



WARREN FARM

PRIMARY SCHOOL

Behaviour and Exclusions **Policy 2025-2026**

Approved By	Trustees	Date : 23rd March 2026
Last Reviewed	9th September 2025	
Next review by	23rd March 2026	

1. Aims:

This policy aims to give a clear code of conduct for the use of all Warren Farm adults and children. Put together after discussion with staff and children and shared with parents/carers and governors, it reflects values and principles that are important to our school community.

This policy:

- Describes our consistent approach to behaviour management;
- Defines what we consider to be unacceptable behaviour, including bullying;
- Outlines how children are expected to behave;
- Summarises the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outlines our system of rewards and sanctions.

2. Legislation and statutory requirements:

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Values and principles:

We will ensure that at every level, in all our work and through all aspects of the school community and its life, everyone will be treated equally, reflecting the Equality Act 2010. We will not discriminate against the protected characteristics: age, disability, gender, gender-identity, race, religion or belief and sexual orientation (Article 2).

In order to promote diversity and equality for all at Warren Farm Primary School, EVERYONE is welcome. Furthermore, we aim to develop an ethos where children can enjoy a welcoming, secure, happy and healthy environment, where all members can develop self-confidence, self-esteem, self-motivation, independence, compassion, acceptance and understanding of others. We aim to help everyone achieve their potential, through having high expectations of themselves.

We will therefore:-

Provide an appropriate broad, balanced curriculum through which children will become:

- Literate, numerate and conversant with modern technology.
- Foster a respect for, and interest in, the environment, both local and global.
- Provide fitness for life through physical activity and health education.
- Recognise and support the special needs of everyone.
- Encourage everyone to develop a sympathetic understanding and respect for all cultures, faiths and lifestyles and to recognise the enrichment provided through cultural diversity.
- Recognise individual rights to justice and equality through a curriculum and environment based on anti-racist and anti-sexist principles.
- Value, encourage and respect the partnership between home and school, and aim to build upon children's experiences; parental contributions to school will always be valued and encouraged.
- We as staff, children, governors and families need to understand and adhere to by law, Fundamental British Values: democracy, the rule of law, individual liberty and mutual respect.

4. Definitions:

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school code of conduct
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, for example:

- Knives or weapons

- Illegal drugs

- Stolen items

- Fireworks

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 child).

5. Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy. These are linked to the 9 protected characteristics in the Equality Act 2010.

Child on Child Abuse/Sexual Violence or Harassment

All forms of child on child abuse including sexual violence or harassment is serious and will be dealt with immediately. Incidents must be reported to members of the Senior Leadership Team and if necessary a DSL referral can be made to external agencies, if needed.

At Warren Primary School all children and learners are protected from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and children and learners are helped and supported to treat others with respect.

6. Roles and responsibilities:

The Governing Body

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the head teacher to account for its implementation.

The Head Teacher

The head teacher is responsible for reviewing and approving this behaviour policy. The head teacher along with the Senior Leadership Team 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

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and supporting each other.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs.
- Ensuring children are supervised whilst moving around school.
- Ensuring that at break time, children are taken to the playground by the class teacher/teaching assistant who will remain with them until the member of staff on duty arrives.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

At Warren Farm Primary School, we address all behaviour with guidance from the 'Framework for Intervention' (see appendix 1). Framework for Intervention starts by considering the behavioural environment rather than trying to deal with problems with an individual child.

7. Rewards

Our rewards system operates on an individual, group and class level. We use the following approaches to reward positive behaviour.

Behaviour	Rewards
<p>Individual</p>	<p>Classroom</p> <ul style="list-style-type: none"> • Verbal and non-verbal praise • Class Dojo points • Stickers • Visit to year group leader/Phase leader/Deputy Head Teacher/Head Teacher • Teacher's own 'in class' behaviour incentives <p>Break time and lunch time Lunchtime supervisors have stickers that they can reward for good behaviour and also can award whole class dojo points</p> <p>Opportunities for greater responsibility in school Pupils are nominated by their peers and teaching staff to take on a variety of roles:</p> <ul style="list-style-type: none"> • Play leaders (Yr 5) • School Council (Years 1 - 6) <p>Certificates during Assemblies</p> <ul style="list-style-type: none"> • Weekly assembly (Child of the week) • Head Teacher award - Child of the term (once a half term)
<p>Group</p>	<p>Classroom</p> <ul style="list-style-type: none"> • Teacher's own behaviour incentives for 'above and beyond'. Opportunities for greater responsibility in school – see above
<p>Class</p>	<p>Development and recognition of team work</p> <p>Golden coin jars –As a class, the children must work together to earn a coin for their jar. Coins can be earned for a variety of things:</p> <ul style="list-style-type: none"> • lining up quietly • moving around school calmly • entry and exit from assembly • all children staying on class recognition board • collectively displaying the value of the month • teamwork/ co-operation <p>These can be awarded by all staff and visitors. Class teachers and teaching assistants may award them to other classes as well as their own. When the jar is full an agreed class award can be obtained (chosen in collaboration with the class staff and children). E.g. DVD, golden time, additional computing time, craft sessions etc.</p>

10. Response to Inappropriate Behaviour

On occasions, where a child finds it difficult to follow our core values, adults will:

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups and/or public criticism of individuals;
- provide children with the opportunity to make amends – repair and restore.

Where necessary, individual children may need to have a personalised behaviour plan, which would be set up in conjunction with the class teacher and Learning Mentor/ Inclusion Manager or another Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

Remember: it is the behaviour which is unacceptable, not the child. Consider the deed not the perceived reputation of the child.

	Steps	Actions
1	Verbal Warning	<p>A verbal caution delivered privately, wherever possible, making the child aware of their behaviour, reminder of core values and clearly outlining the consequences if they continue.</p> <p><i>Children may be displaying anxiety through their behaviour. Staff must respond with a supportive approach in order to prevent the behaviour from escalating.</i></p>
2	Time out within the classroom (thinking/ calm time)	<p>Thinking/ Calm Time will be a short time at an appropriate place inside or outside the room, in a thinking space or at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short.</p> <p>Depending on the child's age and appropriateness, this could be an opportunity for the child to record their voice/ reflect.</p>

		<i>Children may display a verbal or emotional outburst. Allow venting but if possible, remove the audience or the person from the situation.</i>
3	Playtime Reflection (Playtime reflection or lunchtime reflection for lunchtime behaviour)	<p>A playtime (or lunchtime for lunchtime behaviour) reflection given where children will be given the opportunity to reflect on their behaviour.</p> <p>Parents to be informed that a reflection has been given (verbally by class teacher and letter sent home).</p>

4	Report cards	<p>Green report card to be issued by the classteacher for the day</p> <p>Orange report card to be issued by the phase leader for the week-all privileges to be taken away.</p> <p>Red report card to be issued by SLT for the week</p>
	<p>Supporting children to get back on track</p> <p>Fail safe choice</p>	<p>Speak to the child privately and give them an opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour.</p> <p>I noticed that you are... (<i>having trouble getting started/struggling to get going/struggling with playing kindly</i>).</p> <p>The expected behaviour you have not shown is... (<i>be kind/be the best you can be/be respectful to everyone and everything</i>).</p> <p>You have chosen to... (<i>move to another seat/catch up with your work later</i>).</p> <p>Do you remember last week when you... (<i>got that positive note/received a sticker/did that fantastic learning</i>)?</p> <p>That is who I need to see today...</p> <p>You need to...</p> <p>I expect... (<i>to see your table tidy in 2 minutes</i>)</p> <p>I know you will...</p> <p>Thank you for... (<i>give them take-up time</i>)</p> <p>A fail-safe choice is a limit of 2 choices.</p> <ul style="list-style-type: none"> • Give choices that are possible e.g. would you like to talk to me about this now or later in private?’ • Allow time to make a choice • Consider non-verbal communication
4	Repair conversation	<p>Repair and restore conversations to take place during play/lunchtime reflections (also appropriate after ‘thinking time’):</p> <ul style="list-style-type: none"> – use restorative language. <ul style="list-style-type: none"> • What happened? • What were you thinking/ feeling at the time? • What do you think/feel about it now? • Which core value were you not showing? • What impact has this incident had on you and others? • Who has been affected – how did it make them feel? • What has been the hardest thing for you? • How can you make it right? • How can you make sure this doesn’t happen again? <p>Depending on the behaviour displayed and whether the behaviour is repeated, this step may involve SLT.</p>
5	Record	<p>Serious, concerning or repeated incidents must be recorded so that behaviour incidents can be tracked and monitored.</p> <p>Play/lunchtime reflections should also be recorded.</p> <p>SLT/Teachers/TAs:</p> <ul style="list-style-type: none"> • If teachers or TAs need to communicate with one another about a child’s behaviour, this should be done privately

		where possible.
--	--	-----------------

		<ul style="list-style-type: none"> • Incidents must be recorded on CPOMs. The Head Teacher receives automatic alerts of these logs. • Teachers must keep parents informed of behaviour concerns through face-to-face conversations or phone calls. <p>Lunchtime Supervisors:</p> <ul style="list-style-type: none"> • If it is possible to privately inform the class teacher, please do so. • Public reports of behaviour concerns must be avoided. • Serious behaviour incidents must be reported to the Deputy or Head Teacher.
6	Support	Some children may require additional support. Recording of behaviour logs will support SLT's decisions to make referrals for mentoring with a Learning Mentor or counselling through Malachi.

11. Break-time and Lunchtime behaviour – Pupil Code of conduct

Rules for the playground

- We are gentle
- We are kind and helpful
- We play well with each other
- We care for the equipment and the environment
- We are respectful towards adults and children

In the playground

- Staff on duty must make sure they are out on time to commence their duty.
- Staff are punctual collecting their classes at the end of break/dinner time.
- A bell is rung to signify the end of break-time.

Wet break-times

Staff stay with their classes during wet break-times. Comfort breaks can be taken by teachers asking support staff to supervise the children.

12. Concerns which do not respond to routine.

These concerns should be given more consideration leading to planned interventions. It would be expected that any such concern would be shared with colleagues. 'Expressing a concern is a strength not a weakness'.

Serious Offences (including child on child abuse, racist, bullying and homophobic incidents).

1. These will be responded to promptly, but may not require planned interventions if they are 'one offs'.
2. All incidents of a peer on peer abuse, racist, homophobic and bullying nature need to be recorded on CPOMs and reported to the phase leader/ DSL in the first instance who will then escalate to the Deputy Head Teacher/ Head Teacher.
3. The Head Teacher/Deputy Head Teacher must be informed of any such incident and the actions taken at the earliest opportunity.
4. Incidents of this nature need to be treated seriously; investigations to be carried out and parents to be informed at each stage by Deputy Head Teacher or Head Teacher. A meeting may need to be arranged with the parents to discuss further.

13.Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

14.Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy that outlines procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

15. The use of force to control or restrain pupils

Teachers and other persons who are authorised by the Head Teacher to have control or charge of pupils may use 'reasonable force' to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- Injuring themselves or others;
- Causing damage to property, including their own property and
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils.

The school follows the principles and strategies based on the Team-Teach approach. Staff are required to keep the three key questions in mind:-

1. How is this intervention in the best interests of the individual? (Rather than in the interest of the staff);
2. Is it proportionate to the circumstances it is intended to prevent? (If we did not take this action now is something worse going to happen?);
3. Is it necessary to do this now? (If we wait, might it get better or is it likely to get worse?).

Any staff who are involved in an incident where restraint may be necessary should immediately seek help from other adults and other adults should be as supportive as possible of each other. Any incident should be reported to the Head/Deputy head teacher who will record the incident. Physical restraint should be used only in exceptional circumstances. De-escalation strategies should be used in the first instance (as in line with LA Policy on Care and Restraint). For more information see Safeguarding and Child Protection Policy.

16.Internal Suspension

Children who keep on being disruptive or violent may be put on internal suspension, in the Family Support worker's room or Head teacher's room for a fixed period of time. Parents will be informed if this has occurred or is going to occur.

17.Fixed Term & Permanent Suspensions

The school follows the LA procedures for suspension and appeals against suspensions. External

suspension is a last resort for a serious matter. Parents will be notified of the reason for the suspension.. Before the pupil is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern does not occur. A written record of the discussion and commitments to the agreed plan by both the parents and the school will be made. One copy will be kept in the school's record and one sent to the parent. School work will be provided for any suspended child and the child will be expected to complete such work. Following the external suspension, a meeting will take place between the parent, pupil, Inclusion Leader and Head/Deputy Head Teacher. The completed work done during the exclusion will be reviewed. As a last resort, a pupil may be suspended permanently, at the Head teacher's discretion, in consultation with the chair of the Governing Body (as per the LA procedures). Permanent suspension means a child is expelled. The local council must arrange full-time education from the sixth school day. Subsequent decisions to be taken by the Governing Body. Parents are invited to a review meeting with the school's governors if their child has been permanently suspended. This will happen within 15 school days.

18. Confiscation

Any prohibited items (e.g. knives or weapons, illegal drugs, stolen items and fireworks) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

19. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil. The school's Inclusion Lead will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

20. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

21. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (Team –Teach approach). Behaviour management will also form part of continuing professional development.

22. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and governing body annually or as required. At each review, the policy will be approved by the Head Teacher.

23. Links with other policies and guidelines

This behaviour policy is linked to the following policies and guidelines:

Anti-bullying policy

Online safety and AUP policy

