

Behaviour, Bullying and Discipline Policy



Last reviewed September 2026
Next Review September 2027

To be read in conjunction with the Safeguarding and Children Protection Policy
and the Mental Health and Behaviour in Schools Guidance 2018

All information and letters can be made accessible, upon request, to meet your individual needs.

Behaviour

Rationale

At Broomhill Infant School, we believe that positive behaviour flourishes when children feel valued, respected, and supported. We are committed to creating a safe, inclusive, and stimulating environment where every child can thrive. Positive behaviour is promoted through:

- A child-centred approach to learning that nurtures curiosity, independence, and confidence.
- A safe and stimulating environment with clear boundaries that enable children to flourish.
- Opportunities for personal growth built on respect, empathy, inclusion, and acceptance.
- Positive role models who demonstrate courtesy, kindness, and relationships rooted in trust and respect across the whole school community.
- Consistently applied boundaries which provide security, fairness, and clarity.
- Classroom and Playground Charters co-created with children to encourage ownership, responsibility, and understanding of expectations.
- A whole-school behaviour system that ensures consistency and clarity in managing behaviour.
- Explicit teaching of social and emotional skills to support children in making positive behaviour choices and fully accessing the curriculum.
- Partnership with teachers, LSAs, and parents, enabling children to take an active role in planning their progress.
- Recognition and celebration of success, ensuring children are motivated to meet challenging goals in both learning and behaviour.

Purposes

- To foster an ethos that reflects and supports the Aims and Values of Broomhill Infant School.
- To promote equality, diversity, and inclusion for all members of the school community.
- To provide a safe and secure learning environment where every child can thrive.
- To support children in developing self-discipline, responsibility, and an understanding of the consequences of their actions.
- To equip children with the skills to de-escalate conflict and, where appropriate, mediate peer disagreements.
- To encourage parents and Governors to model and support positive behaviour in line with the school's values and this policy.
- To ensure a consistent, whole-school approach, with clear communication of this policy and its guidelines to staff, families, and the wider school community.
- To nurture a happy, caring environment where everyone is treated with respect, equality, courtesy, and consideration.

Guidelines

- Follow a whole-school Solihull and trauma-informed approach to understanding and supporting behaviour.
- Follow Zones of Regulations, with an area set up in each class.
- Create inclusive and stimulating learning environments that promote positive behaviour and ensure safety for all.
- Ensure all adults in school are sensitive and responsive to individual children's needs and circumstances, where appropriate.
- Guarantee that each child has an equal opportunity to learn without unnecessary interruption.
- Work in partnership with parents, carers, and colleagues as equal partners in supporting children's development.

Aims

- Create a safe, secure, and nurturing environment where all children feel settled, confident, and happy.
- Always ensure that all staff model exemplary behaviour and good manners.
- Provide high-quality teaching and learning opportunities in every aspect of school life.
- Foster a culture of mutual respect, trust, and support across the whole school community.
- Work together to minimise stress for both staff and children, always promoting wellbeing and cooperation.

Plan

- Classroom and Playground Charters are displayed in all areas of the school and actively referred to.
- Shared Golden Time is used as a reward for sustained effort and a positive attitude.
- Staff consistently use the language of behaviour (e.g. “good choices...”) to reinforce expectations.
- Rotas, duties, and structured activities are in place to ensure safety and effective behaviour management.
- Crucial transition times (playtime, movement around school, entry and dismissal) are carefully managed, with children actively involved in planning routines.
- Adequate playground supervision and safe use of playground equipment are ensured at all times.
- Positive attitudes and values are promoted through assemblies and circle times.
- Pupil voice is valued and encouraged, for example through the School Council.
- A comprehensive staff handbook outlines agreed procedures so they are clear to all.
- Regular Team Teach Level 1 & 2 training opportunities are undertaken to ensure staff confidence and consistency in supporting behaviour.

Taking Action

- Always ensure safe and orderly movement around the school.
- Take immediate action in response to unacceptable behaviour, always modelling & reinforcing good behaviour with praise.
- Provide children with clear choices and consequences when poor behaviour continues.
- Plan groups and activities carefully to support positive behaviour and inclusion.
- Regularly remind children of expectations both inside and outside the classroom.
- Review the Home–School Agreement annually with parents and children to ensure shared commitment.
- Tracking behaviour, trigger and actions using the iceberg format helps to inform strategies at home and at school.

Ongoing Effectiveness Assessment

- Is the policy reducing stress for both adults and children, and are procedures working effectively for everyone?
- Are there fewer injuries and accidents because of safe and consistent practice?
- Are children able to learn and play in a secure environment, free from disruption caused by unacceptable behaviour?

Classroom Observations

Guidelines for Effective Praise:

- Praise should be clear, simple, and delivered in a calm, measured voice. It should lead to recognition within the school system (e.g. Dojo points, friendship tree).
- Make praise personal and meaningful: use the child's name and maintain eye contact.
- Use straightforward and genuine sentences, e.g. *"That's interesting – I never thought of that before."*
- Praise should be specific and precise, identifying the exact accomplishment being recognised.
- Recognise effort, perseverance, and resilience, not just outcomes, e.g. *"You worked that out on your own and I really liked how you kept going without giving up."*
- Draw attention to new skills or progress, e.g. *"You have learned to use different kinds of sentences in your stories – they make your writing much more interesting. Keep it up!"*
- Use a variety of phrases so that praise remains authentic and meaningful. Avoid overusing stock phrases.
- Back up verbal praise with positive non-verbal communication (smiles, tone of voice, body language). Praise that feels warm and genuine has the greatest impact.
- Avoid vague or ambiguous statements such as *"You were really good today"*. Instead, connect praise directly to learning or behaviour, e.g. *"I am so pleased with your reading this morning, especially the way you built up and read those new words."*

Suggested Rewards

- Dojo
- Celebration Assembly Certificates
- Stickers from HT/ adult leading an intervention group
- Class marble/ pompom jars

Self-Esteem

Aim

To recognise that confidence, self-respect, and self-acceptance are essential for developing a happy and healthy attitude towards life. These qualities foster hope and optimism, leading to a positive outlook and greater resilience.

What is Self-esteem?

Self-esteem is understood as the gap between one's self-image (how a person sees themselves) and their ideal image (how they would like to be). The smaller this gap, the higher the individual's self-esteem. Children with strong self-esteem are more willing to take risks, show confidence in their abilities, and embrace new challenges.

Positive Attitudes

- Be genuine, consistent, and fair in all interactions.
- Acknowledge that some children may face challenges they feel unable to talk about.
- Use non-verbal messages of encouragement (e.g. a smile, nod, or thumbs up, visuals).
- Label the behaviour, not the child, when addressing actions.
- Identify and celebrate small steps to success, ensuring that individual targets (e.g. ILPs) are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
- Make every child feel worthwhile, valued, and respected.
- Keep voice levels calm and controlled.
- Model politeness and respect at all times.

- Use circle times to provide a safe, comfortable, and non-threatening environment for children to talk and share.

Praise and Rewards

Positive Reinforcement, everyone is motivated by positive reinforcement and the acknowledgement of good behaviour. While it is sometimes necessary to discipline pupils, this is balanced with frequent and consistent recognition of appropriate behaviour. When children understand that positive consequences result from positive choices, they are more likely to repeat them. This, in turn, reduces incidents of unacceptable behaviour and helps to create a stimulating, supportive, and challenging learning environment.

When planning for praise and rewards, the following principles should be remembered:

- All pupils must be aware of the positive reinforcements available.
- Rewards should be meaningful, valued, and enjoyable for the child.
- Praise and recognition should be immediate, specific, and frequent.
- Positive reinforcements should never be withdrawn as a punishment.

In addition, verbal and written praise should be specific and should explicitly reference the behaviour being celebrated. For example: *"I am really pleased with how you worked quietly and concentrated on your writing."*

Consequences

For the school community to work harmoniously there will be occasions when consequences must be implemented to uphold school, class, or playground rules. Consequences are not an end in themselves but a means of preventing the recurrence of unacceptable behaviour and reducing its frequency.

This is best achieved by giving children a clear indication that the behaviour is unacceptable, that it has consequences, and that positive alternatives are always encouraged.

NB: *Always label the action, not the child. Refer to the colour Zones of Regulation you maybe feeling in or that the child may be feeling.* It is essential that children understand it is the behaviour, not the child, that is wrong. Alongside sanctions, it is equally important to praise and reward appropriate behaviour and effort, so children are guided towards positive choices and can modify their own behaviour through the example of both adults and peers.

Being Consistently Disruptive

While positive reinforcement is central to our approach, there are times when consequences are necessary to maintain a safe, respectful, and purposeful learning environment. Examples of behaviours that may lead to sanctions include:

- Talking at inappropriate times.
- Not stopping when it is time to transition after a warning has been given e.g. use of sand timer.
- Continually disturbing others during assembly or learning time.

Consequences will always be applied fairly, proportionately, and with the aim of helping the child to reflect and make better choices.

Consequences in ascending order of seriousness:

1. Refer to Class/Playground Charters – explain clearly why the behaviour is not acceptable.
2. Verbal warning – with a reminder of expected behaviour. Explanation of which Zone of Regulation feeling.
3. Time-out / Internal Exclusion – the child may be placed in another class or with the Head Teacher, following DCSF Internal Exclusion Guidance (2010):

“Internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion should be for the shortest time possible.”

4. Parent meeting – following an internal exclusion, parents will be invited to meet with the class teacher to discuss the behaviour and agree support strategies.
5. Completion of work elsewhere – children may be sent to another classroom or the Head Teacher’s office with work to complete. The reason must always be explained to the child. All internal exclusions must be reported to the Head Teacher, recorded, and monitored. Parents may be informed if exclusions are repeated.
6. Head Teacher involvement – for serious or persistent behaviour, the Head Teacher may meet with the child and parents to agree the next steps.
At every stage, staff will ensure the child understands:
 - Which behaviour was unacceptable.
 - What the expected behaviour is.
 - How they can make positive changes going forward.

Behaviour Guidance and Sanctions

The school promotes a calm, respectful, and inclusive learning environment. We aim to support pupils in developing self-regulation, empathy, and responsibility for their actions.

The **Zones of Regulation** framework underpins our approach, enabling pupils to recognise their emotional state (Blue, Green, Yellow, or Red Zone) and apply strategies to return to the **Green Zone**—a state of readiness for learning and positive interaction.

All behaviour management strategies are designed to be restorative, reflective, and proportionate to the behaviour displayed.

1. Rough Play

Examples include:

- Disregarding the School Charter or playground rules.
- Unkindness towards others, including exclusion or refusal to share.
- Careless handling or misuse of books, equipment, or resources.
- Drawing on or damaging school property.

Consequences and Responses (in ascending order):

1. **Reflective discussion:** The pupil engages in a calm conversation to explore the incident, its impact, and their emotional state, identifying which Zone they were in and how to return to the Green Zone.
2. **Reference to School Charter:** Staff remind the pupil of agreed expectations and shared values.
3. **Verbal warning:** A clear, calm reminder of expected conduct is given.
4. **Time-out:** The pupil spends a brief, supervised period (e.g. five minutes) in a reflective space to regulate and consider their actions.
5. **Restorative action:** The pupil makes amends through an appropriate response, such as a verbal, written, or creative apology.
6. **Parental communication:** The class teacher informs parents or carers to share concerns and discuss next steps.
7. **Loss of playtime/lunchtime:** Applied when behaviour persists or escalates, following restorative reflection.

2. Not Engaging with Learning / Wasting Time

Examples include:

- Avoiding or refusing to start work.
- Distracting self or others during learning time.
- Engaging in off-task conversations or behaviours that disrupt learning.

Consequences and Responses (in ascending order):

1. **Gentle reminder:** Staff reinforce learning expectations and the importance of focus.
2. **Reflective discussion:** The pupil is supported to identify barriers to engagement, including emotional regulation, and to recognise their Zone.
3. **Verbal warning:** A clear statement of expected behaviour and potential consequences is provided.
4. **Time-out with work:** The pupil completes tasks in an alternative supervised setting to enable focus and reflection.
5. **Loss of part of playtime/lunchtime:** Used to complete unfinished learning or as a consequence for continued disengagement.

Staff encourage pupils to employ self-regulation strategies—such as deep breathing, sensory breaks, or quiet reflection—to return to the Green Zone and re-engage positively.

3. Aggression towards Peers or Adults

Examples include:

- Verbal or physical aggression towards others.
- Threatening, intimidating, or defiant behaviour.
- Persistent refusal to follow adult direction.

Sanctions and Responses:

1. **Immediate intervention:** The safety of all pupils is prioritised; the pupil is given time and space to regulate.
2. **Team Teach** holds: Restrictive physical intervention will only be used where there is an immediate risk of harm. Staff will continually consider whether any intervention is appropriate, reasonable and necessary, using the least restrictive option for the shortest possible time. Please refer to **Positive Handling policy**.
3. **Reflective conversation:** Conducted once calm, supporting the pupil to identify the emotions experienced, the Zone they were in, and alternative strategies for future situations.
4. **Parent/Carer contact:** The Headteacher or Deputy Headteacher contacts parents to discuss the incident and agree on next steps.
5. **SENCO involvement:** A Behaviour Support Plan or Individual Learning Plan (ILP) may be implemented to provide targeted intervention.
6. **Further action:** May include ongoing monitoring, restorative meetings, or engagement with external support services where appropriate.

Bullying

See section “Bullying” on page 9.

Discriminatory Behaviour

Actions, languages or behaviours indicating discrimination based on race, beliefs, gender or sexuality: see separate policies.

Further Actions

1. Teacher to discuss behaviour with parents
2. Refer to Head-teacher
3. Behaviour ILP with teacher, SENCO, parents and child.

Continual Disruptive Aggressive or Violent Behaviour

1. Withdrawal of special privileges, e.g. Golden time, choosing, helping in school or special times
2. HT/DH and SENCO and Parents fully involved and supported by EWO if necessary and appropriate. Set up behaviour IEP.
3. SEN Governor involved.
4. Request input from outside agency i.e. Educational Psychologist, SNED Case Worker, CAHMS, PMHS.

5. Fixed term exclusion - work set for child.
6. Pastoral Support Plan written with all adults involved.
7. LA procedures followed,
8. SIO involvement if needed
9. Permanent Exclusion.

Exclusions

DfE Guidance for those with legal responsibilities in relation to exclusion is now available at:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

The process for challenging a school's decision to permanently exclude a pupil involves the use of independent review panels. Where requested by a parent, an SEND expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Governing Body reconsider its decision; or direct the Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Where a Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a schools budget/payment of £4,000 towards the cost of alternative provision.

Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key Responsibilities

Head-teachers' powers to exclude remain unchanged but there is new statutory guidance on the use of these powers.

Governing Bodies will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the head-teacher and considering the outcome of any independent review panel hearing.

Where requested by a parent, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

Anti-Bullying

- **Anti-Bullying Policy Requirements**

- The school will maintain a robust anti-bullying policy, aligned with the latest Department for Education guidance and national best practice.
- This policy will be reviewed at least annually (or every 2–3 years at minimum), taking into account the views of pupils, staff, parents, and governors.
- The policy will address all forms of bullying — including verbal, relational, physical, online/cyberbullying — and behaviour that occurs off school premises but affects the school community.
- All staff (teaching, support, midday, transport etc.) will receive regular training on bullying prevention, recognition, intervention, and recording.
- Incidents of bullying will be consistently recorded, monitored, and analysed to identify patterns and evaluate the effectiveness of interventions.
- The policy will explicitly consider protected characteristics (e.g. disability, gender identity, sexual orientation) and the needs of vulnerable pupils
- The policy will link with the school's safeguarding and behaviour policies to ensure serious incidents are escalated appropriately.
- Pupils, staff, parents, and governors will be actively involved in the review and development of the policy to ensure ownership and relevance.

Statement of Intent

At Broomhill Infant School, we are committed to providing a caring, friendly, and safe environment where every child can learn, play, and grow in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable and will not be tolerated in our school community. If bullying does occur, pupils must feel confident that they can speak out and be heard, and that all incidents will be dealt with promptly, fairly, and effectively.

We are a SHARING school. This means that everyone — children, staff, and parents — has a responsibility to report bullying if they see it, hear it, or know it is happening. Speaking up helps us to keep each other safe.

What Is Bullying?

Bullying is repeated, intentional behaviour that makes another person feel uncomfortable, upset, or threatened. At its core, bullying is about power – victims often feel powerless to stop it.

Bullying can take many forms, including:

- Emotional: being unfriendly, deliberately excluding others, tormenting (e.g. hiding belongings, making threatening gestures).
- Racist: racial taunts, graffiti, or gestures.
- Belief-based: targeting others because of their beliefs, whether religious or secular.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: bullying based on, or focussing on, a person's actual or perceived sexuality.
- Verbal: name-calling, sarcasm, spreading rumours, or teasing.
- Physical: pushing, kicking, hitting, biting, punching, refusal to share, or any use of violence.

- Cyber-bullying: online or virtual bullying through email, social media, messaging apps, gaming platforms, or misuse of associated technology (e.g. text messaging, phone calls, camera or video devices).

Why is it Important to Respond to Bullying?

Bullying causes harm. No one deserves to be a victim of bullying, and everybody has the right to be treated with dignity and respect.

Children who engage in bullying behaviour need support to learn positive and respectful ways of behaving.

As a school, we have a responsibility to respond to all concerns of bullying promptly, consistently, and effectively, ensuring that the wellbeing of every child is safeguarded.

Objectives of this Policy

Roles and Responsibilities

- Governors, staff, pupils, and parents should all have a clear understanding of what bullying is.
- Governors, teaching, and non-teaching staff must know and follow the school's Anti-Bullying Policy when bullying is reported.
- Pupils and parents should be familiar with the policy and understand what to do if bullying occurs.
- As a school, we take all reports of bullying seriously. Pupils and parents can be assured that they will be supported and listened to.
- Bullying of any kind is not tolerated at Broomhill Infant School.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened when coming to school;
- changes their usual routine;
- is unwilling to go to school ("school phobic");
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay a bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;

- is nervous & jumpy when a “cyber” message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. A child need not display all these signs or behaviours.

Procedures

1. Report bullying incidents to an adult;
2. In cases of serious bullying, the incidents will be recorded by staff;
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem;
4. If necessary and appropriate, the Police will be consulted;
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly;
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. circle times, meeting with families concerned.
2. In serious cases, temporary or even permanent exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Broomhill Infant School uses methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school Charters
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using Jigsaw resources)
- having discussions about bullying and why it matters.
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Help Organisations

1. Advisory Centre for Education (ACE)0808 800 5793
2. Children's Legal Centre0845 345 4345
3. Parentline Plus.....0808 800 2222
4. Youth Access.....020 8772 9900
5. Bullying Online.....www.bullying.co.uk

Unacceptable Adult Behaviour

Rationale

At Broomhill Infant School we recognise the problem of unacceptable behaviour from adults. This may take the form of inappropriate use of language, violence, aggression, harassment or nuisance to adults and children, or trespassing on the school site.

Purposes

The aim is to provide a healthy and safe environment for all children, employees, parents, contractors and visitors.

Definitions

Violence/aggression—any incident in which a site user is verbally, physically or non-physically abused, threatened or assaulted (including in writing or via email or other electronic media), e.g.

- unwanted physical contact
- verbal aggression
- shouting and swearing
- displaying threatening weapons
- threats of violence
- interference with a person's belongings, e.g. pulling items of clothing, damaging staff car in car park
- bullying and intimidation

Harassment—threatening, abusive, insulting, disorderly behaviour or writing (hard- or softcopy) which causes a victim alarm or distress, e.g.

- bullying and intimidation
- sexual harassment, e.g. smutty talk or jokes, exposure, touching, groping
- Racial harassment, e.g. racist language, taunts, etc.
- nuisance telephone calls
- persistent complaint when all reasonable remedies have been pursued

Nuisance—an illegal act which causes obstruction, inconvenience or damage to other users in the exercise of their common rights.

Trespass—the intentional invasion of the school site without permission (the school is not a public place).

Unacceptable language and verbal abuse—e.g. swearing directed at an individual that can be threatening or abusive (including in writing or via email or other electronic media).

Guidelines

- Staff have a duty of care to maintain good order and to safeguard staff, pupils and others' health and safety.

- In an emergency or in self-defence everyone has a right to defend themselves against attack, provided they do not use a disproportionate degree of force.
- Employees must avoid putting themselves, colleagues or school in danger.
- Physical force is not to be used by staff to remove a person from the site.
- School lock-down may be required to protect the children.

Procedures to Follow in the Event of Unacceptable Behaviour by Adult

1. **In an emergency call 999** (e.g. life-threatening, people injured, offenders nearby, immediate action needed to secure evidence of crime).
2. In a situation which causes concern, but not an emergency as listed above, phone: Bristol City Council Security Services (9031550 / 9031552) or police non-emergency (101 /01275 818181)

Given appropriate notice of the probability of a breach of the peace, the police are prepared to assist and if necessary intervene. Assistance can also be provided by council officers.

Warning Letter

A letter based on the following exemplar should be sent on school headed paper in the first instance.

Date.....

Dear,

Re: Incident at Broomhill Infant School on (date)

(Give date and details of incident – be as detailed as possible)

Such behaviour is completely unacceptable and poses a serious threat to the proper running of Broomhill Infant School, which as a (parent/carer/relative/neighbour/community member) you ought to support.

In light of this behaviour, the school is entitled to consider banning you from entry on any part of the premises, without making a prior appointment with the Head Teacher or Chair of Governors.

If there is a recurrence of such behaviour on your part, Broomhill Infant School is minded to impose such a ban. You would have the right to make representations as to why you should not be banned from the premises. You may therefore wish to take legal advice with regard to your rights in this matter.

You should further understand that under section 547 of the Education Act 1996 it is a criminal offence to cause or permit nuisance or disturbance to the annoyance of persons who lawfully use the school premises and that proceedings will be taken against you should you cause or permit such nuisance or disturbance.

Yours sincerely,

Hayley Farthing
Head Teacher

Banning Letter

If the Warning Letter has no effect, then a letter based on the following exemplar should be sent on school headed paper.

Date.....

Dear.....,

Re: Incident at Broomhill Infant School on (date)

(Give details of incident, the effect on staff, pupils, parent – be as detailed as possible).

I must inform you that Broomhill Infant School will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. You are therefore instructed not to reappear on the premises of Broomhill Infant School this includes the playgrounds.

If you do not comply with this instruction, arrangements will be made for you to be removed from the premises and prosecuted under Section 5476 of the Education Act 1996. If convicted you are liable to a fine of up to £500.

If you wish to appeal this ban you can do so within 10 working days by writing to:

Chair of Governors
Broomhill Infant School,
Fermaine Avenue,
Broomhill,
Bristol, BS4 4UY

Yours sincerely

Hayley Farthing
Head Teacher

Conclusions

At Broomhill Infant School we pride ourselves on the exemplary behaviour of the children (and, of course, the staff and other adults), and in making the school a welcoming and supportive environment where all children can thrive, grow and learn.

This policy not only deals with occasions where behaviour fall short of this ideal, but also supports and enables this environment.