



BROMSGROVE SCHOOL

PUPIL CONDUCT AND BEHAVIOUR POLICY

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Scope:	All Schools

1. PHILOSOPHY AND ETHOS

Bromsgrove is a well-disciplined school that prides itself on the responsible, respectful and good-mannered conduct of its pupils. Traditional values underpin standards of behaviour that allow our pupils to flourish, establishing personal habits and self-discipline that they will carry through life. Our focus upon respectful conduct makes it easy for teachers to praise good behaviour rather than continually chastise bad. This policy has regard to the DfE guidance [Behaviour in Schools: Advice for headteachers and school staff \(2024\)](#) and to the provisions of the National Minimum Standards for Boarding and the Early Years Foundation Stage Framework.

Behaviour Above Expectation

We seek to promote good behaviour and this is core to the positive culture that exists across the School. We set high expectations of behaviour and support pupils to meet those expectations. Staff in each of our Schools regularly highlight positive conduct. This happens privately, through awards schemes, personal commendations and letters to pupils and their parents. It also happens publicly, through promotion of successes in School publications and acknowledgement at assemblies and other public functions. Whilst the School aims to be generous in its recognition of pupils' considerate behaviour, it is also implicit that their true reward comes in simply knowing within themselves that they have done the right thing.

Behaviour Below Expectation

When a pupil's conduct falls below our expected standards, it is addressed in a timely, dignified and respectful manner. We do not wish to be a school that is obsessed with rules and the policing of them. However, we recognise the need to be clear and transparent about expectations and consequences. Each School makes its age-appropriate code of conduct, rules and behavioural sanctions known to pupils and parents. Pupils are also informed of the various sanctions for failing to meet standards.

Expected Standards

The key expectations of conduct and behaviour for pupils are listed in the Codes of Conduct. These are reviewed regularly and made readily available. Although they encompass the most common issues that occur in a school, they are not expected to cover every eventuality that may arise. Pupils are therefore also taught to understand the principles of good citizenship which underpin the Rules, exercise reasonable judgement in their behaviour and always ask if they are uncertain about expectations.

Parental Support

Support of parents and caregivers is essential to the well-being of pupils and the maintenance of the School's reputation for good discipline. We understand the distress that can be caused when a parent learns that their child has transgressed and work hard to inform and engage them in the remedy. The more serious the transgression, the greater a parent's involvement. However, experience and educational research repeatedly show that a united front between parents and School is important in teaching young people to become self-disciplined and responsible for their actions. Any misgivings parents may have about School sanctions should be aired discretely and directly with the staff concerned.

2. AIMS

Unashamedly, the School expects high standards of its pupils but acknowledges these are achieved through learning. As an educational institution, it endeavours to teach appropriate behaviour and conduct by giving praise and affirmation for good performance, warnings and sanctions for poor. More specific aims are:

- a) to ensure all pupils are aware of the standards of conduct and behaviour that are expected from them
- b) to strive for consistency in expectations, rewards and sanctions for all pupils
- c) to administer sanctions when necessary in a fair, dignified and timely manner
- d) to gradually move the responsibility for good discipline from externally applied to internally managed as children mature, such that they leave the School with high levels of self-discipline
- e) to secure parental support for our disciplinary systems and rely on a close partnership with parents who endorse our standards

- f) to model our expectations of pupils through consistent standards of punctuality, tidiness and courtesy and respect by all staff.

3. PROMOTING POSITIVE CONDUCT AND BEHAVIOUR

Each School has age-appropriate strategies that are intended to promote positive conduct and encourage good behaviour. These are based upon the philosophy that character is formed throughout childhood, with higher order behaviours building on solid foundations in the earlier years. Hence, consistency of expectation across all of Bromsgrove's Schools is key.

We believe that the development of good character and conduct works best when it is taught, caught and sought.

- a) **Taught:** pupils are explicitly shown how to behave appropriately in different situations
- b) **Caught:** pupils pick up on the prevailing culture and learn good habits by following others
- c) **Sought:** pupils intrinsically seek to do the right thing out of personal principle and for its own sake.

Social, intellectual, civic and moral maturation grow as children age. Hence, although all three methods are used in each School, emphasis moves from teaching good behaviour to catching it, and then to actively seeking it, as pupils get older. Part of the explicit teaching is the existence of age-appropriate codes of conduct. These are found in each school:

- **Pre-Preparatory School Code of Conduct**
- **Preparatory School Code of Conduct**
- **Senior School Code of Conduct**
- **Winterfold School Code of Conduct**

Encouragement to act in a principled, responsible and co-operative fashion differs according to a pupil's maturity, but will often involve the use of reward systems, personal praise, public acknowledgement, commendations and incentives. Processes specific to each school are contained in:

- **Pre-Preparatory School Positive Behaviour Procedure**
- **Preparatory School Positive Behaviour Procedure**
- **Senior School Commendations Procedure**
- **Winterfold School Positive Behaviour Procedure**

4. ADDRESSING NEGATIVE CONDUCT AND BEHAVIOUR

Inevitably, as with all learning, pupils will occasionally err as they move towards becoming moral, self-disciplined and respectful citizens. In addressing misconduct and poor behaviour, we seek to balance:

- principles of natural justice
- disciplining with dignity
- restorative outcomes
- timely due process
- proportionate consequences
- protection of victims
- equitable and consistent sanctions.

Our approach to imposing discipline is again both age-appropriate and yet consistent across the School. Each School has its own procedures for dealing with misconduct, anti-social behaviour and breaches of rules and expectations. These are enshrined in:

- **Pre-Preparatory School Positive Behaviour Procedure**
- **Preparatory School Positive Behaviour Procedure**

- **Senior School Sanctions Procedure**
- **Winterfold School Positive Behaviour Procedure**

5. EXCLUSION

In extreme circumstances, misconduct may lead to the necessity to exclude a pupil from School, either for a short period or permanently. Suspension is a fixed period of exclusion that can be used either:

- to prevent a situation from escalating
- to allow for a thorough investigation to occur
- or as a sanction in its own right.

Where continual or gross misconduct makes it untenable for a pupil to remain in the School, the Headmaster may exercise his right to either remove or expel a pupil. Parents also have a right to voluntarily withdraw their child rather than face a formal Disciplinary Hearing or its consequences.

The processes involved in any form of exclusion are detailed in the *Exclusion Policy (All Schools)* and associated School-specific procedures.

6. RECORDS

Records are kept of all awards and sanctions in each School. Such information is shared only as appropriate and with respect to the privacy of the pupil.

Acknowledgement of commendations, awards and other forms of praise may be made public without direct consent. Any publication of a pupil's achievements of this sort will conform to the School's privacy and child protection policies.

Divulging records relating to sanctions imposed is limited to informing those staff who need to know within the pastoral context of the School. Although there may be occasions where it is necessary to inform the School of disciplinary consequences, it is generally not our practice to make such things known. External disclosure may occur when confidential references are sought by other schools or in response to legal requests from the Police or other statutory agencies.

7. CORPORAL PUNISHMENT

Corporal punishment is not used or threatened at Bromsgrove School under any circumstances.