



# Warbstow Primary Academy & Nursery

*Small and mighty is the Warbstow way*

Head of School: Mr J Pritchard

## Behaviour Policy

### January 2026

#### The Aims of the Behaviour Policy:

Warbstow Primary Academy & Nursery is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment. Our school behaviour policy is based on the school's values:

KINDNESS TEAMWORK RESPECT CURIOSITY COURAGE RESILIENCE

It is our aim that every member of the school community feels valued, respected, and loved and that each person is treated fairly and well. We are a caring community that promotes good relationships, so that people can work together with the common purpose of helping everyone to learn.

We have three rules which are known as 'The Warbstow Way'

- Ready to Learn
- Respectful
- Safe

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Outline our system of rewards and sanctions
- To teach through the school curriculum, values, and attitudes as well as knowledge and skills so that they can make full use of further opportunities successfully.
- To ensure that all children should acquire a love of learning; have a positive attitude towards responsible behaviour, encourage self-discipline and enable them to develop a respect for themselves and other members of society.
- To raise and maintain the children's self-esteem so that they leave us confident, articulate and self-disciplined individuals.

We believe that good behaviour is the hallmark of a good school. Our aim is to maximise teaching and learning time.

#### Legislation and Statutory Requirements

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/behaviour-in-schools)



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- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Section 175 of the [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk) 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 \(legislation.gov.uk\)](http://legislation.gov.uk), which require schools to regulate pupils' behaviour and publish a behaviour policy

As a school we have a positive ethos of praise and celebration. Our children are encouraged to grow holistically into well rounded young people. We always praise our children's effort rather than just their outcome and embrace learning from mistakes. We prioritise positive mental health, well-being and resilience, guided by our commitment to being a Trauma Informed School. Understanding trauma and childhood adversity is integral to our approach, ensuring our school environment supports the mental health and resilience of all pupils. Our Trauma Informed approach promotes full engagement in learning and life, with staff offering universal, group and individual support to help children navigate challenges. Our goals include teaching and reinforcing the skills necessary for academic success - while honouring each child's unique needs. We foster high self-esteem, aspirations, emotional regulation and empathy among students. Maintaining high behaviour expectations is crucial, and staff consistently model these standards. Constructive feedback is calmly provided to help students develop appropriate behaviours.

As a school promoting and teaching positive, calm behaviour rather than simply deterring negative behaviour is an integral part of our ethos. Understanding behaviour as a communication of unmet needs, we emphasise building positive, trusting relationships to foster behavioural change. Staff are expected to identify and address these needs to facilitate successful school engagement. Developing meaningful relationships with children is fundamental to their emotional, social and neurological development. Every member of our school community shares responsibility for managing and supporting behaviour, fostering an environment of predictability, containment and safety. High standards of behaviour are recognised, praised and rewarded, promoting a sense of security and positive social interaction.

As a school which embraces Trauma Informed practice, we actively support the triggering of oxytocin in children's brains through a nurturing environment. Positive relationships are key, the adults in our school nurture these relationships. This means that our children feel safe and happy. Positive relationships promote healthy brains, minds, the ability to learn and a positive mental health system.



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The key elements of our trauma informed approach are:

- Relationships, connection and belonging
- An environment of psychological and physical safety
- One size does not fit all – children are viewed developmentally
- All behaviour is viewed as communication and with curiosity
- A school approach with a common language, consistency and understanding
- Supporting children to develop the capacity for self-regulation
- A structured and predictable environment
- Adaptive to the needs and requirements of the child
- A 'no matter what' approach
- A protect, relate, regulate and reflect approach

The school uses a proactive, positive and supportive approach to behaviour which aims at

- Encouraging and celebrating positive behaviour.
- Explicitly prompting, modelling and reinforcing positive behaviours.
- Understanding reasons behind pupil behaviour and addressing these where possible.

The school recognises and embraces the importance of teaching learning behaviours so that our pupils develop an awareness of the impact of their own behaviour on themselves and others, are able to self-regulate and deploy coping skills, thus becoming more resilient individuals. These essential life skills will support our pupils to become motivated learners, determined to succeed.

Our 'ready to learn' approach to behaviour is designed to promote and teach these learning behaviours and supports with outlining our behavioural expectations. It is displayed in each classroom and acts as a tool to support with the embedding of a culture and ethos that supports with the development of positive relationships and behaviours.



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Individual behaviour strategies are used alongside the ready to learn system as appropriate, to support children in developing the skills to support with developing positive relationships and understanding of expected behaviours.

## Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, pupils' best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise



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- Verbal praise to parents about their pupils
- Stickers and stamps
- Certificates
- Celebration assemblies
- House points
- Sending good work to other members of staff for reward and praise
- Special responsibility jobs
- Special privileges (e.g. reward time)
- Class wide rewards

### Sanctions for Inappropriate Behaviour

We believe that any sanctions for unacceptable behaviours should be developmentally suitable, supportive of learning about physiological responses to challenges and not punitive, shaming or harmful to the child's self-esteem. Nevertheless, for any child not meeting the behaviour expectations, consequences will occur.

The 4 step system is followed by all staff throughout the school day: 1. Verbal reminder 2. Warning – 'Make a Choice' 3. Catch the Mistake 'It's time to make a change' 4. Time to reflect and reset with an adult.

All incidents fed back to parents will be recorded by appropriate staff on My Concern. The Senior Leadership Team will monitor records for behaviour patterns and suggest appropriate Individual Behaviour Plans and bespoke support if required.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of this policy is on reward and praise, which should be given whenever possible for both work and behaviour. All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequences. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Sometimes, however, for a variety of reasons, a child will continue to find it difficult to behave in an expected manner. If this happens, there are further strategies and sanction that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

Clear communication with parent and carers to celebrate pupil successes and areas of difficulty is an integral part of this process.

### Restoration, Reflecting and Resetting Negative Behaviour



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When incidents occur, staff aim to let children calm down, listen to all involved and encourage reflection and apologies when appropriate. Once the child is calm, staff engage in the 'time to reflect' which helps children:

- Recognise their physiological responses and label their emotions.
- Understand that while feeling emotions like anger is acceptable, certain behaviours, such as hitting, are not. This process promotes accountability without blame and is built on trust and respect. It is crucial for personal growth. Reflection offers opportunities to refocus behaviour and discuss strategies for managing similar situations differently in the future

### Break/Lunch/Assembly

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through genuine and informal praise. During break and lunch time, if a child is finding it difficult to adhere to 'The Warbstow Way' and the school's values, the 'ready to learn' approach is used and alternative provision and time with an adult to reflect will take place.

### Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Warbstow Primary Academy welcomes the interest and close involvement of parents, and we expect that parents will support the agreed behaviour policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

### Personal Behaviour Support Plan

Children who persistently have difficulties with managing their behaviour and emotions and dysregulate frequently, will have a Personal Behaviour Support Plan and risk assessment written up. If their behaviour responses continue to escalate, an agreed with the parents, staff and the child. This will identify the additional strategies to support the child including any adaptations to provision.

In certain circumstances it may be necessary to conduct a risk assessment of a pupil in order to ensure the safety of the child and that of others. This is written in partnership with parent / carers and where applicable members of the Trust Inclusion Lead and wider multi-agency professions.



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## Reasonable Force

Warbstow strives to provide a safe learning environment for all pupils. All staff have received PRICE training "Protecting Rights in a Caring Environment" which is used as a framework for managing situations involving challenging behaviour, with physical intervention being a last resort. This training equips staff with the knowledge and skills to respond to challenging behaviours. If a pupil's behaviour responses continue to escalate, an RPI plan will be completed. All incidents where pupils need to be held to help them regulate will be recorded, any support plans reviewed. Parents/carers will be informed as a matter of course.

## Bullying

Warbstow Primary Academy and Nursery does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything within our power to ensure that all pupils feel emotional safe with the school environment and attend school free from fear. See Anti-bullying policy for more information.

## Dealing with Serious Incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon
- The legal duty to make provision to tackle all forms of bullying

There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School with support from Aspire Multi Academy Trust has a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.



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At Warbstow we strive to provide a safe learning environment for all pupils. It may be necessary for staff to use 'reasonable force' as detailed in the Trusts Behaviour Policy. have a positive handling policy (PRICE) which trains staff in how to safely handle children.

### Fixed-term and Permanent Suspensions

A child may be suspended from school for a number of reasons (see below), and for anything from half a day to permanently. Only the Head of School has the power to suspend a child from the school. The Head of School may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head of School may also suspend a pupil permanently.

Before taking such a step the Head of School will have taken advice from Aspire Multi Academy Trust, its Hub Council and possibly other partner agencies e.g. educational psychologist, Educational Welfare Officer.

If the Head of School suspends a child, they inform the parents immediately, giving reasons for the suspension in writing. At the same time, the Head of School makes it clear to the parents that they can appeal against the decision to the Hub Council. The school informs parents how they can make an appeal. The Head of School informs the Local Authority, Aspire and the Hub Council about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term. The Hub Council itself cannot either suspend a child or extend the suspension period made by the Head of School.

Warbstow Primary Academy will adhere to the legislation 'Exclusion from maintained schools, academies and pupil referral units in England, September 2017' which relates to:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) England, 2012
- Section 89 of the Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007 as amended by the Education (Provision of Full-Time Education for Excluded Pupils) Amended Regulations 2014

### Fixed-term Suspensions

If a child's behaviour shows no improvement after all available options to the school have been used and all the above procedures followed, then a child will be suspended for a fixed term. This can be for one day or up to five days. Other reasons for a fixed term suspension:



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- Physical or threatened assault on another child or member of staff
- Constant disruption to the education of other children
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

### Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to:

- A serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour
- Threatened or actual physical assaults
- Sexual abuse
- Supplying illegal drugs or carrying an offensive weapon

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- A thorough investigation has been carried out
- The child being considered for exclusion has been encouraged to give their version of events
- Consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- A written record of actions taken and interviews with the child are kept – including any witness statements which should be signed and dated wherever possible
- An exclusion is only made where the evidence shows that the child was responsible for the incident.

### Monitoring

The Head of School will monitor the effectiveness of the behaviour policy on a regular basis, reporting to Aspire Multi Academy Trust on the effectiveness of the policy and of necessary, make recommendations for further improvements.



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