

# Behaviour and Relationships at Broadmeadow

Adopted by:  
Broadmeadow Schools



## 2025-2026

This policy was reviewed and updated by Mr K Medway, Headteacher and is approved and adopted by the Local Governing Board

|                            |               |
|----------------------------|---------------|
| <b>Approved by:</b>        | Ms D. Latham  |
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## 1.1 Vision, Aims, and Ethos

Our guiding ethos is: "To cultivate an inclusive and kind community built on knowledge, respect and shared responsibility. Empowering every individual to achieve ambitious growth, build resilience and seize opportunities; preparing them for the next steps in life."

This is underpinned by our core vision: "Kind Hearts, Bright Minds, Big Dreams."

This policy outlines the expectations required to facilitate teaching and learning, promote appropriate behaviour, and ensure positive relationships. We aim to **maximise achievement** by having the highest expectations of pupil behaviour and developing **self-regulation**.

## 1.2 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

**In addition, this policy is based on:**

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 2.1 Core Concepts

### Foundational Expectations: Behaviour as a Curriculum

We establish and maintain clear expectations of acceptable pupil behaviour. We believe that behaviour is a curriculum that must be practised. This means that what we want pupils to do, we have to define, explicitly teach, feedback on, and practise, just as with any other learning.

**Expectations:** All pupils are expected to demonstrate our school rules to be: **Ready, Respectful and Safe**

### A Relational Approach

Our practice is proactive, guided by Principles of Restorative Practice, and built on the strength of positive relationships.

**The Warm-Strict Approach:** Our relationship management adopts a Warm-Strict approach, which means we are strict and warm at the same time. This embodies clear expectations and consistent adherence to rules, but expressed with warmth.

**Strictness (Certainty over Severity):** Routines and consequences are learnt and embedded, and pupils can anticipate with certainty that staff will follow through on what they have said. Staff follow through and use choices and consequences calmly and systematically.

**Warmth (Relational Focus):** We recognise that behaviour is a form of communication and we endeavour to examine the causes of behaviour. We treat everyone as an individual, meaning our responses will be adapted based on specific individual circumstances to ensure equality and fair treatment for all.

## 2.2 Rules and responsibilities protect our rights

Foundational Expectations: Rules, Rights, and British Values

We establish and maintain clear expectations of acceptable pupil behaviour, operating on the understanding that **behaviour is a curriculum that must be practised**. This curriculum is designed to support a safe, respectful, and inclusive community.

Broadmeadow operates on the fundamental principle that clear expectations and responsibilities protect the rights of every individual. **Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.**

Adults are responsible for establishing and maintaining clear boundaries of acceptable pupil behaviour. Pupils have a duty to follow the behaviour and relationships policy. By holding to these expectations (being Ready, Respectful, and Safe), all members of our community are able to flourish.

## 2.3 British Values

We explicitly uphold and promote the following British Values so that all pupils are prepared for their next steps in life:

- **Democracy** – Our opinions matter in school.
- **Respect** – We look after each other, and our school. (Staff model expected behaviour and positive relationships and encourage tolerance).
- **Tolerance** – We accept each other’s differences. (The policy aims for an atmosphere that encourages tolerance).
- **Rule of Law** – We keep to the rules. (The school is required to regulate pupils’ behaviour, and pupils are expected to accept consequences when given in line with clear rules).
- **Liberty** – We are free to make choices. (This supports the school's aim for the development of **self-regulation** and helping pupils take **responsibility for their actions**).

## 2.4 Home-School Links

We maintain strong **Home-School Links**. In choosing Broadmeadow, parents and carers agree to support their child in adhering to the school’s expectations and adhere to the **Parent Code of Conduct**. Where patterns of concern are noted, Parents, the child, and staff will collaborate to discuss concerns and creating and reviewing support plans

### 3.1 Managing Behaviour & Classification

The following strategies are consistently implemented at Broadmeadow.



Staff will use a range of strategies to eliminate low level disruption prior to using the consequences on the Ready, Respectful Safe system.

These include:

|  |  |  |   |  |
|--|--|--|---|--|
| Understanding the pupil’s context and adapting responses accordingly | Using a variety of classroom management techniques | Consistently applying consequences that encourage better choices | Working with parents                    | Teaching learning behaviours                                     |
| Building supportive, positive relationships                          | Using reward systems to encourage better choices   | Adapting the environment   | Adapting approaches to individual needs | Encouraging pupils to be self-reflective of their own behaviours |

\*EEF Improving Behaviour in Schools

We ensure consistency and clarity in our application of consequences. Inappropriate behaviour will see the issuing of consequences in line with the **Ready, Respectful Safe system**.

| Policy Classification                     | Policy Strategy/Consequence   | Examples of Misbehaviour   |
|---|---|--|
| <b>Level 1<br/>(In-Class Support)</b>     | In-class strategies and support are put in place, including a Verbal Warning and Assertive Choice Direction and take up time. Staff use de-escalation techniques. | Calling Out/Talking out of turn<br>Off-task<br>Fidgeting/Distracting<br>Wasting Time/Not starting work<br>Swinging on chair<br>Unnecessary movement  |
| <b>Level 2 (Low-Level Breaches)</b>       | Consequences escalate through the Graduated Response based on frequency. These start with a Missed Break with the Class Teacher and move to a Lunch RESET.        | Verbal Aggression<br>Negative Language<br>Physical Contact (No harm/Intent)<br>Defiance<br>Non-Compliance<br>Damage to equipment<br>Out of Bounds  |
| <b>Level 3<br/>(Serious Misbehaviour)</b> | Warrants immediate senior intervention, resulting in a Lunch RESET, or am/pm RESET, up to Suspension*   | Physical Aggression (Intent)<br>Bullying<br>Discrimination<br>Significant Defiance/Disrespect<br>Leaving school grounds<br>Harmful Sexual Behaviour<br>Theft<br>Significant Damage<br>Prohibited Items |

**\*If behaviour is stopping learning from happening, the child will be removed from the classroom for the rest of the session.**

**All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.**

### 3.2 Rewarding positive behaviour.

At Broadmeadow, we want to encourage pupils to make positive choices when it comes to behaviour and their learning. We set high, but reasonable expectations to aspire to every day. We aim to celebrate the positive things our pupils do both in and outside of lessons. IMPACT points are linked to our House point system and messaging gives the opportunity to share successes of what's going well at the school in terms of behaviour and achievement.

IMPACT points reward what we want to see more of:

|   |              |
|---|--------------|
|  | Independence |
|  | Mindfulness  |
|  | Pride        |
|  | Ambition     |
|  | Contribution |
|  | Teamwork     |

### **3.3 \*Suspension and Exclusion**

The decision to issue a suspension or exclude is never taken lightly. It is an extreme measure and every other possible solution should have been sought to correct or resolve the reason behind the behaviour. Suspension can be given for repeated patterns of behaviour or a one-off incident. A suspension will be used where internal exclusions/interventions have shown not to change the child's behaviour or where the pupil's behaviour does not change when the internal exclusion is applied. The same criteria for internal exclusion can be applied to suspension. Following a period of internal exclusions/ interventions or on return to school, following a suspension, the parents/carers of the pupil are requested to attend a reintegration meeting with identified members of staff in order to discuss the reason for the suspension and any support required in order to prevent a repeat of the circumstances. All behaviour issues are considered on an individual basis. Full detail can be found in the [Suspensions and Exclusions Policy](#)

### **3.4 Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **3.5 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm (physical or emotional) to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **4.1 Repair and Restore**

A key principle is to allow children to 'repair and restore'. In other words, to recognise and take responsibility for what needs to change so that they can return to the teaching and learning situation as soon as possible. This increases their own self-efficacy and confidence.

At any stage within the model used in school classroom re-entry needs to be considered carefully and thoroughly planned. Reintegration: Points that are considered:

- Seating Plans
- Welcoming the pupil
- Allowing time for the pupil, and classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour or insisting on public apology
- Praising positive behaviour in a non-counterproductive way
- Support from the ELSA or an adult in class
- Re-establishing rapport and continuing to build relationships
- Re-introducing the curriculum and accounting for missed learning steps

## 5.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Under the [Equality Act 2010](#) the school recognises its legal duty to prevent children with protected characteristics from being at a disadvantage we would use our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

There are a range of strategies that the school will use to support pupils. These include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of safe spaces where pupils can regulate their emotions during a moment of sensory overload
- Implementation of a learning support plan. The pupils' behaviour will be monitored over a period of time.
- There will be regular reviews to monitor progress and parental involvement will be required. In most instances, this will be initially put in place by the child's class teacher. Where no improvement is seen the next stage of our graduated response will be triggered.
- Multi agency assessment
- Classroom environment assessment
- Additional support or time limited interventions
- SENDCO to evaluate pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.
- Advice sought from educational psychologist or medical practitioners.
- Acute needs – liaison with external agencies
- The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available.

## 6.1 Use of Reasonable Force

In some circumstances it may be necessary to use reasonable force. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. Schools do not need parental consent to use reasonable force on a pupil. All members of staff have legal power to use reasonable force in the circumstances identified in the DfE guidance 'Use of reasonable force in schools' (2013.) At Broadmeadow, Where necessary, school staff will use reasonable force to prevent a child from:

- Hurting themselves or others
- Damaging property
- Committing an offence

We will always ensure that incidents of reasonable force are:

- Always used as a last resort (Before this point we will attempt to use de-escalation techniques.)
- Applied using the minimum amount of force and for the minimum amount of time possible
- Used in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment

Where reasonable force is used, parents/carers are notified, and the incident details recorded.

Full detail can be found in the [MAT Positive Handling Policy](#)

## 7.1 Prohibited Items and Search and Confiscate

### Prohibited items in school include:

- Fire lighting equipment: Matches, lighters, etc.
  - Drugs and smoking equipment: Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs/ vapes), Alcohol, Solvents, any form of illegal drugs, any other drugs, except medicines covered by the prescribed medicines procedure.
  - Weapons and other dangerous implements or substances: Knives, Razors, Catapults, Guns (including replicas and BB guns), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals
  - Other items: Liquid correction fluid, chewing gum, Caffeinated energy drinks, Offensive materials (i.e. pornographic, homophobic, racist, etc.), Aerosols including deodorant and hair spray, any other toys which are deemed hazardous.
- Broadmeadow adheres to the Robin Hood MAT [MAT Powers of Search Policy](#)

## 8.1 Mobile Phones

Please also see the [MAT Mobile Devices Policy](#) and [MAT Online Safety Policy](#)

Some children in year 6 may need to bring a mobile phone due to walking home. (Based on agreement to the policy)

- These must be switched off and handed to the office staff before entering class.
- They are not to be switched on or be in visible sight until outside the school gate.
- If not followed, on the first occasion the phone is confiscated and kept in the school office for collection by the child at the end of the day.
- In the event of a second rule breach, the phone is kept until collected by the parent
- Third time would result in the child being unable to bring the phone to school.

Phones are brought to school at the risk of the pupil and we cannot take responsibility for any damage or loss to phones.

## 9.1 Anti-Bullying - What is bullying?

At Broadmeadow Junior School, we define bullying to our pupils as, **“the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”** (Anti-Bullying Alliance)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING   | DEFINITION   |
|--|--|
| Emotional  | Being unfriendly, excluding, tormenting  |
| Physical   | Hitting, kicking, pushing, taking another’s belongings, any use of violence  |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>● Racial</li><li>● Faith-based</li><li>● Gendered (sexist)</li><li>● Homophobic/biphobic</li><li>● Transphobic</li><li>● Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| TYPE OF BULLYING          | DEFINITION  |
|---------------------------|---|
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

### Sometimes children will attempt to pass bullying off as ‘a joke’ or ‘banter’

At Broadmeadow Junior School, we teach the children the ‘It’s not banter if...’ rules.



## 9.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, **and never ignored.**

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to the [Broadmeadow CP and Safeguarding Policy](#) for more information.

## 9.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with the [MAT Allegations of Abuse Against Staff Policy](#) and the [Broadmeadow CP and Safeguarding Policy](#)

## **10 Roles and responsibilities**

### **10.1 The local governing board**

The Broadmeadow Local Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **10.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Broadmeadow Local Governing Board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **10.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their impact on school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **10.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Model the positive relationships and behaviours outlined in this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

- Interact with staff, children and other parents in a positive, respectful manner. (Failure to do so could result in access to the school site being removed.)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 10.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour and relationships policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour and relationships policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 11. Training

Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management also forms part of continuing professional development including support from [Beacon School Support](#) (and 360,) Instructional Coaching via Walkthrus and the Great Teacher Toolkit

### 12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, Alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed annually by the Headteacher and Deputy Headteacher
- Ongoing analysis of data will also be carried out on a regular basis

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **12.2 Monitoring this policy**

- This behaviour policy will be reviewed by the headteacher and Broadmeadow Junior School Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).
- The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Broadmeadow Junior School Governing Board annually.

## **13.1 Links with other policies**

This policy links to the following policies:

- [Broadmeadow Child protection and Safeguarding Policy](#)
- [Broadmeadow's Anti-Bullying Policy](#)
- [MAT Positive Handling Policy](#)
- [MAT Powers of Search Policy](#)
- [MAT Suspensions and Exclusions Policy](#)
- [MAT Allegations of Abuse Against Staff Policy](#)
- [MAT Mobile Devices Policy](#)
- [MAT Online Safety Policy](#)

## **Appendix 1: Behaviour Management: A relational approach (Babcock)**



## Appendix 2 - Broadmeadow Parent Code of Conduct

### Introduction

At Broadmeadow, we value the partnership between parents, carers, and the school in fostering a supportive, inclusive, and enriching environment for all our pupils. This Parent Code of Conduct outlines our shared expectations to ensure the well-being, safety, and educational success of every child.

**1. Core Principles Parents and carers are expected to model the aims promoted by Broadmeadow Schools, in line with our ethos of being Ready, Respectful, and Safe:**

**"To cultivate an inclusive and kind community built on knowledge, respect and shared responsibility. Empowering every individual to achieve ambitious growth, build resilience and seize opportunities; preparing them for the next steps in life."**

### 2. Respectful Communication

Parents and carers must communicate respectfully with all members of the school community. This includes:

- Staff: Addressing teachers, administrative staff, and leadership with courtesy, whether in person, over the phone, or in writing.
- Pupils: Demonstrating kindness and setting a positive example through interactions.
- Other Parents/Carers: Collaborating constructively and avoiding conflicts or disruptive behaviour.

Unacceptable behaviours include, but are not limited to:

- Aggressive or intimidating language or actions.
- Threatening, abusive, or defamatory remarks.
- Publicly criticising the school or staff in a manner that undermines the school's aims.

### 3. Partnership in Learning

We believe in fostering a strong home-school connection to support each child's success.

Parents are encouraged to:

- Support School Policies: Reinforce the school's behaviour and relationship expectations at home.
- Engage in Their Child's Education: Attend parent-teacher meetings, follow up on academic or behavioural concerns, and encourage positive learning habits.
- Communicate Concerns Appropriately: Raise issues promptly and respectfully by following the school's established procedures.

**4. Promoting Positive Behaviour Parents and carers must:**

- Encourage children to adhere to the school's behaviour guidelines: Ready, Respectful, and Safe.
- Set a good example by demonstrating the school's values of responsibility, kindness, and growth.
- Collaborate with the school to address behavioural concerns and implement agreed-upon support plans when needed.

**5. Digital and Social Media Conduct To maintain a respectful and supportive school community, parents and carers should:**

- Avoid posting negative or harmful comments about the school, staff, or pupils on social media.
- Respect the privacy of pupils and staff by not sharing photos, videos, or personal information without consent.
- Use official school communication channels for queries and concerns.

**6. Attendance and Punctuality Parents and carers play a vital role in ensuring:**

- Pupils attend school regularly and punctually.
- Absences are reported promptly, with reasons provided in accordance with school policy.
- School routines and expectations are supported, including adherence to uniform requirements.

**7. Safeguarding and Well-being Parents and carers must prioritise the safety and well-being of all pupils by:**

- Ensuring that their conduct does not compromise the school's safe environment.
- Reporting any safeguarding concerns to the school immediately.
- Adhering to visitor protocols and respecting boundaries while on school premises.

**8. Consequences for Breaching the Code Failure to adhere to this Parent Code of Conduct may result in:**

- Formal warnings from the school.
- Restrictions on access to the school site or events.
- Reporting of serious incidents to appropriate authorities, where necessary.

**Acknowledgement**

By enrolling your child at Broadmeadow, you agree to uphold this Parent Code of Conduct and work in partnership with the school to provide the best possible educational experience for all pupils. Thank you for your cooperation and commitment to our shared vision.