



BEHAVIOUR POLICY

This policy establishes the principles, expectations, authority and safeguards governing behaviour at Warlingham. Current operational arrangements—including the detailed tariff, scripts, room procedures and Arbor workflows—are published separately for students, families and staff and must be consistent with this policy.

Purpose and status

Warlingham aims to maintain a calm, safe, respectful and aspirational environment in which every student can learn, every adult can work effectively and all members of the community can flourish. Behaviour is taught deliberately: students are shown the routines, habits and social behaviours that make success possible, and are held accountable for the choices they make.

This policy applies to all students, including the sixth form, with age-appropriate procedures. It should be read alongside the school's Child-on-Child Abuse, Harassment, Violence and Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy, Equality Policy, Attendance Policy and the Trust Suspension and Permanent Exclusion Policy.

Where a matter engages safeguarding duties, the safeguarding response takes priority. Safeguarding action, fact-finding, interim safety arrangements, formal consequences, education and support, and restorative work are related but distinct processes and may be used together.

Scope

The policy applies to conduct:

- on the school site and during the school day;
- on school transport, trips, visits, work experience and other school-organised activities;
- while travelling to or from school, wearing school uniform or otherwise identifiable as a Warlingham student; and
- outside school, including online, where the conduct threatens another member of the community, affects safeguarding or welfare, has repercussions for the orderly running of the school, or could adversely affect the school's reputation.

Legal and statutory framework

The policy has regard to current legislation and Department for Education guidance, including:

- Behaviour in Schools: advice for headteachers and school staff;
- Keeping Children Safe in Education 2026;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026);
- Searching, Screening and Confiscation: guidance for schools;
- Restrictive Interventions, including the Use of Reasonable Force, in Schools;
- the Equality Act 2010; the Children and Families Act 2014; the Education and Inspections Act 2006; and
- the SEND Code of Practice: 0 to 25 years.

Nothing in this policy removes the Headteacher's statutory discretion or the school's duties to safeguard children, make reasonable adjustments, use best endeavours to meet SEND, secure provision in an Education, Health and Care Plan, or act lawfully and proportionately.

Vision and principles

Warlingham's culture is characterised by high support and high challenge. Our approach is anchored in the following principles:

- Predictability is care: expectations, routines and adult responses should be clear and dependable.
- Disruption-free learning: students are entitled to learn and teachers to teach without avoidable interruption.
- Behaviour is taught: routines and learning behaviours are explained, modelled, practised and revisited.
- Certainty before severity: proportionate consequences are applied reliably and promptly.
- Warm-strict relationships: adults combine kindness, emotional regulation and professional curiosity with clear boundaries.
- Choices have consequences: context informs the response but does not erase impact or accountability.
- Inclusion is active: support and reasonable adjustments are planned to make success more likely, not used to lower aspiration.
- Safeguarding and dignity: responses protect those affected and avoid humiliation, coercion or unsafe contact.
- Fresh start with learning: reintegration restores access to successful education while addressing recurrence.
- History informs understanding; it does not automatically determine status or sanction.

The behaviour curriculum

The school explicitly teaches and rehearses the behaviour required for successful learning and community life. This includes preparedness, punctuality, uniform, calm movement, respectful interaction, focused participation, safe conduct and responsible use of technology.

SLANT and participation

Students are taught SLANT as the normal posture and attention for learning. It includes sitting or standing as directed, listening attentively, tracking the speaker or learning, responding appropriately, and maintaining a posture that communicates readiness to learn. Staff teach what each element looks like in context and make reasonable adjustments where required.

Intentional calling out, blurting, noises and unsolicited interjections interrupt the learning of others and are not permitted. Participation occurs through the method directed by the teacher, including hands-up questioning, choral response, turn-and-talk or another structured routine. Students do not intentionally interrupt teachers or other students during explanations, questions or independent work.

Immediate task start

Every task begins promptly. Students attend to the instruction, prepare the required resources and start the directed activity without avoidable delay. The entry task is one important application of this whole-lesson expectation.

Instructions and adult authority

Staff hold lawful authority to organise the school, direct student movement and give reasonable instructions in order to protect safety, learning and the rights of others. Students are expected to follow a reasonable instruction the first time. A student who is uncertain or disagrees should comply safely and raise the concern respectfully at an appropriate time, unless the instruction would plainly place someone at immediate risk.

Students may report concerns about an adult's conduct to a trusted member of staff, their Head of Year, the Designated Safeguarding Lead or through the school's published reporting route. Raising a genuine concern will not in itself be treated as misconduct.

Induction, re-induction and transition

Students are taught the behaviour curriculum when they join the school and at the start of each academic year. Expectations and routines are revisited after significant absence, at key transition points and where a student's pattern of conduct shows that re-induction would support success.

Additional teaching, practice, visual prompts or individualised support will be provided where SEND, disability, language, safeguarding experience or another vulnerability makes this necessary.

Classroom response: C1–C3

Teachers first use strong teaching, clear routines and least-intrusive correction. Where a breach relates to SLANT or failure to follow a first reasonable instruction, the following shared sequence applies:

Response	Meaning	Typical action
C1 – whole-class reminder	C1 is not an individual warning. The teacher identifies the specific behaviour and reteaches or reasserts the positive expectation to the whole class.	For example: “C1, everyone: we listen without calling out”; “C1, everyone: sit in a posture ready to learn”; or “C1, everyone: immediate task start.”
C2 – individual choice	The next instance of that same specified behaviour by any student shows that the student has not followed the clear whole-class reminder.	The teacher identifies C2 calmly, records it and applies the published consequence. A seat move or other proportionate classroom adjustment may be used.
C3 – continued choice	A further instance following C2, or a serious immediate breach where remaining in the room is not safe or workable, results in removal.	The student is collected or escorted to Reset. The incident is recorded and the published C3 consequences and follow-up apply.

C1–C3 is not a generic ladder for every form of misconduct. Other behaviour is addressed through the relevant tariff, safeguarding or senior-leadership route. Staff retain professional judgement to use immediate removal or urgent assistance where safety, serious disruption or risk makes the ordinary sequence inappropriate.

Praise, recognition and belonging

Praise is a daily habit and a non-negotiable part of the school’s culture. Staff recognise effort, improvement, courage, commitment, kindness, leadership, successful habits and contribution to the community. The school operates a published recognition system with regular celebration and communication home. Recognition must be authentic, equitable and accessible to students with different needs and starting points.

Responding to behaviour

Proportionate decision-making

The school considers the conduct, its impact, the student’s age and understanding, relevant context, previous support and response, SEND or disability, vulnerability, safeguarding information, the needs and rights of others, and whether reasonable adjustments are required. Consequences address conduct; support addresses need. They may and often will be used together.

Behaviour points record the cumulative weight and recurrence of negative choices and support timely review. Points, daily thresholds and recurrence rules trigger defined consequences, intervention or senior review; they do not mechanically determine a statutory suspension. The Headteacher makes every suspension decision individually under the Trust policy.

Evidence and standard of proof

The school establishes facts fairly and proportionately. Behaviour decisions are made on the balance of probabilities: whether it is more likely than not that the conduct occurred. This is different from the criminal standard of proof. Accounts may conflict and complete certainty may not be possible. The school may reach a reasonable conclusion from the available evidence and will record the material basis for significant decisions.

The student will ordinarily be given an age-appropriate opportunity to provide their account before a serious consequence is decided, unless it is not appropriate or safe to do so at that point.

An initial account may be obtained promptly and further information considered later. Police or social-care involvement does not automatically prevent the school from taking proportionate safeguarding or behaviour action, provided that the school does not prejudice their work.

The published tariff

The school publishes an accessible Choices and Consequences guide setting out current behaviour categories, points, notifications and typical responses. The tariff provides predictability but cannot anticipate every circumstance. Examples are illustrative rather than exhaustive. A materially similar behaviour may be addressed at the same level, and leaders may adjust the response where the seriousness, recurrence, impact, vulnerability or safety context requires it.

Consequences and managed responses

Detentions

The school may issue break, lunchtime and after-school detentions, including a same-day detention, without requiring parental consent. Parents cannot veto a lawful detention, although the school may postpone it in exceptional circumstances under the published procedure. The school will consider any known medical appointment, caring responsibility, particular increased risk to the student, or exceptional circumstance in which suitable travel arrangements cannot reasonably be made. In considering travel and safety, the school will distinguish a specific and reasonable safety concern from ordinary inconvenience. Parents and carers are expected to make suitable travel arrangements following an after-school detention. The loss of usual transport, regular clubs, pre-existing social arrangements, parental work commitments or the inconvenience of arranging collection will not normally make a detention unreasonable. Where an unforeseen circumstance means that suitable travel arrangements cannot reasonably be made, or creates a particular increased risk to the student, the parent should contact the school. The school may postpone the detention but is not required to cancel it.

A C2 carries the published after-school detention consequence. A C3 carries removal to Reset and the published detention and restorative follow-up. Qualifying incidents may be combined into the school's same-day detention sessions. Failure to attend or complete a detention without authorised postponement is a further choice and is escalated under the tariff.

Removal and Reset

Reset is a supervised, short-term removal from a lesson used to restore order, protect learning, maintain safety, allow education to continue in a managed environment and prepare the student to return. Students complete meaningful curriculum work and the required reflection or readiness activity under the supervision of appropriately trained staff. Parents are informed on the same day in accordance with the published procedure.

The school records the reason for removal, location, start and intended end, supervision, work and arrangements for return. Removal lasts no longer than is necessary to achieve its stated purpose. Prolonged or repeated removal requires Headteacher oversight, review of the student's needs and provision, and a documented reintegration or support plan. The detailed procedure sets the minimum standards for the room, staff training, education, safeguarding, SEND and reintegration.

Students do not wait unsupervised outside classrooms. Behaviour-related movement is coordinated through the Reflection Room and students are normally accompanied in accordance with the school's escort procedure.

Reflection Room

The Reflection Room is the school's real-time coordination and escort hub. It maintains oversight of behaviour-related student movement, receives and shares information, supports the Duty Officer and coordinates movement to Reset, Maple or another authorised destination. It is not itself a corrective or punitive room.

Maple and internal suspension

Maple is a structured reintegration and internal-suspension provision. It may be used following escalation from Reset, for planned reflection or reintegration, or for a time-limited internal suspension. Students remain on roll, on site and in supervised education. The purpose, duration, learning, support and criteria for return are recorded.

An internal suspension is a serious in-school consequence but is not a statutory suspension. It may be preferred where it can safely protect learning and support improvement. Where an internal placement would be unsafe, significantly disrupt the provision or be unproductive, a modified arrangement or Headteacher consideration of statutory suspension may be required.

Suspension and permanent exclusion

Suspension and permanent exclusion are governed by the Trust Suspension and Permanent Exclusion Policy and current statutory guidance. Only the Headteacher or acting Headteacher may suspend or permanently exclude on disciplinary grounds. Permanent exclusion is used only in response to a serious breach or persistent breaches of this policy and where allowing the student to remain would seriously harm the education or welfare of the student or others.

Confiscation, searching and screening

The school may confiscate items, screen students and conduct searches through authorised staff in accordance with legislation, DfE guidance and the school's published procedure. Searches are safeguarding interventions and are conducted with regard to necessity, proportionality, privacy, dignity, SEND, health and other vulnerability.

Prohibited items include knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, vapes and vaping products; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property; and any additional item identified as banned in the published Searching, Screening and Confiscation Procedure. The current procedure explains the lawful search powers and how confiscated items will be retained, returned, disposed of or passed to the police.

A refusal to cooperate with a lawful instruction relating to a search may be addressed as a serious behaviour matter and may lead to a suspension. The Headteacher considers the circumstances, risk and available evidence. Parents are informed and records made in accordance with statutory guidance, subject to any immediate safeguarding reason not to do so.

Mobile phones and personal electronic devices

Mobile phones and other unauthorised personal electronic devices must not be used, seen or heard during the school day except under an individual authorised arrangement or reasonable adjustment made in accordance with the Mobile Phone Policy. Students must follow the published arrangements for handing in, storing, carrying or accessing permitted devices. Permission to bring a device does not itself permit access during the school day. Breach of these arrangements may result in confiscation and a behaviour consequence. Detailed implementation arrangements, including age- or year-specific rules and application procedures, are published separately and must be consistent with this policy.

Restrictive intervention and reasonable force

Restrictive intervention, including reasonable force, is never used as punishment. It may be used only where lawful, necessary and proportionate, using the least restrictive option and minimum force for the minimum time. Staff consider prevention, de-escalation, known needs and risks, protect dignity, summon assistance where possible, record and report the incident, inform parents unless a safeguarding reason prevents this, and ensure appropriate post-incident support and review.

Child-on-child behaviour, bullying and safeguarding

The school does not tolerate child-on-child abuse, violence, sexual violence, sexual harassment, discriminatory abuse, coercion, exploitation, bullying or online harm. A single incident can require a safeguarding response even where it does not meet the repeated-behaviour definition of bullying. Staff will not minimise harmful conduct by characterizing it as banter, part of growing up or an inevitable part of school life.

The school follows its Child-on-Child Abuse, Harassment, Violence and Anti-Bullying Policy. In particular:

- the wishes and feelings of the child affected are sought, recorded and given significant weight, but the school retains responsibility for safeguarding decisions;
- proportionate interim safety arrangements may be implemented before fact-finding is complete and do not constitute a finding of guilt;
- safety and support are not conditional on a disciplinary finding or on participation in restorative work;
- the school may use careful, neutral terminology while facts and safeguarding assessments remain under consideration;
- parents will receive appropriate information about their own child, but the school will not disclose confidential information, consequences, support or safeguarding information concerning another child; and
- a complaint or parental disagreement does not automatically pause safety arrangements, safeguarding action or a lawful behaviour consequence.

Restorative practice

Restorative work helps students understand action, impact and future choices and may support repair after ordinary conflict or harm. It is separate from investigation, safeguarding and formal consequence. It will be used only where safe, suitable and developmentally appropriate.

No child will be required to apologise, meet another child, participate in mediation or restorative contact, or offer forgiveness as a condition of receiving support, returning to education or being regarded as cooperative. In child-on-child safeguarding cases, the wishes and welfare of the child affected are central to any consideration of direct or indirect restorative work.

SEND, disability, equality and vulnerability

The school recognises that behaviour may be affected by SEND, disability, trauma, mental health, communication needs, safeguarding experiences or other vulnerability, while also recognising that not every incident involving a student with additional needs is caused by those needs.

When relevant, the school considers whether the student understood the expectation, could act differently at the time, had access to agreed provision, or was placed at a substantial disadvantage. The school anticipates likely triggers where reasonably possible and makes reasonable adjustments to teaching, routines, environment, communication, support and, where appropriate, the form of a consequence.

Reasonable adjustment does not mean the absence of expectations, boundaries or accountability. Adjustments are designed to secure equitable access, reduce disadvantage, protect safety and help the student meet high expectations. The rights, safety and education of other students and staff are also considered.

Where patterns suggest unidentified or unmet need, the school will consider screening, SEND assessment, early help, safeguarding action, multi-agency assessment, review of an EHC plan or another appropriate intervention. For students with an EHC plan, the school will work with the local authority and consider an early annual review where concerns are significant or persistent.

Continuum of Support and intervention

Support is organised through the school's Continuum of Support: Universal, Targeted, Specialist and Alternative. Strong universal teaching, routines and relationships remain the foundation at every level. Additional support is purposeful, time-defined and reviewed for implementation, engagement and impact.

Behaviour and SEND intervention passports record the intended outcome, named owner, actions or dose, reasonable adjustments, delivery, student engagement, review date and impact.

Support may include tutor or subject action, Head of Year oversight, mentoring, family work, SEND or safeguarding intervention, wellbeing support, attendance work, external-agency involvement, internal provision, off-site direction or alternative provision.

The default case lead for a student with repeated suspension remains the Head of Year unless Inclusion Review formally assigns leadership to another professional. Changes of case lead are deliberate decisions, not informal drift.

Repeated Suspension Response

Repeated suspension increases the need to review what the conduct communicates, whether existing provision is being implemented and is effective, how safety and education will be protected, and whether a different intervention or context is required. It does not create an automatic ladder of predetermined sanctions.

- The count used for the school's repeated-suspension response restarts each September. Earlier history remains relevant information but does not automatically determine current status or sanction.
- Following each suspension, the school reviews reintegration, recurrence, current support, reasonable adjustments, family engagement and any safeguarding implications.
- Every third-and-subsequent suspension in the academic year is presented briefly to Inclusion Review, which confirms or changes the case lead and decides any required support or placement review.
- From the fourth suspension onward, Inclusion Review gives explicit consideration to purposeful off-site direction or a partner-school intervention where this may improve future behaviour, test contextual fit, support a genuine fresh start or protect public safety.
- Where earlier intervention has not secured safe, sustainable improvement, the school may consider alternative provision, a managed move or other lawful pupil movement. Off-site direction is temporary and reviewed; a managed move is permanent and requires the agreement of all parties. Neither is an informal trial exclusion.

Reintegration

Reintegration secures a rapid, supported return to successful learning and conduct after removal, internal suspension, statutory suspension or another significant interruption. It combines:

- a warm welcome and a clear reset of expectations;
- reflection on choice, intent, impact, triggers and the causal chain;
- explicit rehearsal of the strategy most likely to support success;
- reasonable adjustments and proportionate support;
- safe and suitable restorative steps where appropriate; and
- a clear plan for return, monitoring and early response if concern re-emerges.

Parents and relevant professionals will ordinarily be invited to participate where appropriate. A meeting may proceed without a parent who cannot or does not attend. A student will not be kept out of education solely because they or their parent did not attend or complete a reintegration meeting.

Communication with parents and resolving disagreement

The school seeks constructive partnership with parents and communicates significant concerns, consequences and support in a timely and proportionate way. Parents are expected to support lawful school arrangements, ensure contact information is current, engage with meetings and reinforce expectations at home.

The school will explain material decisions concerning a parent's own child and the route for representations, review or complaint. It cannot provide another child's account, sanction, safeguarding information, educational provision or personal data merely to resolve an apparent discrepancy.

Investigations seek a fair and proportionate understanding, not perfect reconstruction of every moment. Where accounts conflict, the school may explain the evidence considered and its conclusion without continuing indefinitely to

pursue minor discrepancies. A completed decision will be reconsidered where material new evidence, procedural unfairness or another substantial reason is identified—not solely because a parent disagrees with the conclusion.

Complaints are handled under the Trust Complaints Policy. A complaint does not normally suspend a consequence, safety plan, safeguarding action, search-related decision or reintegration arrangement. The Headteacher may pause or amend an action where fairness, safety or new evidence makes that appropriate.

Recording, information and Arbor

Staff record behaviour accurately, factually and promptly on the school’s authorised systems. Arbor is the principal system for behaviour choices, points, consequences, notifications and operational workflows. CPOMS is used for safeguarding and specified child-on-child concerns in accordance with the relevant policies. Recording language should distinguish observed fact, reported information, professional assessment and decision.

Assigned and unresolved incidents form professional task queues and must be progressed, communicated and resolved under the published procedure. Resolution means that required recording, action, communication and handover are complete; it does not necessarily mean that every party agrees with the outcome.

Roles and responsibilities

Role	Core responsibilities
Trust Board and Local Governing Committee	Set and monitor the policy framework; assure legality, safeguarding, equality and effectiveness; review data on consequences, suspension, exclusion, removal, off-site direction and pupil movement.
Headteacher	Establish and maintain the behaviour culture; ensure fair implementation; make statutory suspension and permanent-exclusion decisions; ensure appropriate publication, training and review.
Deputy Headteacher – Behaviour and Attitudes	Lead the school system, curriculum and quality assurance; align tariff, rooms, recording and professional development; analyse impact and disproportionality.
Inclusion leadership	Coordinate behaviour, SEND, safeguarding, attendance and disadvantage; review provision, case leadership, intervention and pupil movement.
Heads of Year and case leads	Lead pastoral response and family communication; analyse patterns; coordinate plans, reintegration and review; ensure actions are completed.
Reflection Room, behaviour support and Duty Officer	Coordinate movement, escorts and live response; operate Reset and Maple procedures; maintain accurate handover and support safe decision-making.
All staff	Teach routines; use praise and least-intrusive correction; apply consequences consistently; safeguard; record accurately; complete required communication, restorative and follow-up actions.
Students	Learn and follow routines; comply with reasonable instructions; protect others’ learning and safety; take responsibility for choices; report concerns appropriately.

Role	Core responsibilities
Parents and carers	Support attendance, preparedness and lawful school expectations; engage constructively with communication, meetings and plans; use published routes to raise concerns.
SENDCo and DSL	Advise on statutory duties, provision, reasonable adjustments, safeguarding risk and multi-agency action; monitor patterns and assure appropriate response.

Monitoring, equality and review

Leaders monitor behaviour culture and the implementation and impact of this policy. Analysis includes praise, classroom incidents, C2/C3, removals, Reset, Maple, internal suspension, detention attendance, searches, restrictive intervention, safeguarding-linked incidents, suspensions, permanent exclusion, off-site direction, managed moves and alternative provision.

Data is examined by year group, subject, time, location, behaviour type and relevant student characteristics, including SEND, disability, sex, ethnicity, disadvantage, looked-after status, social-worker involvement and attendance. Leaders investigate material disparities, test fidelity of implementation and take corrective action. Governors receive regular assurance and provide challenge.

The policy is reviewed at least annually and earlier where legislation, statutory guidance, safeguarding learning, evidence or operational experience requires it. The current tariff and procedural documents may be updated during the policy period where the change remains consistent with this policy and is communicated clearly.

Training and publication

Staff receive induction and continuing development in the behaviour curriculum, C1–C3, de-escalation, safeguarding, child-on-child harm, SEND and reasonable adjustments, recording, searches, restrictive intervention, restorative practice and statutory suspension procedures appropriate to their role.

The policy is published on the school website. Students and families receive accessible guidance explaining current routines, tariff, notification arrangements, support and routes for raising concerns. Staff use the Behaviour Procedures Handbook for operational workflows and scripts.

Related policies and operational documents

- Child-on-Child Abuse, Harassment, Violence and Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Trust Suspension and Permanent Exclusion Policy
- SEND Policy and SEND Information Report
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Restrictive Intervention / Positive Handling Procedure
- Searching, Screening and Confiscation Procedure
- Mobile Devices and Acceptable Use Policy
- Trust Complaints Policy
- Choices and Consequences: Student and Family Guide
- Behaviour Procedures Handbook
- Repeated Suspension Response and Inclusion Review Protocol
- Reset, Maple and Reflection Room procedures
- Intervention Passport and Safety Plan guidance

APPENDIX A – KEY DEFINITIONS

Term	Meaning in this policy
Consequence	A proportionate response to a behaviour choice, intended to maintain standards, protect others, mark impact and support future improvement.
Reset	Supervised short-term lesson removal with continued education, readiness and follow-up; not statutory suspension.
Reflection Room	The real-time coordination and escort hub; not a corrective or punitive placement.
Maple	Structured reintegration and internal-suspension provision used for defined, recorded purposes.
Internal suspension	A serious, time-limited in-school consequence with supervised education; not statutory suspension.
Suspension	A fixed period during which the Headteacher removes a student from the school on disciplinary grounds under the statutory framework.
Permanent exclusion	The Headteacher's permanent removal of a student on disciplinary grounds, subject to statutory review arrangements.
Off-site direction	A lawful temporary direction to attend another setting to improve behaviour, subject to consultation, safeguards and regular review.
Managed move	A permanent transfer agreed by the student's parents, original school and receiving school; not used on a trial basis.
Alternative provision	Education arranged outside the student's mainstream timetable or school where appropriate; its legal route, purpose and oversight must be clear.
Interim safety arrangement	A proportionate, reviewable safeguarding measure used while risk or facts are assessed; not by itself a finding or consequence.
Balance of probabilities	The standard used for school behaviour findings: whether the conduct is more likely than not to have occurred.

Approved by Local Governing Body	Autumn 2026
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SLT Member	Mr R Toop