



BEHAVIOUR FOR LEARNING POLICY

Vision and Values

We aim to develop an outstanding behaviour culture characterised by high support and high challenge.

At Warlingham, we are proud to belong to an inclusive, warm, welcoming and friendly school, built on mutual respect for each other, the school environment and our community. We feel safe, valued, respected and challenged to achieve the best for ourselves and others. We hold ourselves to the highest standards so that we are able to interact confidently, positively and successfully in a range of contexts and situations, at school and beyond.

A strong behaviour culture is a facilitator for high quality teaching with high impact classroom practices that lead to strong student outcomes academically and socially. We establish aligned habits and routines in order to maximise every minute of lesson time for students and facilitate high quality learning behaviours for all.

This means we build a calm, safe and respectful environment where every student can learn and every teacher can teach without distraction. Behaviour is purpose-driven: we teach students how to behave for success in learning and in life, not to enforce compliance for its own sake.

The aim and success criteria of our behaviour policy is that all children learn in disruption free classrooms. This means that the behaviour policy is inextricably linked to our inclusive practice within classrooms and our expectations of adaptive teaching techniques. When all classrooms are fully inclusive, we can have a “no excuses culture” in which all students know, understand and take accountability for the consequences of their choices.

Our culture is anchored in Predictability; Partnership; Praise; and High Expectations for all.

Scope of this Policy

This policy applies to behaviour on the school site, in classrooms and corridors; on school transport; during trips, visits, work experience and other off-site activities; and to behaviour outside school during the journey to and from school and while in school uniform and also any behaviour in any location that could affect the safety, welfare or reputation of members of the school community (including online/social media).

Praise and Recognition

The key feature of our behaviour policy is that it should be experienced by students as being characterized by praise. Praise is a daily habit and a non-negotiable. Staff recognise effort, improvement, leadership and living our values. We operate a merit system with clear milestones and regular celebration.

- Merits issued routinely in lessons and around school.
- Weekly recognition (e.g. tutor shout-outs, positive messages home).
- Half-term celebration points thresholds (Bronze, Silver, Gold).
- Termly assemblies/certificates; annual awards for exemplary conduct.

Positive = merits

- **+5 merits** – demonstrating leadership
- **+3 merits** – star student for courage, commitment and kindness
- **+1 merit** – a merit for kindness, commitment, or kindness

Standards and Routines

We explicitly teach, model and rehearse routines that make learning possible, including: preparedness for learning (equipment, uniform, punctuality and mindset), “strong starts” (see below) and purposeful transitions lessons.

Routines are revisited after weekends/holidays and refined over time. Staff use least-intrusive strategies first, combine assertiveness with warmth, and protect learning time. Universal Classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours

SEND, Reasonable Adjustments and Equality

At Warlingham, we make sure that every student with special educational needs or disabilities (SEND) gets the right help at the right time. All teachers adapt their lessons so every child can take part and make progress in the classroom. If a student needs extra support, we follow a clear step-by-step system within the Continuum of Support. This means small concerns are noticed quickly and acted on by tutors and subject leaders, while bigger needs are supported by the SEND and pastoral teams with a clear plan. For the most complex situations, we work closely with outside agencies and follow formal processes to make sure the right long-term support is in place. Our Reintegration (see below) spaces also give students the chance to reflect on challenges, practise strategies, and return to lessons ready to succeed. This way, every child can feel part of our community, confident in their learning, and proud of what they achieve. We make reasonable adjustments so students with SEND or other vulnerabilities can meet expectations. The behaviour system is applied fairly and proportionately, with consideration of individual need. We analyse behaviour, suspension and exclusion data (including by protected characteristics) and review it termly with governors.

Bullying and Harassment

Warlingham does not tolerate bullying, harassment or discriminatory abuse in any form (including online). Bullying includes repeated verbal, physical, relational or cyber behaviours that cause harm, humiliation or exclusion. All incidents are recorded, investigated, and addressed in line with safeguarding and equality duties, with support for both the targeted student and those who have caused harm.

- How to report: to any trusted adult; via tutor/Head of Year (HOY); or via reportit@warlinghamtlt.co.uk
- What happens next: initial safety actions; fact-finding; communication with parents/carers; proportionate consequences; support and review.
- We monitor bullying data (including by protected characteristic) and report patterns to governors.

All peer-to-peer abuse or bullying is responded to with a victim-centred approach. Perceived victims are consulted and, where the best interests of all parties allow, given control over the speed, nature and scope of the response to the bullying to ensure that the impact of the school's response does not make any situation worse.

Warlingham has a Zero-tolerance approach to Harmful Sexual Behaviour which is defined as developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between those involved.

Respecting Equality and Authority

At Warlingham School, everyone is equal. Nobody should face prejudice or discrimination. Adults and children are equal in value, but adults have **authority** in school. This is given by law to keep every child safe and learning well.

All adults in school are here to help all children succeed. They are trained, qualified, and trusted to make decisions. These decisions are always **driven by purpose**: they are made to protect individuals and support the whole community.

If an adult asks a child to “pause” or “stop,” they are expected to do this straight away—even if it makes them late. They should always use **STEPS** in all interactions:

- S- Salutation (use “sir”, “Miss” or the name)
- T – Thank You
- E – Excuse me
- P – Please
- S “Smile” – warm welcoming and friendly body language.

Sometimes students may be asked to do something they don't want to do, don't understand, or don't agree with. All instructions by staff are **driven by a purpose**. All Students must still follow the instruction immediately. They should never argue or challenge the decision at that time.

If a student doesn't understand or agree, that's OK - they can ask the adult politely later, at a time that suits them both.

If a student believes an adult has acted unfairly, in a way that is unsafe, unkind, or discriminatory, they should tell their tutor, their Head of Year, or email reportit@warlinghamlt.co.uk.

Choices and Consequences

Students should understand that the choices they make have consequences

- Our choices affect how others feel.
- Our choices affect how others respond to us.
- Our choices impact our future. Some choices have an impact on our lives forever.
- Our choices impact our own self-esteem and sense of who we are as a person.

At Warlingham we believe every minute matters. To learn well, lessons must be calm, safe and focused. That means everyone follows routines and treats each other with respect. Our consequence system is not about being harsh. It is about being predictable and fair. If we know what will happen when we make a choice, we can take responsibility for that choice. Consequences are certain, not severe.

Motivation

We explicitly teach students about motivation to act with integrity which means "doing the right thing even when it is difficult". To do this we use the motivation pyramid which explicitly states the goal of moving our motivation from extrinsic (rewards and punishments) to intrinsic (motivated by a strong sense of values) motivation.



Warlingham Learner and Warlingham Values

To create outstanding lifelong learners we develop students throughout their seven years with us to be Warlingham learners. Below are the different Warlingham learner characteristics that we embed within all registrations, assemblies, lessons, and trips.

Warlingham Values are rooted in British values – democracy, rule of law, tolerance and individual Rights and liberties.

COURAGE	COMMITMENT	KINDNESS
<p>We are up for a challenge</p> <ul style="list-style-type: none"> ♦ Adventurous ♦ Motivated ♦ Curious 	<p>We keep going, even when things are hard</p> <ul style="list-style-type: none"> ♦ Perseverance ♦ Effort ♦ Delayed Gratification 	<p>We think of others' feelings before we act</p> <ul style="list-style-type: none"> ♦ Respect ♦ Consideration ♦ Empathy 
<p>We see mistakes as opportunities to learn</p> <ul style="list-style-type: none"> ♦ Take responsibility for our actions ♦ Resilient (buoyancy) ♦ Determined 	<p>We plan and anticipate</p> <ul style="list-style-type: none"> ♦ Methodical ♦ Organised ♦ Rigorous 	<p>We celebrate our differences and treat people as equals</p> <ul style="list-style-type: none"> ♦ Tolerance & Acceptance ♦ Openness ♦ Open-mindedness 
<p>We try to do things better than we did them before</p> <ul style="list-style-type: none"> ♦ Reflective ♦ Self-evaluative 	<p>We are capable of managing distractions</p> <ul style="list-style-type: none"> ♦ Focused ♦ Goal orientation ♦ Tenacity 	<p>We volunteer</p> <ul style="list-style-type: none"> ♦ Citizenship ♦ Engagement ♦ Support 

Strong Starts

Every morning students meet with their tutor. The purpose of this is to ensure they have a strong start to the day. Tutors check equipment and uniform and ensure that it is correct before students start their day – this is their chance to make the choice to correct it without any negative consequences. If at any point after this in the day their uniform is incorrect or they do not have the correct equipment, they know that they have already given the opportunity to correct this in a supportive way. It is a choice they have made if it is not correct at any point later in the day.

Strong Start – Daily Set for Success

We expect a strong start to every lesson too. Lateness is defined as “taking an unreasonable time to get to class and so arriving after the rest of the class.” Arriving 10 minutes after the bell is classified as truancy and will result in relocation to the reset room.

Every Minute Matters

100% students, 100% focused IN the classroom

The classroom is the best place to be to secure success and wellbeing. Missed learning – even only 5 minutes - leads to less understanding, less fulfilment, less self-esteem and less wellbeing and is disruptive for others. Every time someone comes in or out of the room, the learning is disrupted.

The only people allowed out of the room are:

- Those with specific needs (medical or other) – they will have a card to show their teacher and will be given a lanyard when out in the corridor.
- Agreed appointments – they will have a note to show their teacher – They need to keep their note with them in the corridor.
- Students with specific needs who have agreed arrangements will be collected, accompanied and supported.
- Emergencies – the teacher will call ELT (Extended Leadership Team) to collect the student and escort them to an appropriate location.

Teachers will not ask students to stand outside the classroom or allow any students to stand outside the classroom for any reason.

As we grow up, we learn to be able to plan our toilet breaks. Teachers and students have the same requirements: they can go before school, in break or lunch. They cannot go in lesson time. However, sometimes emergencies happen to all of us. If a student needs the toilet in an emergency, the teacher will call ELT to escort them.

Behaviour curriculum

At Warlingham, we see behaviour not just as rules to follow, but as a curriculum to be taught and practised. This means we deliberately teach students the routines, habits and social skills that help them succeed in school and in life — such as listening carefully, showing respect, moving calmly, and working with focus. Just like any subject, behaviour needs clear expectations, practice, feedback and encouragement. By treating behaviour as a curriculum, we ensure every student learns how to be successful, confident and considerate both in the classroom and beyond. Built into the curriculum are layers of support and intervention to engineer success for every student.

Responding to student choices in the moment.

Emotion coaching

At Warlingham, we use an approach called “**emotion coaching**” to help students manage their feelings and behaviour. This means staff take time to notice when a child is upset or dysregulated, name the feelings they might be experiencing, and guide them towards positive ways of coping. Instead of just focusing on the behaviour itself, we look at the emotions behind it, teaching students how to calm down, reflect, and make better choices next time. This helps young people feel understood and supported, while also learning the skills they need to manage their emotions and relationships both in school and beyond

De-escalation and Conflict Resolution

Our approach to managing conflict and challenging behaviour prioritises prevention, calm de-escalation, and restoration wherever possible. Staff are expected to use professional judgement and a range of proactive strategies to reduce tension and avoid confrontation, including the use of calm, consistent language, clear choices and consequences, controlled body language, and opportunities for students to regulate and reflect. We aim to resolve conflict through respectful dialogue and restorative processes that promote understanding, accountability, and positive future behaviour. The use of reasonable force is always a last resort, employed only when other strategies have been exhausted or when it is necessary to prevent harm, serious disruption, or damage.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a power to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property (including their own)
- Committing a criminal offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. All use of reasonable force is recorded and reviewed as part of our safeguarding procedures.

Restorative Practice

At Warlingham, we believe that when harm is caused through poor choices or unkind behaviour, it is important to repair the relationships that have been affected. This is called “**restorative practice**”. All staff have a duty to lead restorative conversations, and students are expected to take part in them. In these conversations, the student reflects on what happened, takes responsibility for their actions, and listens to how others were affected. Together, they agree on how to put things right and how to avoid the same situation in future. Restorative practice helps to build understanding, rebuild trust, and ensure that every member of our community feels safe, respected, and able to move forward positively.

Classroom Consequences

At Warlingham, we use a “**least intrusive intervention**” approach to managing behaviour. This means that when a student makes a mistake, staff step in calmly and quietly, using the smallest action needed to get them back on track without disrupting learning. For example, this might be a non-verbal signal, moving closer to the student, or a quiet reminder rather than a big confrontation. The aim is to correct behaviour quickly, fairly, and predictably, while protecting the child’s dignity and keeping the focus on learning.

In cases where this is not sufficient to lead to the student correcting their behaviour, we have a 3 stage process. C (Choice/consequence) 1-3:

C1 – Warning. The teacher will say either “C1” or “warning.”

For example:

- disruption
- calling out
- distracting others
- failing to be silent following a request for silence.
- Making distracting noises
- off task talk, failing to follow an instruction straight away
- failing to attempt a lesson activity

C2 – Not following the warning. This will lead to a same-day detention and changing seats.

C3 – Relocation to RESET room. The teacher will call ELT to collect them.

Consequence System (Certainty over Severity)

Our system is codified and predictable. Most students correct behaviour after a clear warning. Where behaviour continues or is serious, points are assigned and daily thresholds determine the response. This avoids sanction-stacking and ensures consequences are purposeful rather than punitive.

Points	Typical Behaviours (examples)	Typical Response
0 (Warning)	Initial correction; low-level off-task; minor lapse corrected immediately.	Clear warning and opportunity to correct; no sanction.
-1	Equipment/uniform/punctuality; casual language; littering; minor corridor issues; repeated low-level after a warning.	Lunchtime detention; tutor/HOY follow-up where patterns emerge.
-2	Failure to attend lunchtime detention; disrupting learning despite a warning; repeated lack of equipment/home learning.	Same-day after-school detention; parent notification.
-3	Serious disruption requiring removal; refusal to follow instructions; truancy from lesson; bullying (first proven incident), persistent failure to attend detentions.	Reset (removal), loss of social time and/or after-school detention; parent contact; reintegration plan if needed.
-10	Persistent refusal/defiance; abuse or assault; dangerous conduct; serious discriminatory abuse; severe bullying; interference with safeguarding processes, including refusal to undertake a search; prohibited items.	Suspension in line with statutory guidance; governors notified per policy; possible police involvement.

Daily thresholds:

There are daily thresholds which trigger further support and consequence such as Reintegration; Internal Suspension and External Suspension.

There are weekly and termly thresholds which trigger movement on the continuum of support and escalation or de-escalation of support in place in the report system.

The school may use (but is not limited to use) other sanctions in specific circumstances. For example, one or more of the following:

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility or an ability to join a reward trip or reward event planned for students.
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Placing a student 'on report'
- Permanent exclusions, in the most serious of circumstances

Reset and Reintegration

If removal from class is necessary to protect learning, safety and a positive behaviour culture, students attend **Reset** which is a short-term, purpose-led removal with reflection, readiness checks and restorative conversation.

Reintegration is a planned return after serious/repeated behaviours or suspension, linked to the Continuum of Support and a short, personalised plan. The aim is always a swift, successful return to normal lessons.

We define reintegration as:

- **Giving hope** where there is none: engineering success for those who are not experiencing success.
- **Giving pride** where there is none: authentically recognising and rewarding success.
- **Creating a positive personal narrative** where students identify themselves and the school with positive concepts, values and connotations.

We know that there are three components to supporting students with reintegration:

1. **Teaching positive behaviours:** Understanding the extent to which the know, understand and have practiced our expectations, routines and predictable consequences. Students will need to be taught these explicitly and practice them.
2. **Addressing barriers to inclusion:** Understanding the broader context of the choices made by the students. These choices are often influence by barriers that students face in developing their own understanding of their own behaviour and its impact on others.
3. **Understanding the immediate context of the students choices.** This includes the immediate environment (eg classroom/corridor/playground), the people involved, the subjects, the circumstances etc . This may involve looking at broader data patterns.

The reintegration process is led by the behaviour support team. However in doing the above, they will need to be supported by

- **Heads of year (in conjunction with SENDCo):** in providing analysis of behaviour data and guidance in the creation or application of support plans
- **Teaching Assistants (TAs):** in addressing barriers to inclusion. Often TAs will need to support screening for unmet needs and/or deliver programmes of support to meet currently-unmet needs.
- **All staff:** in engaging with restorative processes
- **Classroom teachers:** in diagnosing unmet needs and identifying subject specific guidance.

Continuum of Support

At Warlingham, we use a Continuum of Support to make sure every student gets the right help at the right time. This step-by-step system starts with teachers and tutors noticing small concerns early and putting simple supports in place. If needs continue, extra guidance is added through personalised plans with the pastoral or SEND teams, and for the most complex situations we work with outside agencies. The Continuum means support builds up gradually and fairly, so that each child has the best chance to succeed.

Where a student is on the continuum depends on the support they have received so far and whether they are making improvement in changing their behaviours.

The general principle which will be applied in most cases is that at each stage a student has two weeks to demonstrate a desire to change habits and mindset and shows real difference in the impact their behaviours are having on themselves and others. If this does not happen, they will escalate to a higher level where they will receive greater levels of support. If they do show improvement they will de-escalate to the next level down and demonstrate continued improvement.

In certain situations, the duration of each level of support will change depending on the needs of the child or the nature of the support.

- **Level 0** – Universal: high expectations, routines, merits, quality first teaching.
- **Level 1** – Tutor/Subject support: support plan triggered; parent communication; early help.
- **Level 2** – Coordinated support: pastoral/SEND interventions; parental meeting, mentoring; targeted programs.
- **Level 3** – Intensive: multi-agency input; short-term alternative provision; staged reintegration.
- **Level 4** – Specialist/long-term: managed move or alternative provision where appropriate.

Moving down a support level occurs when sustained improvement is evidenced.

Staff Powers and Legal Rights (Summary)

- **Detentions:** staff may issue same-day after-school detentions without parental consent; reasonable adjustments are considered in line with DfE guidance.
- **Searching, screening, spot-check and confiscation:** the school may search for prohibited items and confiscate items that disrupt learning or pose risk, in line with DfE guidance.
- **Reasonable force:** All staff may use reasonable force to prevent harm, damage or serious disruption. In rare and urgent cases, all staff have the common law power to use reasonable force to prevent harm.
- **Behaviour outside school:** the school may apply sanctions for behaviour on journeys to and from school, on trips/activities, or outside school (including online) where it affects the school community.
- **Alternative provision/off-site direction:** the school may direct a student, as a supportive measure, to attend education off-site for behaviour and/or safeguarding reasons.
- **Seizure of Prohibited or Disruptive Items:** Staff may seize items (e.g. energy drinks, non-uniform items, vapes) and dispose of them appropriately. Illegal items will be handed to the police. Items such as mobile phones may be held for extended periods where school policy has been breached.
- **Direction of Movement Around School:** Staff may instruct students to move to a particular location (classroom, reset/reintegration room, pastoral office) and refusal constitutes defiance, subject to consequences.
- **Requirement to Produce Planners and Equipment:** Staff may insist that students produce planners, support cards or equipment at any time. Refusal to do so, or falsifying entries, is treated as a serious breach.
- **Recording and Monitoring Behaviour:** Staff have the duty to record behaviour incidents on Arbor to ensure consistent follow-up, monitoring of patterns, and fair application of support and consequences.

Operational protocols are set out in the staff procedural handbook and published guidance.

Possession of any prohibited items.

These are:

- Knives or weapons (including guns, replica guns, pellet guns and air rifles)
- Alcohol
- Illegal drugs (supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances)
- Nitrous Oxide canisters
- Stolen items

- Tobacco or any other nicotine products, cigarette papers, vaping materials or other ‘legal highs’
- Fireworks/bangers or any form of explosive or pyrotechnic devices
- Any item intended to cause alarm, disruption or harm for example smoke bombs, stink bombs or any object designed to simulate an explosive or hazardous device
- Supply or possession of pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.

Possession of disruptive items

Some items such as perfumed sprays, strong perfumes or any substances that have been clearly advertised to students that can trigger allergic reactions within the school community, chewing gum, some energy drinks or any item that could be used to disrupt normal school life can be confiscated.

Confiscation, searches, spot checks and screening

Searching, screening and confiscation is conducted in line with the DfE’s guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed above) found in a student’s possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. Legal items or items not in the list above will be returned to students after discussion with senior leaders and parents/carers, if appropriate and only after the time period indicated within the specific policies.

Searching a student

The school refers to the DfE guidance Searching, screening and confiscation in schools - GOV.UK Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers - and staff they authorize - have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

There will always be two adults present and, there will always be one member of staff as the same sex as the student. The members of staff carrying out the search should always seek the consent of the student being searched and record the details of what took place on the search form. Parents are informed that the search has taken place and the outcome. If the student does not consent to a search then the Headteacher, member of the SLT pastoral lead or Designated Safeguard Lead should be informed and the student kept supervised and kept away from other pupils. A decision will then be made to either inform parent immediately and/or the Police. Refusal to undertake a search constitutes a serious breach of our expectations for keeping everyone safe in school and reaches the threshold for suspension.

Screening

The school may decide on occasion to screen students upon entry to places within school such as an exam hall to check that no prohibited or disruptive items are on their person. They are conducted either on everyone or at random (using systematic sampling – i.e. every nth student or every nth name on a register) not targeted on individual students and are a reasonable measure to protect the integrity of school and public systems to keep children safe and ensure all receive their rights. Screening can be performed with brief checks of bags, pockets and the passing of a wand.

Mobile phone spot checks

Spot checks are used to ensure students are following our school's mobile phone expectations and to maintain a safe, distraction-free environment.

- **Year 7:** Students are permitted to have only a basic "brick" phone (with no internet or smart features). During a spot check, a student may be asked to show this phone so that staff can confirm it meets requirements.
- **Years 8–11:** Students in these year groups should have handed in any smartphones at the start of the day. Only students with brick phones for travel purposes should have a phone in their possession. If a student has said they do not have a phone, and there is reason or intelligence to check, we may conduct a spot check in the same way as described above.

These spot checks are visual only, staff do not make physical contact with students or go through their belongings.

As a result of a spot check, there may be a need (identified by the spot check) to conduct a search as above.

Spot checks are carried out by appropriate staff and may take place based on staff or student reports, or as a random check. If a smartphone is found when it should not be, it will be confiscated and managed in line with the school's existing behaviour and mobile phone policies.

These checks are designed purely to uphold our commitment to a safe and focused learning environment and to support fairness and consistency across the school. Student Voice and Parent Partnership

Students are partners in sustaining our culture. We gather student feedback termly (surveys/panels) and act on it. Parents/carers are expected to support the policy and consequences, attend meetings when requested, and reinforce messages at home. We provide a clear annual explainer of the points system for families.

Roles and Responsibilities

- All Staff: teach routines; use least-intrusive strategies; apply praise, merits and consequences consistently; log incidents accurately and communicate effectively with home.
- Middle Leaders: ensure consistency; support staff; monitor patterns in areas/subjects.
- Senior Leaders/Behaviour Team: oversee systems; operate ELT/Reset/Reintegration; analyse data; coordinate interventions.
- Headteacher: The Headteacher will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Headteacher will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. Vulnerable students, including looked-after children, children with SEND, physical or mental health needs may be offered behavioural support if appropriate. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Students: follow instructions first time; show kindness and respect; take responsibility for choices, be prepared for learning.
- Parents/Carers: support school policy; positively engage with communication with the school; ensure preparedness for learning, attend meetings to support their child's progress and behaviour.
- Governors: monitor data and equity; review policy annually; hold leaders to account.
- **SENDCo:** Ensures the behaviour policy is implemented inclusively by identifying and addressing underlying SEND needs that may affect behaviour, coordinating appropriate support, and advising staff on reasonable adjustments.
- **DSL:** Upholds the behaviour policy as a safeguarding tool by ensuring responses to behaviour take account of students' welfare and potential safeguarding risks, and that any concerning patterns are recorded, monitored, and acted upon appropriately

Data, Monitoring and Review

At Warlingham, we keep a close eye on behaviour so that we can celebrate success, spot problems early and make sure our rules are applied fairly. Every week we track praise points, incidents, removals from class, suspensions and exclusions. This helps us notice patterns – for example, if a whole year group or tutor group is struggling with something, we can address it quickly in assemblies or tutor time. We also look at the data for individual students, so we know when extra support is needed or when a child may need to move onto the next step of the Continuum of Support. Our data also helps us check that consequences and support are being used fairly for all students, no matter their background, and that they are having the right impact. Leaders look at this information regularly, governors receive a report every term, and the policy is updated every year to make sure it works well for everyone.

Linked Policies and Documents

- Safeguarding and Child Protection
- Anti-Bullying Policy and [Preventing Bullying Guidance](#)
- Equality, Diversity and Inclusion Policy
- SEND Policy, [Code of Practice](#) and Information Report
- Attendance Policy
- Mobile Devices / Acceptable Use Policy
- Suspension and Exclusion Policy
- Behaviour Procedures Handbook (staff)
- [Searching, screening and confiscation in schools](#)
- [Use of reasonable force in schools](#)
- [Sharing Nudes and semi-nudes](#)

Linked guidance

DfE Behaviour in Schools; Searching, Screening and Confiscation; Suspension and Permanent Exclusion; Equality Act 2010; Keeping Children Safe in Education

Approved by Local Governing Body	Autumn 2025
Due for review	Autumn 2026
SLT Member	Mr R Toop