improve my behaviour in the future?**

_____

_____

_____

_____

Signed

Pupil: _____ Date: _____

Staff involved: _____ Date: _____

Additional Comments (Record of incident by Staff)