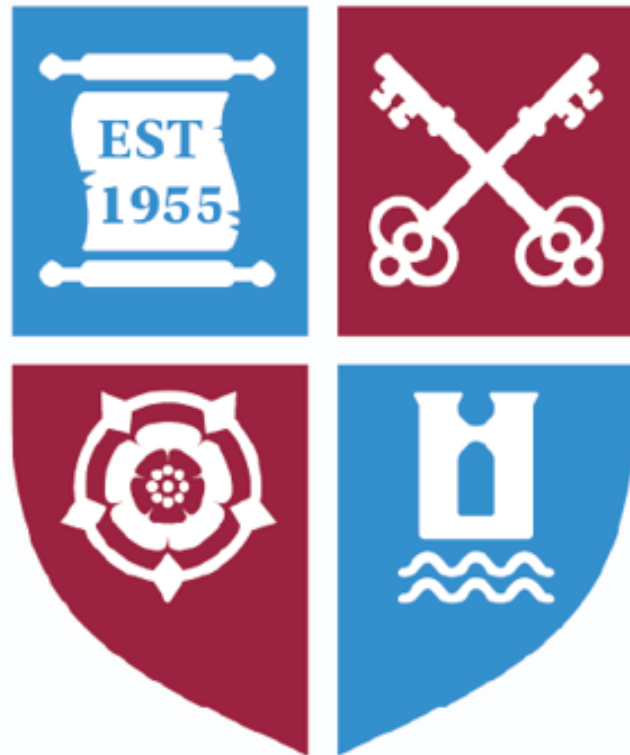


**WARBLINGTON  
SCHOOL**

# BEHAVIOUR POLICY



Reviewed by Headteacher	October 2025
Approved by Full Governing Body:	November 2025
Next Review Date:	November 2026

Respectful

Kind

Resilient

Ready

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## **Introduction**

This policy reflects *Warblington School's* approach toward developing a trauma informed approach towards behaviour within our community. This policy is for all staff, students, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Warblington School is committed to the emotional, mental health and well-being of its staff, students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. The school recognises that positive behaviour is essential to creating an environment where high-quality teaching and learning can flourish, directly impacting student progress and achievement.

This policy is written alongside our Child Protection, Safeguarding and Anti Bullying policies which enable us to put the education of all our students at the forefront of our practice.

### **1. Aims**

This policy aims to:

- Outline the expectation the school holds with regards to positive behaviour which supports high quality teaching and learning.
- Provide a consistent approach to behaviour management to enable all students to be "Ready to Learn".
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### **2. Legislation and statutory requirements**

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

- [Behaviour in Schools \(Feb 2024\)](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(Updated Anually\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 88-94 of the [Education and Inspections Act 2006](#), which require 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

### 3. Overview and Rationale

As a community we have high expectations of behaviour and achievement for every member. This policy aims to ensure consistency in the way all staff, students, parents and carers promote behaviour for learning in the classroom and throughout the school. It is based on clear values; mutual respect, fairness and inclusion. It promotes building positive relationships and self-regulation, respect for others and the importance of actively listening to all members of the school community. It is relevant to every member of the school community and is inclusive of existing Anti- Bullying, Attendance, Equality, Exclusions and Staff Conduct policies.

As per the DfE Guidance, [Behaviour and discipline in schools: Advice for Headteachers and staff](#) , this policy applies to student behaviours throughout the journey to and from school, whenever wearing school uniform and identifiable as students of the school, and when off site on school trips and events. Furthermore, it applies to behaviours at any time, whether in school or not, that could affect the school's reputation or orderly running, or pose a risk to the wellbeing of other students or members of the public. At all times this expectation is based around the schools four key values of kind, respect, resilience and being ready.

To be successful, behaviour for learning needs to be taught, modelled, reinforced and reviewed.

Behaviour for learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour in our school should be modelled, rewarded and facilitated by excellent classroom practice which recognises individual need.

Good behaviour is fundamental to success in the classroom; success for both students and teachers. Good behaviour most often results from a well -planned and imaginatively delivered curriculum that inspires students to actively engage and learn, ask questions, debate, enquire and challenge themselves. Students learn best in an ordered and positive environment. This can be achieved when expectations of learning and behaviour are clear and rewards and sanctions are followed through and applied fairly in relation to individual need and capacity.

The self-esteem and engagement in learning for all students is nurtured by praise, reward and celebration. This policy is based on recognition of the rights and responsibilities of all members of the school community and the importance for all staff of enabling students to respond and conform to clear and consistent classroom routines and expectation. This is interwoven with a culture that both celebrates success and recognises and rectifies mistakes made.

Adults are responsible for implementing classroom routines, objectives and strategies for behaviour for learning, as they do for class work. In successful lessons the principles of “Ready to Learn” expectations are clearly modelled by everyone in the school.

With this in mind, Warblington School expects:-

- All members of the community to show respect and kindness towards each other and towards our wider community.
- Every adult within the community will be good at managing and improving student’s behaviour following the guidance of this policy.
- Our parents/carers to encourage their children to show respect and support the schools’ authority to discipline its students.
- The Headteacher to help create a culture of respect across the school by supporting the staff’s authority to measure students alongside the “Ready to Learn” expectations shown in Appendix 1, ensuring that this happens consistently and fairly across the school.
- The governing body and headteacher to ensure that there are clear and robust procedures to deal with allegations against others in the school community (students, teachers and other school staff) quickly, fairly and consistently in a way that protects the victim and at the same time supports the person who is subject of the allegation.

The behaviour policy also links to the following school policies:

- [Safeguarding Policy](#)(Hampshire policy based on Keeping Children Safe in Education (KCSiE) 2025).
- [Child Protection Policy](#) (Hampshire policy based on Keeping Children Safe in Education (KCSiE) 2025).
- [SEND Policy](#)
- [Uniform Policy](#)
- [Code-of-Conduct](#)
- IT Policy

## 4 Our Values and Vision

- Safeguarding and promoting the welfare of children is a priority in our school. We provide a safe and stimulating environment, where students learning and well-being is supported by high quality teaching and pastoral care.
- Our school is characterised by our distinctive ethos of inclusion, achievement, learning together, mutual respect and enjoyment. We are proud of our reputation for high standards in academic work, personal achievement and conduct.
- We recognise young people have many abilities, talents and personalities and learn in many different ways, and are committed to enabling all of our students to achieve their full academic and personal potential. We aspire to enable all students to make the best possible progress regardless of previous achievement or additional learning needs.
- Warblington School is committed to developing resilient, adaptable and resourceful learners. We aim to develop ability, raise expectations and provide the support necessary for life-long success by offering a wide range of enriching experiences both in and beyond the classroom.
- We have a broad, challenging and inclusive curriculum shaped according to the key knowledge, skills and competencies students need to know, understand and do in order to thrive for the rest of their lives. Underpinning this is our value of high quality, on-going professional learning opportunities for all colleagues.
- Students will understand their role and responsibilities in a dynamic, diverse and multi-cultural society: they will be equipped with the skills necessary to thrive in the 21st Century world.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Everything we do is based on building positive attachments (mutually respectful relationships) with our students.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity). At Warblington we aim to be "consistently flexible" in our approaches to bring equity into our systems.

## Restorative justice.

- Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.
- As we take a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students who struggle to make the right behavioural choices need to be regarded as “vulnerable” rather than ‘troublesome’, and we all have a **duty** to explore this vulnerability and provide appropriate support. We acknowledge that behaviour is a form of communication of an emotional need.
- Encouraging parental/carer engagement and involvement is crucial when addressing and planning support for student’s social, emotional and mental health (SEMH) needs.
- We look at each event in context and are committed to explaining our practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation.
- We treat students as individuals, ensure that the curriculum is appropriate for each student and that teaching styles are appropriate. We use praise and rewards as our main behaviour management tool. There is a lot of encouragement in our school.

When working with young people, we encourage colleagues to:

1. Be respectful at all times
2. Listen to and talk with the students, interacting with these students based on emotional age
3. Be patient with the student's progress and with themselves
4. Be calm, consistent, predictable and repetitive as you model and teach appropriate social behaviours
5. Try to understand that “behaviours” resulting in punishment may reinforce the negative responses
6. Nurture all students

## 5 Rewards

Warblington School uses the ‘A – J Expectations’ (Appendix 1) to monitor the behaviour principles of the school. The school uses Arbor to record both house points and behaviour levels. Staff are encouraged to positively reward good behaviour and effort at every opportunity. Arbor records the figures, which are used within assemblies to further celebrate success and also as part of our annual presentation events.

- **A**lways follow adult instructions
- **B**e polite, kind and respectful at all times
- **C**omplete all work with maximum effort
- **D**o wear the correct school uniform at all times
- **E**nsure that you bring the correct equipment/ books/ materials to all lessons
- **F**ollow mobile phone procedures
- **G**et to all lessons on time
- **H**omework must be completed and handed in on time
- **I**nspire others
- **J**ewellery must follow the school rules

Alongside the use of house points for each of the A – J expectations, positive behaviour can also be rewarded through:

- Verbal Praise around school and within assembly
- Arbor announcements to students
- Arbor announcement, emails or phone calls home to parents/carers
- Special responsibilities/privileges – e.g. hot chocolate Friday

Acknowledging and rewarding positive behaviour will also specifically recognise the achievements and improvements of students, including those who are disadvantaged and those with additional needs, ensuring equity in recognition.

## 6 Definitions

At Warblington School **misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes (guided by the Ready to Learn procedures) (Appendix 1)
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Missing items of equipment needed for the lesson, including PE kit and materials for lessons.

The recording of misbehaviour within lessons is via the allocation of “yellow” levels on Arbor following the the A–J expectations. Positive compliance of our behaviour systems is measured every weekly as part of the tutor blueprint where students with no/low negative levels are celebrated in the tutor group and again at every half term through recognition on Arbor.

Behaviour incidents recorded on Arbor are reviewed daily after school in a “wash-up” by pastoral and senior leaders to identify patterns and trends and to inform targeted interventions to be taken. This analysis is then part of an evaluation of the effectiveness of behaviour strategies.

Using the [Revised Exclusions Guidance for Hampshire Schools 2023](#), Warblington School states that **serious misbehaviour** is defined as:

1. Persistent disruptive behaviour / disruptive general behaviour
  - Challenging behaviour
  - Disobedience
  - Persistent violation of school rules
  
2. Physical assault against a student
  - Fighting
  - Violent behaviour
  - Wounding
  - Obstruction and jostling
  
3. Physical assault against an adult
  - Violent behaviour
  - Wounding
  - Obstruction and jostling
  
4. Verbal abuse / threatening behaviour against another (child or adult)
  - Threatening violence
  - Aggressive behaviour
  - Swearing
  - Homophobic abuse and harassment
  - Verbal intimidation
  - Carrying an offensive weapon
  
5. Bullying (See below for bullying definitions)
  - Verbal
  - Physical
  - Discriminative bullying (racist, sexist (including sexual orientation), homophobic)
  
6. Racist abuse
  - Racist taunting and harassment
  - Derogatory racist statements
  - Racist bullying
  - Racist graffiti
  - Swearing that can be attributed to racist characteristics

7. Abuse against sexual orientation and gender identity
  - Verbal / threatened / taunting / mimicking / mocking / harassment abuse
  - Written abuse / derogatory comments and /or publishing on social media
  - Physical abuse / contact
  
8. Abuse relating to disability (including those which are 'hidden')
  - Verbal / threatened / taunting / mimicking / mocking / harassment abuse
  - Written abuse / derogatory comments and /or publishing on social media
  - Physical abuse / contact
  
9. Sexual misconduct
  - Sexual abuse
  - Sexual assault
  - Sexual harassment
  - Lewd behaviour
  - Upskirting
  - Sexual bullying
  - Sexual graffiti
  
10. Drug and alcohol related
  - Smoking (including vaping and possession of related paraphernalia)
  - Alcohol abuse
  - Substance abuse
  - Possession of illegal drugs (also reported to police)
  - Inappropriate use of prescribed drugs (also reported to police)
  - Drug dealing - including selling Vapes (also reported to police)
  
11. Damage
  - Damage to school or personal property belonging to any member of the school community
  - Vandalism
  - Arson
  - Graffiti
  
12. Theft
  - Stealing school property
  - Stealing from local shops / on a school outing
  - Stealing personal property (from a student or adult)
  - Selling and dealing in stolen property

13. Possession of, or use or threat of use of an offensive weapon or prohibited item
  - Deliberately bringing an offensive weapon to school in order to cause harm
  - Threatening others with an offensive weapon
  - Using an offensive weapon or prohibited item to harm someone
  - Possession of fireworks
  - Possession of pornography
  - Possession of 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 (including the student)
  
14. Inappropriate use of social media or online technology
  - Filming staff or students without their permission
  - Circulating / distributing filmed footage / images to cause deliberate offence
  - Creating web pages or social media accounts relating to staff and / or students
  - Commenting on web pages or social media accounts relating to staff and/or students
  - Hacking into school IT systems / deliberately misusing systems to cause offence or disruption
  
15. Wilful and repeated transgression of protected measure in place to protect public health
  - Refusal to follow health and safety rules
  - Refusal to follow one-way system
  - Refusal to follow social distancing rules (refusing to wear a mask / hand sanitise/ misuse of antibacterial products)

## 7 **Bullying (Child on Child Abuse)**

**Bullying** is a repetitive, intentional abuse of power by an individual or group over another individual or group through the use of greater physical or mental strength, which leads to the victim feeling intimidated and unhappy. Any situation in which a victim feels threatened by the abuse of such power will be treated as a bullying / child on child incident.

Bullying is, therefore:

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, verbal abuse either in person or online
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

### Reporting incidents of bullying

All stakeholders in the Warblington School community are encouraged to report any child on child abuse at the earliest opportunity. The online platform "My Concern" allows members of the community to report safeguarding concerns linked to bullying behaviours.

Students should alert any member of staff as soon as the bullying/child on child abuse is carried out. If students do not feel they can do this in person, all classroom based staff can be contacted using the students Teams account.

All students are encouraged to be aware of their peers and if they are worried someone may be a victim of bullying, they should also report this in the same ways above. Every year the school focuses on anti-bullying week and on ensuring that bullying is understood and advice and guidance is shared on how to respond, especially with being the bystander and using their voice/actions to promote a culture of respect and support.

Parents/Carers are encouraged to report if they feel their child is a victim of bullying behaviour/child on child abuse. This can be done by an email to the specific tutor in the first instance. The matter may then be referred to the Head of House/Pastoral team as appropriate. Parents can also email [admin@warblingtonschool.co.uk](mailto:admin@warblingtonschool.co.uk) and the email will be passed on to the tutor in the first instance. Concerns can also be reported by phone via the school reception on 02392 475480 and again it will be forwarded to the tutor. Staff who are concerned about potential bullying or child on child abuse can report this as a matter of safeguarding via "My Concerns".

### ***How the school investigates allegations of bullying/ child-on-child abuse***

Statements will be taken from the victim and the perceived aggressor alongside any witnesses of the event. Any social media evidence available will be downloaded and added to the safeguarding log raised on this incident. Once actions have been decided, parents/carers of the aggressor will be informed of the incident and the level of sanction to be imposed is discussed. Parents/carers of the victim will also be contacted to discuss the way forward. Following the statements, the school follows a restorative approach in which a meeting between the victim and aggressor will be arranged as soon as possible after the incident, taking into consideration the victim's welfare.

### ***How the school records, analyses and monitors incidents of bullying/ child-on-child abuse***

Using our systems we are able to record, analyse and monitor all aspects of bullying within the school. Any incident which involves prejudicial language and/or behaviour is also recorded using a Prejudicial Language and Behaviour form (PLAB) which feeds into our annual report to Hampshire. Behaviour records are shared with the governing body at regular intervals throughout the year.

### ***How the school supports pupils who have been bullied, and those vulnerable to bullying***

Both the victim, the perpetrator and any others affected by the bullying incident will be offered support by the inclusion team (e.g. tutor/Head of House/Pastoral team). Opportunities also exist for additional support to be offered by external agencies working with us when the school feel this is of benefit to the students.

### ***Whole-school proactive strategies to prevent bullying/ child-on-child abuse***

Within our assembly and tutor programmes every opportunity is taken to stress to the community the importance of treating others as they wish to be treated. Child on child abuse/ bullying is a reoccurring theme across our weekly enrichment

programme and is also dealt with via curriculum areas as applicable e.g. slavery within history.

#### *How the school trains staff and governors in preventing and handling bullying*

The training of adults within the community takes place in regular meetings and training sessions. All staff are provided with safeguarding training annually, with regular refreshers throughout the year.

## **8 Roles and responsibilities**

### **The governing body**

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the schools expectations of behaviour A – J's
- Develop a positive relationship with students, which should include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines including those in the Tutor Blueprint
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption following the "Ready to Learn" system
  - Using positive reinforcement with a personalised approach to the specific behavioural needs of particular students
  - Recording behaviour incidents on Arbor and, when necessary, additionally on safeguarding via "My Concerns".

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

## **Parents**

Parents are expected to:

- Support their child in adhering to the schools “Ready to Learn” procedures
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **9 Sanctions**

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal warning preferably using the name of the student to ensure they are aware of the initial infringement, after which should expectations continue to not be followed, the issuing of a yellow card on Arbor
- The awarding of a second yellow card on Arbor if needed. At this point the students should leave the learning environment and go to the Reflection Room for the remainder of that lesson. At this stage, a detention is automatically issued as a consequence after school the same day. At the detention, the staff member teaching the lesson attends to ‘complete’ the Arbor incident with a restorative discussion with the student, written up on Arbor as ‘action taken’.
- Detentions at break or lunchtime, or after school are issued for lateness to school or to lessons.
- Referring the student to a tutor/Head of House/senior member of staff for mentoring.
- Emails, phone calls or letters home to parents/carers.
- Agreeing a behaviour contract.
- Putting a student ‘on report’ to senior leaders.

In line with our “Ready to Learn” expectations, we use time allocated for internal exclusion as a time for reflection on poor behaviour and the interrupting of learning. This could be single lessons in the Reflection Room or longer sessions in the Cabin.

In response to misbehaviour such as truancy and a refusal to hand in mobile phone students will be issued with a detention as a consequence so that the infringement can be unpacked when the student has had a chance to de-escalate and reflect on the situation.

Students who do not attend a given detention will meet with Senior staff the following school day and their mobile phone will be requested to act as a “guarantee” to attend the detention the next day.

As highlighted in the policy (Section 6), Warblington school treats persistent disruptive behaviour / disruptive general behaviour as a serious misbehaviour. Therefore persistent violation of school rules, challenging behaviour and disobedience will be sanctioned as a serious misbehaviour.

The school may use one or more of the following sanctions in response to serious misbehaviour:

- Time in internal exclusion (The Cabin – 10am – 4pm)
- Federation Inclusion (various hours)
- Suspensions
- Expulsion

Fixed term suspensions and permanent expulsions will be used only as a last resort and in accordance with the school's "Exclusion Policy and Hampshire guidance.

## **10 Zero-tolerance approach to sexual harassment and sexual violence**

In line with our Child Protection and Safeguarding policies, the school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. All these policies are underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment. It is not an inevitable part of growing up and it cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Children making a report of a sexual violence or sexual harassment will be taken seriously, kept safe and be supported.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Immediate removal to internal exclusion whilst statements are taken
- Contact to parent/carer
- Detention after school
- Fixed Term Exclusion
- Referral to the police

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

The school will provide ongoing pastoral support and safeguarding to all parties involved in sexual harassment or incidents of violence, ensuring safety and well being.

For further information on this please refer to Annex 6 in the Child Protection Policy and the Safeguarding Policy (page 11).

## **11 Off-site behaviour**

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

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

Sanctions may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere if the student is under the control of the staff member (e.g. on a school-organised trip).

## **12 Malicious allegations**

Where a student makes an allegation against a student or member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the

allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy more information on responding to allegations of abuse against staff or other student.

## 12 Physical restraint

In some extreme circumstances, staff may have to use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will follow the school's Physical Restraint Policy and must:

### **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- 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/carers via a telephone call from a member of the senior leadership team

## 13 Confiscation

**Any prohibited items** (listed in section 6) **found in pupils' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to parents/carers only after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 14 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our

approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **15 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policies.

## **16 Pupil transition**

Transition into Warblington from primary schools is a well-planned and supported process. Year 6 students are invited to spend time across the year at the school, experiencing the systems and behaviour expectations. At year 7, to ensure a smooth transition to the next year, students have transition sessions with their new tutor. Upon starting in September a cycle in their PSHE programme has been designed to ensure that all Year 7 students are "Warblington Ready" and understand why our A-J's exist and what they will encourage and support. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be available on Arbor

## **16. Training**

Behaviour management will continue to form a regular part of continuing professional development.

## **17. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

## APPENDIX 1



**Warblington  
School**  
*Growing minds, successful futures*

### It's All About Learning!



**Always follow adult instructions**



**Be kind, polite and respectful at all times**



**Complete all work to the best of your ability**



**Do wear the correct school uniform at all times**



**Ensure you bring the correct equipment/  
books/materials to all lessons**



**Follow mobile phone procedures**



**Get to all lessons on time**



**Homework must be completed and handed  
in on time**



**Inspire others**



**Jewellery must follow the school rules**



# WARBLINGTON SCHOOL

## Ready to Learn

Respectful

Kind

Resilient

Ready

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## Do Now!

- What elements of the Ready to Learn system do you know?
- What do the A-J's mean

**Title: Ready to learn 25/26**

**Objective: Understand the Ready to Learn system and what is expected of me?**

### Success criteria

I understand the A-J expectations

I know what getting it right looks like

I understand the consequences if I get it wrong

### Key Terms

- Respectful
  - Kind
- Resilient
- Ready



## Morning welcome

- **READY:** All students coming on to school site will **enter via the cycle path** at the side of the school. Students that arrive after the 8:30 bell will still enter via the side gate but will be held in the gym. Any student arriving after 9:00 will need to sign in through reception.
- **RESPECT:** Every morning you will be welcomed into school by staff at the door. [SBW and a HOH]
- **RESILIENCE:** This is your first opportunity to get it right but if a staff member notices incorrect uniform, jewellery etc. You will **be asked to correct this without consequence**.
- **READY:** The first morning bell will ring at 8:27, which signals for students to make their way to the fire assembly point. Tutors will have their registers loaded ready to be aware of any student with an outstanding detention.
- **READY:** The second bell **(8:30) signals the start of the day** and checks will now happen. If there are any issues with uniform or jewellery at this time it will be logged on Arbor.
- **READY:** If you arrive late to school, you will not be permitted to go to tutor but will be kept in a holding area by Ms West. Here students will hand in their mobile phone and will need to attend a 15 minute lunchtime detention in the reflection room.

## Entry to classroom

On entry to your classroom, your teacher will meet you in the corridor / doorway. Please make sure that you.....

- Are wearing the **full school uniform**. No outdoor coats
- You enter the classroom at **volume zero**.
- Stand behind your chair in the seating plan.
- **Remove your pencil case** and put on the desk.
- Read through the “Do Now” task and start to think about how you are going to complete it.
- Sit down **when instructed** by the teacher
- Complete the **“Do Now”** as directed by your teacher whilst they take the register and add any levels.
- Remember to answer the register respectfully with a “Here Sir” or Yes Miss” style response.



This is your first opportunity to “get it right”. 5 house points to be awarded for meeting entry to classroom expectations.

Respectful

classroom expectations. ilient

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## Exiting the classroom

### On exit out of your classroom....

- **Only your teacher** will indicate when you should pack up.
- When asked, please pack up your things at the correct volume levels..
- Stand behind your chair.
- Remember to leave the class with **all your uniform on**. No outdoor coats
- Move quietly to your next lesson, purposefully and professionally, taking the shortest route whilst following the one-way system.





### Staff will.....

- Regularly ensure that students are aware of the A – J expectations based on the “Doing it Right” details.
- Apply the A – J expectations consistently and fairly, using them to reward students whenever possible.
- Explain to students when and why they have received behaviour levels.
- Work alongside students to support reflection on how to improve negative behaviours, including RJ discussions at detentions.

### The school will.....

- Celebrate students success in meeting the A – J expectations weekly in tutor and within our assembly programme.
- Monitor use of the expectations on Arbor to ensure consistent use of levels and completion of sanctions.

“Every system, every day”



## It’s All About Learning!

- Always follow adult instructions
- Be kind, polite and respectful at all times
- Complete all work to the best of your ability
- Do wear the correct school uniform at all times
- Ensure you bring the correct equipment/ books/materials to all lessons
- Follow mobile phone procedures
- Get to all lessons on time
- Homework must be completed and handed in on time
- Inspire others
- Jewellery must follow the school rules

### Students will .....

- Follow these expectations for their conduct around school.
- Remember that everyone in the community needs to be treated with respect and needs their own personal space.
- Complete any sanctions (including detentions) linked to any expectations not met.
- Reflect on how to improve behaviour if expectations are not met.

### Parents/Carers will .....

- Make sure that their children understand the A – J expectations.
- Reinforce the importance of following the expectations and any sanctions allocated at all times.
- Help their children reflect on behaviour and support them in making positive changes.





# A-C in class expectations



House points awarded every lesson for being on time, wearing the correct uniform, having the correct equipment, showing respect and working to the best of your ability.

A – J Expectations	Doing it Right	Doing it wrong
Always follow adult instructions	Sitting in the seating plan unless asked to move	Not sitting in the right place or moving when asked
	Accepting teachers' instructions	Questioning teachers' instructions during the lesson
	Follow the one-way system around the school	Use the wrong stairs, not stay on the left, walk the wrong way
Be kind, polite and respectful at all times	Accepting teachers' instructions	Questioning/arguing with teachers' instructions at any time, especially in a rude manner.
	Raise a hand to ask/answer	Shout out questions/answers, call out generally
	Behave well at all times	'Mess around' and distract the learning of others, throwing things, name-call or tease others.
	Stay calm	Get angry
	Listening	Not listening
	Wait for a teacher to talk to you about a problem	Walk out of lesson, walk away from a member of staff when they are talking to you, walk around the school (truant)
	Treat everyone in a polite and helpful way	Being rude, using bad language, chewing, aggressive body language
	Work with others and show respect	Be unkind, sulk, ignore or make fun of others in the class
	Wait until break for food	Eat during a lesson
Complete work to the best of your ability	Look after property you may be borrowing (including school equipment)	Take, steal or break others' belongings
	Complete work and try hard	Produce/perform little or hardly any work
	Concentrate on your own work	Distract others by chatting or turning around
	Produce neat work	Untidy, messy work with graffiti or doodles
	Follow presentation guidelines	Not underline with a ruler, make no effort with grammar

Yellow card set if any A-J expectation is not met

A second yellow card will be set if any A-J further expectations are not met.

Removal from lesson



# D-J expectations



D – J Expectations	Doing it Right	Doing it wrong	Consequence
Do wear the correct school uniform at all times	Wear all compulsory items of uniform correctly and at all times	Have items of uniform missing/wearing additional clothing (hoodies/sweatshirts)	Borrow the correct item of uniform that is missing. A 3-strike policy will be in place. If you fail to meet the expectations of uniform 3 times in a half term you will receive a 15-minute detention.
Ensure you bring the correct equipment/books/ materials to all lessons	Have everything you need	Book, pens, tie, PE kit etc missing	A 3-strike policy will be in place. If you fail to meet the expectations of equipment 3 times in a half term you will receive a 15-minute detention.
	Get your equipment out ready each lesson	Having to be told to get your equipment out	
	Only use your equipment when asked for	Fiddle with additional equipment not needed in the lesson	
Follow mobile phone procedures	Mobile phones to be switched off/on silent in bags. Not in blazers or trouser pockets. (Not seen/heard)	Any sight or sound of e.g. - check phone for the time, send messages, make/take a phone call without prior adult permission	A 15-minute same day detention for breaking mobile phone rule. Further escalations for repeated misuse to include but not limited to: Upscaled detention. Submission of phone to tutor every morning. Phone to be kept at home.
Get to all lessons on time	Be in your lesson by second bell (2 minutes)	Arrive after the two-minute bell, don't go to lesson (truant)	A 15-minute same day detention Up to one-hour same day detention
Homework	Submitting work on time	Not completing homework/ very little work produced	Subject detention
Inspire others	Go above and beyond what is expected Sharing your achievements both in and out of school		
Jewellery	Wearing only the optional one pair of studded earrings, one flat ring and a watch.	Wearing any additional jewellery, false eyelashes, false nails, nail varnish or unnatural hair colour.	A 15-minute same day detention Submission of <u>jewellery</u> to member of staff. False lashes, nails and varnish will be removing or the student will be in wave. Further escalations for repeat offences.



## 2<sup>nd</sup> yellow card awarded- What next?



- If you are sent out from the class you will take yourself to the reflection room.
- You will be asked to hand over your mobile phone and complete the reflection task.
- A 2<sup>nd</sup> yellow card will be logged by your teacher which will automate a 30 minute same day detention.
- If you refuse to leave the room- a member of on-call will be alerted to come and support.




# Detention



- The conversation should **not dwell on the error** from the lesson but rather serves the purpose on **what can be done to support you in making a positive change** to your behavior. This could be a change of seating plan or some other form of behavior management strategy that is mutually agreed.
- In an effort to catch up with the **missed learning** from being removed this you should discuss what work was missed so that you can catch up. If worksheets are available then detention is the ideal time for you to complete the work.
- If an **undesirable or truancy** has been awarded appropriate sanctions will be applied and parents will be notified.
- Where:
  - Norris and Paxton – MA005
  - Mitchell and Stowe- MA007



Do wear the correct school uniform at all times 

## Uniform Expectations

“Every system, every day”

### Tutors will.....

- Monitor uniform, jewellery and equipment daily and thoroughly on Motivational Monday..
- Award behaviour points if needed and confiscate jewellery as necessary.
- Explain to students when and why they have received uniform levels.
- Work alongside students to support reflection on how to improve negative behaviours.
- Award the “Perfect” ‘D’ category (5 House points) during Motivational Monday.

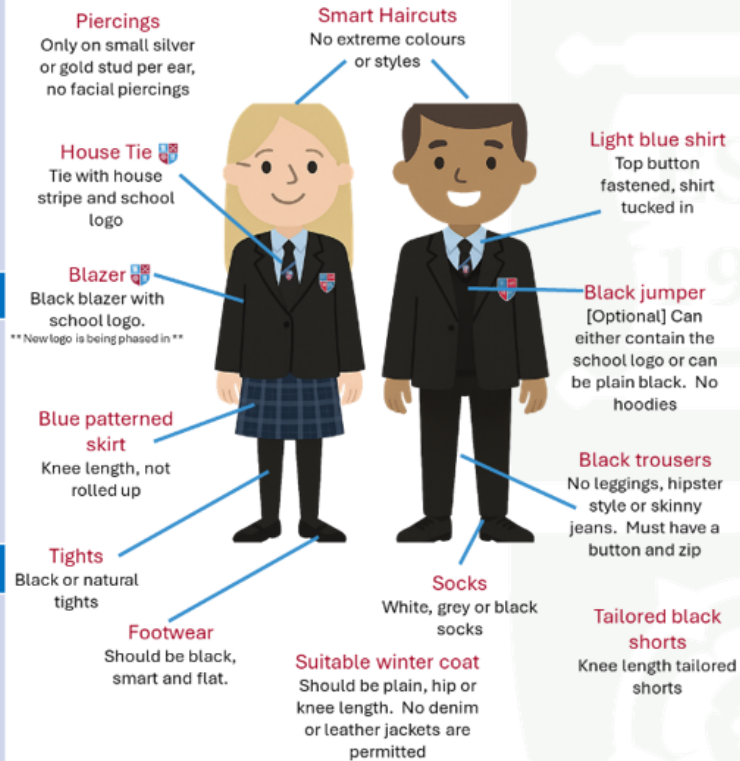
### All Staff will.....

- Ask students to wear items of uniform not being worn (tie/blazer).
- Award the uniform level (Tie image) if uniform is not being worn correctly.
- Award “j” and confiscate jewellery if worn around school.
- Ask students to wear their uniform tidily e.g. tuck shirts in.

### Heads of House will.....

- Celebrate students success in meeting uniform expectations weekly in tutor and within our assembly programme.
- Monitor use of the expectations on Arbor to ensure consistent use of levels and completion of sanctions.

The uniform is not gender specific and all expectations apply to all genders. Branded items are indicated with a school badge



### Students will .....

- Wear all uniform correctly at all times.
- Be expected to borrow correct uniform (leaving phone as a “valuable deposit”)
- Complete any sanctions given following behaviour levels awarded.
- Reflect on how to improve uniform if expectations are not met.

### Parents/Carers will .....

- Work with their child to ensure that expectations are met at all times.
- Reinforce the importance of following uniform policy.
- Support school by ensuring their child arrives at school in correct uniform.

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# WARBLINGTON SCHOOL

# Equipment Expectations

Ensure you bring the correct equipment/ books / materials to all lessons ✍️

### Tutors will.....

- Monitor equipment daily and thoroughly in Motivational Monday..
- Award behaviour points if needed.
- Explain to students when and why they have received equipment levels.
- Work alongside students to support reflection on how to improve negative behaviours.
- Award the "Perfect" 'E' level (5 House Points) during Motivational Monday.

### All Staff will.....

- Award the equipment level (Pen writing image) if it is missing in your lesson.

### Heads of House will.....

- Celebrate students' success in meeting uniform expectations weekly in tutor and within our assembly programme.
- Monitor use of the expectations on Arbour to ensure consistent use of levels and completion of sanctions.

"Every system, Every day"



- Appropriate sized school bag
- A clear pencil case
- 2 black pens
- 2 green pens
- 2 pencils
- Pink/green highlighter
- Glue stick
- Rubber
- Sharpener
- Protractor
- White board pen
- Water bottle
- Age appropriate reading book



### Students will .....

- Have all equipment shown with you at all times.
- Carry all equipment shown in a bag big enough to hold everything.
- Ensure that their reading book is school appropriate.
- Carry a re-fillable water bottle to help reduce single use plastic.
- Complete any sanctions given following equipment levels awarded.
- Reflect on how to improve equipment if expectations are not met.

### Parents/Carers will .....

- Make sure that their children understand the equipment expectations.
- Reinforce the importance of following the equipment policy.
- Support school by ensuring their child arrives at school with the correct equipment.

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# Mobile Phone Expectations

## Staff will.....

- Monitor student use of mobile phones continually throughout the school day.
- Award behaviour points as applicable.
- Explain to students when and why they have received phone levels.
- Work alongside students to support reflection on how to improve negative phone levels.

## The school will.....

- Support staff refused collection by picking up the student and placing them in WAVE.
- Monitor use of the expectations on Arbour to ensure consistent use of levels and completion of sanctions.

Follow mobile phone procedures 



**See it,  
Hear it,  
Lose it.**



We believe that all students should be digitally separated from mobile phones during the school day. Therefore:-

- **Mobile phones must be kept in school bags upon entry to school site as they are a safeguarding risk as well as a distraction.**
- If headphones/buds are seen, we will assume they are connected to a phone and both will be confiscated.
- Phones can be collected from reception at the end of the school day.

**“Every system, Every day”**

## Students will .....

- Follow the expectations surrounding mobile phones school.
- Keep in bag at all times.
- Accept that if their phone is seen/heard it be handed over to staff.
- ***Accept that a refusal to hand over a phone will lead to a day in WAVE for the following day.***
- *Hand in their mobile as “deposit” to attend any detention / borrow any uniform.*
- Reflect on how to improve phone use if expectations are not met.

## Parents/Carers will .....

- Make sure that their children understand the mobile phone expectations.
- Reinforce the importance of following the mobile phone policy.
- Support school by ensuring their child arrives at school with their phone in their bag.
- Not phone/text their child during the school day, but contact school reception to pass on any messages to their child.

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# Attendance Expectations

## Tutors will.....

- Take the register accurately and promptly.
- Welcome students back after absence.
- Notify via Attendance Teams any student who has been absent for two days with no note added to register.
- Use Arbor dashboards/analytics to monitor attendance patterns.
- Award the "Perfect Attendance" level (5 House Points plus student 'streak') during Motivational Monday Tutor session.

## Teaching Staff will.....

- Take the register accurately and promptly.
- Welcome students back after absence and check in with how they found the blended learning work whilst away.
- Add a Truancy level if child is not in lesson, but present earlier in the day.
- If a student has missed three consecutive lessons, Teams message Tutors to prompt whole attendance pattern search.

## The school will.....

- Monitor student attendance daily via register checks.
- Notify parents who have not phoned in with child's absence.
- Follow Attendance Policy for action should attendance of students fall below 95%.

## ATTENDANCE MATTERS!

When you're in school you...



Have the best possible start in life!

“Every system, Every day”

## Students will .....

- Attend school whenever possible.
- Attend all lessons on time.
- Check and complete Blended Learning on Arbor if well enough or when better before the next lesson.
- Attend detentions when avoidably late.

## Parents/Carers will .....

- Encourage child to attend school unless illness is severe. [Is my child to ill for school?](#)
- Alert school via Arbor if absent.
- Check Arbor daily to monitor attendance and punctuality to lessons.
- Support child in completing work when off school or in catching up when feeling better.
- Be aware of Government guidance re parental responsibility regarding attendance and lateness. [Parental Responsibility](#)

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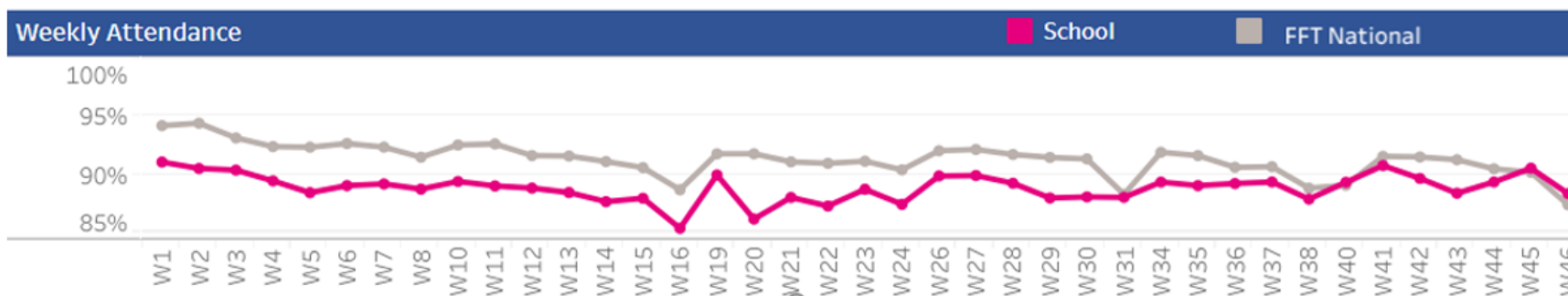
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# Attendance Expectations

Last year, 77.7 % of you kept your attendance above 90% - less than 19 days absence.

However as you can see, we were too far away from the national attendance shown in the grey line.



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# Attendance Expectations

Attendance Band	Average GCSE Grade
<b>0 - 5 days absent</b> 95% - 100%	4.6
<b>6 – 10 days absent</b> 90% - 94.9%	4.2
<b>11 - 15 days absent</b> 80% - 89.9%	3.6
50% - 79.9%	1.8
0% - 49.9%	1.6

“Every system, Every day”



## Punctuality

- We have a **second bell after the first** to signal when you are late.
- Any student not in the room before the second bell sounds will be marked as **LATE** on the register. If there is no clear reason, a 'G' level is awarded at the staff members discretion.
- All Level 'G's will lead to a **same day 15 minute detention.**
- If you are late more than once in a day the detention can be extended each late, up to a **maximum of an hour.**

Arriving to your lesson on time is vital.

We should all move purposefully and professionally to our next lesson following the one-way system.

We should take the quickest route to our next lesson.



# Reflection room expectations



## Teaching Staff in WAVE will.....

- Monitor students in the Internal Isolation area during the day
- Award house points as applicable when students meet expectations
- Explain to students when and why they have received levels using Arbor information.
- Work alongside students to support reflection on how to improve negative levels.

## Heads of House will

- Meet with students during the day to work with them to support their self-reflection.

## The school will.....

- Celebrate students success in meeting expectations.
- Monitor use of the expectations on Arbor to ensure consistent use of levels and completion of sanctions.

Always follow adult instructions

Remember, we are here to teach you the **habits** that will help you become **successful learners** and teach you the **behaviours** that will enable you to **thrive as human beings**

It is because **we believe in your potential**, that we want to provide you with theses **habits** and **characteristics** that will **develop** you into **successful human beings**.

Our expectations will never be 'strict' or 'unreasonable', we have high expectations because **we truly want to give you an advantage in life.**

## Students will .....

- Follow the expectations surrounding yellow levels awarded.
- Complete any sanctions given following levels awarded.
- Accept that a warning is just that a "warning".
- Reflect on how to improve when expectations are not met.
- Remember that a sanction is a sign that expectations were not met at that time, and that you can change this **behaviour**.

## Parents/Carers will .....

- Make sure that their children understand the Ready to Learn expectations.
- Reinforce the importance of following the Ready to Learn expectations.
- Support school by ensuring their child arrives at school ready to complete the sanctions should the expectations not be met.



## What's new?

- Toilets will no longer be open during lesson time. Every classroom will be provided with a toilet pass on a turquoise lanyard. If you need to use the bathroom you must swap their phone for the lanyard.
- Pastoral support- If you need pastoral support, you will be provided a purple lanyard.
- Medical- If you need medical support, you will be provided with a maroon lanyard.
  
- Students should **NOT** be out and about during lesson time.