



BROADHURST
SCHOOL

BEHAVIOUR MANAGEMENT POLICY (including Discipline and Exclusions)

Date	Review Date	Headteacher	Proprietor
October 2026	September 2027	Mrs Paula Flindell	Mr Brian Berkery

1. Introduction

At Broadhurst School we uphold high expectations of behaviour and endeavour to provide a safe, structured and nurturing environment in which children can learn and thrive in a happy and secure learning environment. The purpose of this policy is to establish a consistent, positive and developmentally appropriate approach to behaviour across the School. • all children to show respect and courtesy towards teachers, other staff and towards each other;

- parents/carers to encourage their children to show respect and support the School's authority to promote and manage behaviour;
- the Headteacher to create a culture of respect by supporting staff to manage behaviour consistently and fairly;
- the Proprietor and Headteacher to respond to allegations or concerns involving staff promptly, fairly and in accordance with safeguarding procedures;
- every member of staff to promote and sustain high standards of behaviour through positive relationships, clear expectations, modelling and encouragement.

The School has regard to the Department for Education's Behaviour in schools: advice for headteachers and school staff. This guidance applies to independent schools and was last updated by the DfE in February 2024.

The School complies with its duties under the Equality Act 2010 and will make reasonable adjustments where required for children with special educational needs and/or disabilities (SEND). Behaviour that arises from a child's SEND or disability will be considered in context and will not automatically be treated as deliberate misconduct.

Corporal punishment is not used at Broadhurst School.



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2. Statutory and Government Framework

This policy has been reviewed against the requirements and current Department for Education guidance applicable to an independent school in England as at October 2026.

- Education (Independent School Standards) Regulations 2014, including Part 3 paragraph 9: the proprietor must ensure that a written behaviour policy is drawn up, implemented effectively, sets out sanctions for pupil misbehaviour, and that records are kept of sanctions imposed for serious misbehaviour.
- Independent School Standards Guidance (DfE, April 2026), including the updated requirements concerning mobile phones and restrictive interventions, including reasonable force and seclusion.
- Behaviour in schools: advice for headteachers and school staff (DfE, updated February 2024), which applies to independent schools and is used by the School as non-statutory guidance.
- Mobile phones in schools (DfE, statutory guidance, updated June 2026 and to be followed from 1 September 2026): the School will be mobile-phone-free by default, with exceptions only where justified by individual circumstances or need.
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026), together with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Keeping children safe in education 2026 (DfE, statutory guidance, in force from 1 September 2026), particularly the requirements for a child-centred safeguarding approach, recording concerns and managing allegations or concerns about staff.
- Equality Act 2010, including the duty to avoid unlawful discrimination and to make reasonable adjustments for disabled children where required.

The DfE statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units is not directly applicable to Broadhurst School because the School is an independent school. Where the School considers suspension or permanent exclusion, it will follow its own Discipline and Exclusion Policy, the parent contract and all applicable legal duties, including equality and safeguarding duties.

3. Aims

- promote good behaviour, self-discipline, kindness and respect;
- prevent bullying and respond promptly to any suspected bullying or harmful behaviour;
- enhance the quality of children's learning and play;
- ensure children's safety and promote children's wellbeing;



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- promote friendly and co-operative interaction between children and staff both in school and on school trips;
- set clear, age-appropriate boundaries that help children understand the impact and significance of their behaviour;
- develop children's emotional literacy, conflict-resolution skills, resilience and ability to take responsibility for their actions.

4. Our Values and Behaviour

At Broadhurst School, our values guide the way we learn, play and care for one another. We expect all members of our school community to demonstrate our values through their words, actions and choices. Determined

We encourage children to persevere, develop resilience and keep trying when something feels difficult. Brave

We encourage children to have a go, take appropriate risks in their learning, speak up and develop confidence. Caring

We teach children to be kind, respectful and considerate towards others, and to care for their friends, their environment and the wider community.

Curious

We encourage children to ask questions, explore, investigate and develop a lifelong love of learning.

Joyful

We want children to experience the happiness and enjoyment of learning, playing and being part of the Broadhurst community.

These values underpin our expectations for behaviour and help children understand how we treat ourselves, how we treat others and how we approach our learning.

5. Promoting Positive Behaviour

To help promote good and acceptable behaviour:



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- each class teacher will establish clear classroom expectations appropriate to the age, developmental stage and individual needs of children in their class;
- good manners, kindness and safe behaviour are expected at all times;
- children are taught to walk inside the School building and to follow safe routines in the garden and on stairs;
- staff consistently notice, model and praise positive behaviour;
- staff make it clear that it is the behaviour that is unacceptable, not the child;
- children are taught to recognise good behaviour in one another and are given opportunities to care for and help each other;
- classes have clear and predictable routines for activities such as story time, snack, tidy-up and transitions;
- staff use calm reminders, proximity, visual cues, choices and quiet conversations to redirect behaviour;
- staff use praise, stickers, stamps, responsibilities and other developmentally appropriate rewards to reinforce positive behaviour;
- children are supported to take responsibility for their own behaviour and to repair relationships when appropriate;
- staff play alongside children and model good behaviour and language;
- staff support children through transition times, including through visual timetables and other individualised supports;
- staff use conflict-resolution approaches to help children develop safe and respectful ways to manage disagreements.

6. Understanding Behaviour and Conflict Resolution

Staff should seek to understand the reason for behaviour before deciding on a response. The School uses the ABC model as a useful framework:

A – Antecedents: what happened immediately before the behaviour; the context, activity, people involved, time of day and possible triggers.

B – Behaviour: what the child actually did, described objectively rather than using labels.

C – Consequences: what happened afterwards, how adults and peers responded, and whether the response may have unintentionally reinforced the behaviour.

Conflict Resolution Through Discussion

- approach calmly and with an open mind;



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- get down to the child's level where appropriate and safe;
- acknowledge feelings without condoning unsafe or unacceptable behaviour;
- gather information from those involved;
- restate the problem in neutral language;
- listen calmly to what happened;
- help the child identify a safe and respectful solution;
- provide follow-up support, including modelling language or actions for next time;
- check that the child is ready to return to learning or play.

7. Children with Special Educational Needs and Disabilities (SEND)

The School will take account of SEND, developmental stage, communication needs, medical needs and other individual circumstances when implementing behaviour strategies. The School will not discriminate against a child because of behaviour related to disability or SEND.

- identify and respond to possible underlying needs and triggers;
- make reasonable adjustments where required;
- differentiate expectations, communication and support according to developmental need;
- work with the SENDCo and relevant professionals where appropriate;
- use individual behaviour support strategies or plans where necessary;
- ensure staff have appropriate information and training;
- review the effectiveness of strategies and amend them where needed.

8. Role of Parents and Carers

Parents and carers play a crucial role in shaping the attitudes and behaviours that support children's success at school. The School expects parents/carers to:

- provide positive and consistent guidance at home;
- model respectful behaviour in interactions with children and staff;
- support the School's behaviour expectations;
- work collaboratively with staff when concerns arise;
- share relevant information about changes or circumstances that may affect a child's behaviour or wellbeing.

Where a child has a pattern of behaviour that causes concern, the School will communicate with parents/carers as soon as reasonably practicable and work with them to plan appropriate support.



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9. Sanctions and Responses to Unacceptable Behaviour

Any response to unacceptable behaviour will be proportionate, fair, calm, age-appropriate and developmentally appropriate. Staff will consider the context, the child's individual needs, SEND/disability, safeguarding considerations and the likely impact of the response.

Possible responses include:

- a calm verbal reminder of the expected behaviour;
- redirection to another activity or adult-supported choice;
- a quiet conversation with the child;
- support to move temporarily to a quieter space to regulate and reflect, where appropriate;
- repairing or restoring relationships, including an apology where developmentally appropriate;
- loss of a privilege or responsibility where this is proportionate and directly related to the behaviour;
- parent/carer involvement;
- an individual behaviour support plan or case meeting for persistent or serious concerns.

Sanctions will never be humiliating, degrading or designed to cause unnecessary distress.

Physical punishment is prohibited.

10. Serious Misbehaviour and Recording

Serious misbehaviour may include physical assault, deliberate significant damage to property, serious verbal abuse, persistent or significant disruptive behaviour, stealing, behaviour that places a child or adult at risk, or any other conduct that the Headteacher considers sufficiently serious.

Serious incidents will be recorded promptly and accurately. The School will maintain a central record of sanctions imposed for serious misbehaviour so that patterns can be identified and responses reviewed.

Where an incident may also constitute a safeguarding concern, the School's safeguarding procedures and KCSIE 2026 will be followed. CPOMS or the School's designated safeguarding recording system may be used where appropriate.



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11. Challenging Behaviour and De-escalation

Challenging behaviour may include verbal aggression, physical aggression, defiance, absconding or behaviour that creates a significant risk of harm. Staff should use prevention, early intervention and de-escalation wherever possible.

remain calm and use a low, clear voice;
reduce demands and stimulation where this is safe and appropriate;
give simple choices and clear boundaries;
move other children away from risk where necessary;
seek assistance from a senior member of staff when required;
consider whether unmet communication, sensory, emotional, developmental or other needs are contributing to the behaviour;
record significant incidents and review support strategies.

12. Restrictive Interventions, Reasonable Force and Seclusion

Restrictive interventions will only be used when lawful, necessary and proportionate, with the primary aim of preventing injury, protecting children or adults, preventing serious damage to property, or maintaining safety. Staff should use prevention and de-escalation wherever reasonably practicable.

The School follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. This guidance applies to independent schools.

Any use of force, restraint, immobilisation or seclusion must be recorded in writing as soon as practicable, ideally the same day. Records should include the child and staff involved, relevant needs including SEND, date, time, location, duration, what happened, de-escalation strategies used, the type and degree of force, injuries, why the intervention was necessary, any medical treatment and follow-up actions.

The School will provide information about each seclusion or restraint incident to the child's parent as soon as practicable, normally on the same day, unless doing so would be likely to result in significant harm to the child. The School will follow the specific statutory reporting requirements where an incident is also a significant use of force.

Seclusion is not used as a routine behaviour-management sanction. Where a child is separated from others for safety reasons, staff must maintain appropriate supervision and ensure that the arrangement is lawful, proportionate and recorded.



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13. Mobile Phones and Online Behaviour

Broadhurst School is a mobile-phone-free environment by default, in line with the DfE statutory guidance in force from 1 September 2026. Any exception must be authorised by the School and be based on a legitimate individual need.

Although children at Broadhurst School are young, the School recognises that behaviour outside school, including online behaviour, can affect children's safety, wellbeing and relationships in school. Where such behaviour has a sufficient connection to the School, it may be addressed under this policy and/or the safeguarding and anti-bullying policies.

14. Exclusions

The School seeks to support every child and uses exclusion only as a last resort and where other reasonable strategies have not secured safe and acceptable behaviour, or where the seriousness of an incident makes exclusion necessary.

Any suspension or permanent exclusion will be considered by the Headteacher in accordance with the School's separate Discipline and Exclusion Policy, the parent contract and applicable legal duties. The School will consider the child's age, SEND/disability, safeguarding needs, the circumstances of the incident, proportionality and the effect on the wider school community before making a decision.

15. Roles and Responsibilities

Proprietor: Ensures the School has an appropriate written behaviour policy and that the Independent School Standards are met.

Headteacher – Mrs Paula Flindell: Has overall responsibility for behaviour management, implementation of this policy, consistency of practice, serious incidents and exclusion decisions under the School's procedures.

All staff: Promote positive behaviour, model expectations, apply agreed strategies consistently, record significant incidents and raise safeguarding concerns without delay.

SENDCo: Supports staff to identify and address SEND-related barriers to positive behaviour and contributes to individual support planning.

Parents/carers: Work in partnership with the School and support consistent expectations.



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Children: Are supported to understand expectations, make safe choices, repair relationships and take increasing responsibility for their behaviour.

16. Monitoring, Evaluation and Review

The Headteacher will monitor behaviour patterns, serious incidents, sanctions, restrictive interventions and parental feedback to evaluate the effectiveness and fairness of this policy. The School will review the policy at least annually and sooner where legislation, statutory guidance or the School's circumstances change.

The next scheduled review is September 2027, but the policy may be updated earlier to reflect changes to legislation, DfE guidance, inspection requirements or School practice.

17. Key Documents and Related Policies

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Discipline and Exclusion Policy
- SEND Policy
- Equality Policy / Equal Opportunities Policy
- Mobile Phone Policy
- Complaints Policy
- Health and Safety Policy
- First Aid and Medical Needs Policy

18. Government Sources Checked for this Review

- Department for Education – Behaviour in schools: advice for headteachers and school staff (last updated February 2024).
- Department for Education – Independent School Standards Guidance (April 2026).
- Department for Education – Mobile phones in schools (statutory guidance, updated June 2026; in force from 1 September 2026).
- Department for Education – Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- Department for Education – Keeping children safe in education 2026 (statutory guidance, in force from 1 September 2026).



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- Department for Education – School suspensions and permanent exclusions guidance (updated July 2026); considered for context but not treated as directly applicable to this independent school.

Headteacher: Mrs Paula Flindell Date: October 2026