



Positive Behaviour Policy (2025-2026)

Warwick Schools Foundation Multi School Trust

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Positive Behaviour Policy

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Section 1 Introduction

The policy sets out our expectations for all of our schools and those working with parents, local authorities and our health and social care partners, it also references throughout the relevant DfE legal guidance and policies. The Warwick Schools Foundation Multi School Trust (WSF MAT) recognises that the highest standards for behaviour are central to achieving the best education for our pupils and achieves this through a combination of proactive, positive culture building norms, proactively teaching pupils how to behave well alongside fair and transparent systems of rewards, sanctions and support. We believe in the power of descriptive verbal praise and in the certainty, not necessarily severity, of sanctions and/or consequences in creating a culture conducive to learning and thriving in education. We aim to give all pupils the knowledge and understanding that will enable them to become increasingly self-disciplined and able to make positive choices for themselves. All our schools have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits.

Throughout this document we have used the term 'families' to refer to our pupils' parents, carers or others that hold parental responsibility, or 'PR', including the Corporate Parent for those to whom that applies.

This policy should be read in conjunction with the following policies:

- Anti-Bullying (September 2025)
- Care and Control (school based)
- Safeguarding and Child Protection
- Equality Information and Objectives
- Exclusion (September 2025)
- Online Safety and Acceptable Use of Information Technology (school based)
- Staff Code of Conduct
- Special Education Needs and Disabilities (SEND)

Each of our Trust Schools have their own Behaviour Policies (and related policies) and these can be found on their websites. The relevant policy for Evergreen School is called Regulation Support (Behaviour) Policy. The Trust recognises and supports the schools in their approach to managing behaviour within their local and individual context

Section 2 Compliance

This policy is underpinned by the following legislation and guidance:

- Education Act (2002), as amended by Education Act (2011)
- Education and Inspections Act (2006)
- School Discipline [Pupil Exclusions and Reviews] – England - Regulations (2012)
- Equality Act (2010, revised 2018)
- Searching, Screening and Confiscation at Schools (2018)
- When to call the police: guidance for schools and colleges (NPCC)
- Keeping Children Safe in Education (2025)
- Behaviour in Schools (2024)
- Suspension and Permanent Exclusion (2024)

Section 3 Scope and purpose

3.1. All our schools:

- have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve
- ensure all pupils develop excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling pupils to reach their full potential
- create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- have a no tolerance approach to all forms of child-on-child abuse, including bullying and cyberbullying, and work hard to create a positive and safe learning environment
- work to develop and support all staff to manage behaviour with a high level of professionalism, dignity and fairness to maintain a safe and purposeful environment
- build positive relationships between families, our schools and pupils

3.2. These aims are supported by regular and pertinent staff training and practice; close family and community links; pupil organisation and opportunities in line with our Equality and Information Objectives; the boosting of pupils' self-esteem through positive reinforcement and a broad and balanced curriculum, including enriched extra-curricular activities and social and community events aimed at celebrating diversity whilst seeking and emphasising commonality.

3.3. Behaviour expectations and pupils with SEND

All our schools have a duty to manage pupil behaviour effectively, including for those with underlying needs to maintain a safe, purposeful and effective learning environment for the pupil involved as well as for all pupils and staff.

We aim to establish a culture that consistently promotes high standards of behaviour and provide the support needed for all pupils to achieve and thrive both in and out of the classroom. Each of our schools have developed 'whole school' approaches that foster a sense of belonging, facilitate learning, and benefits all pupils equally. Some pupils with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness, often through provision that is 'additional to or different from' the main offer, to meet those needs. In addition, pupils with SEND may have behaviours that are not arising from their additional needs and other pupils' behaviour may be arising from SEND that has not yet been identified or understood.

We aim to establish behaviour systems that are consistent and based on high expectations as the norm but are also flexible and responsive enough to support a wide range of needs and support all pupils to learn from their behaviour and move forward in a positive way. These encourage directly teaching pupils the skills and understanding that underpins good behaviour and anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

3.4. Duties under Keeping Children Safe in Education 2021

We recognise that challenging behaviour and particularly a change in a child's behaviour can be indicative of a child protection or wider safeguarding need. For this reason, all our behaviour systems, including sanctions, incorporate opportunities for restoration, relationship building, consideration of what support is required and, where appropriate, referral for further assessment.

We prioritise the proactive teaching of the underlying skills and understanding that underpins our culture of high expectations, including ensuring all pupils know how to seek help if they need it.

We take all forms of child-on-child abuse, including bullying and child on child sexual harassment and sexual violence, extremely seriously.

More detailed information about this can be found in the Safeguarding and Child Protection Policy and Anti-Bullying Policy.

Section 4 Roles and responsibilities

4.1. The majority of time in all our schools is spent reinforcing a culture of high expectations and positivity to maintain good order and discipline that allows pupils to maximise their potential. At times, pupils may make the wrong choices and when this happens we will take a proportionate and proactive response to maintaining the positive culture and progress. The lists below make clear the power and responsibility of the governing body, Headteacher and all staff to uphold a safe and secure environment in line with this policy.

We also recognise that the strength of any behaviour policy or system is in how it is communicated and understood by all stakeholders, and the positive and trusting relationships between those stakeholders. It is crucial that each school shares its behaviour system clearly with all staff, pupils and families; that the implementation is supported by the partnership between school, pupil and families; and that the schools work cooperatively and reciprocally with other schools, the Local Authority and our health and social care partners.

The Headteacher and the Governing Body

- The Trust Board approves the Positive Behaviour Policy; it has a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils.
- the Local Governing Body annually scrutinises and approves the individual school routines and practices
- the Headteacher is responsible for ensuring the school aligns to the Trust's mission and values, follows Trust policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of sanctions and praise / reward
- the Headteacher and staff have the power to use reasonable force and other physical contact to maintain and restore order (as stipulated in the school Care and Control Policy), but cannot, under any circumstances, use force as a form of punishment. Corporate punishment of any kind is entirely illegal

- the Headteacher and delegated staff have the power to search pupils, screen electronic devices, and to confiscate property in circumstances that align with the Care and Control Policy and section 9.0 of this policy (see below)
- the Headteacher and delegated staff have the power to discipline pupils outside of school hours if it is a school-related matter, or the pupil's actions undermine the safety of anyone from our community or the good reputation of the Trust
- all schools have the power to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day
- all our schools work actively within local partnerships (Local Authority Partnership, Fair Access Protocol: LIF, FAP) to improve the standard of behaviour across the Warwick and Leamington Spa areas.

All staff

- Some staff, for example senior leaders and behaviour practitioners, may have additional responsibilities delegated to them by the Headteacher, for example the power to search, screen and confiscate items, in line with guidance and Trust policy
- all staff must have read and understood this policy and other related policies, and sign to say that they have read and understood them as part of the induction process
- staff are responsible for knowing and understanding the systems in place to support behaviour, upholding them within their school, and seeking support if necessary
- all staff will behave professionally and in a way that demonstrates appropriate behaviour to the children through learning by example
- staff are responsible for being responsive to signs of child-on-child abuse and acting swiftly and appropriately, in line with our Anti-Bullying Policy and Keeping Children Safe in Education

All pupils

As part of our ongoing commitment to maintaining a culture of safety and learning for all pupils, staff and visitors to our schools. Pupils will receive ongoing direct learning opportunities through PSHE, as well as indirect learning opportunities through observing the professional behaviour of the adults around them. This will include but is not limited to:

- learning how their behaviour impacts others and their own future selves
- learning about identity, protected characteristics, prejudice and discrimination
- learning about ways to seek help and support
- building trusting relationships with staff
- learning from the professionalism and conduct of staff

All pupils have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the school or wider school community.

Families

We expect all families to work with us in supporting good behaviour that is conducive to learning and thriving in education and beyond and in upholding our positive culture. Our success as a Trust is built on this three-way relationship between the home, school and child.

Section 5 Whole School Culture

5.1. Pupil transition, including in-year transfers, and induction periods, together with the start of each academic year are ideal opportunities to set pupils up for success by ensuring that they and their families understand this policy and the school's own behaviour routines and systems from the outset. This can be further maximised by building positive relationships and beginning to develop strong sense of identity and self-worth in pupils. This can include but is not limited to:

- sharing the policy and routines with families from an early stage
- family open evenings and drop-in sessions
- having / creating a pupil friendly version of the policy and routines
- transition home visits and previous school visits
- additional transition days for vulnerable pupils

5.2. Pupils will also receive ongoing support and learning opportunities to understand and uphold the Behaviour Policy and school routines. This will be delivered through PSHE, re-induction, targeted support and intervention, as well as through staff leading by example. This will include learning that addresses behaviour directly, including the rationale behind sanctions and the importance of upholding the systems, as well as learning that addresses the underlying skills pupils' need, such as positive identities and understanding and celebrating diversity.

5.3. The Trust is committed to working preventatively wherever possible by developing strong; reliable routines; clear communication; working closely with families; and having simple, reliable but flexible systems for responding to behaviour that does not meet the expected standard that are understood by all stakeholders.

5.4. For any pupil not meeting the expectations for behaviour resulting in the School's behaviour system needing to be applied, their support needs will be assessed and addressed to help reduce recidivism and allow them to learn from their behaviour. As part of communicating this policy and their own behaviour routines to pupils and families, each school should make clear what support is available and who the key staff members are that will be responsible for it. The expectation that support will be provided applies equally to all pupils, but we are also aware that for some pupils, such as those with SEND or those with a social worker allocated, the need for support may be greater or required sooner than that of their peers.

5.5. A pupil's behaviour online and via media (e.g. by text message or phone call), including outside of school hours, will be considered within Trust or School policies whenever that behaviour could impact on our schools' pupils, staff, visitors or on the reputation of an school or the Trust itself.

5.6. A pupil's behaviour outside of their school's grounds and hours will be considered within our policies whenever that behaviour could impact on our schools' pupils, staff, visitors or on the reputation of an school or the Trust itself, for example if they are identifiable as a WSF MAT pupil or if their behaviour presents risk of harm to themselves or others, regardless of whether they are identifiable as a Warwick Schools Foundation Multi School Trust pupil or not.

5.7. Pupil mobile phones and related devices (smartwatches, tablets etc.) are banned on our school sites during the school day, including before and after school activities, but we also recognise that the decision as to whether or not a child has a device belongs with their family and that having a device can significantly increase a child's safety if they travel to and from their school independently. All schools will clearly identify places pupils are allowed to store their switched off devices during the school day, e.g. lockers or a safe storage space, and the time / space parameters in which they are not allowed to be seen with their device, e.g. once they are through the school gate or when the bell rings for the start of the day. All staff will receive training at least annually on how technology can be used to facilitate harm or impact negatively on a child's mental health and wellbeing. There may be times when, at the Headteacher's discretion, a pupil is allowed to use their device during the school day, for example to show a member of staff something, to facilitate an investigation, or to get a family member's phone number. More detailed information on appropriate use of technology can be found in our Online Safety and Acceptable Use of Information Technology Policy.

5.8. All known and suspected criminal behaviour will be reported to the police without delay. Wherever possible, the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges' will be used to support a child centred but timely response to any concern.

Section 6 Rewards, sanctions and consequences

6.1. Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all stakeholders, but particularly the pupils themselves. Rewards and positive reinforcement should be applied clearly and fairly to enforce routines, expectations and the norms of each school's culture and ethos. Examples may include but are not limited to:

- descriptive verbal praise and positive reinforcement
- communicating praise to families via phone call or written correspondence
- recognition events for individuals, groups or whole cohorts
- positions of responsibility, such as Head Pupil, or being given a particular role, such as student councillor or class ambassadors

6.2. When a pupil disrupts learning or behaves inappropriately within the school, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce the school's positive behaviour culture.

6.3. It is the responsibility of each individual school to set out a clear system of possible behaviour sanctions, in line with guidance and this policy, communicate it to all staff, pupils and families, and ensure that it is upheld on a day-to-day basis.

6.4. Examples of appropriate sanctions may include:

- verbal reprimand
- loss of privileges
- detention / correction
- school based community services
- regular reporting, such as being 'on report' for a period of time

- fixed term exclusion (suspension)
- in the most serious of circumstances, permanent exclusion

6.5. What the law allows:

Teachers and all paid staff (unless the Headteacher has stated otherwise) can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. The Headteacher can extend the power to sanction pupils to non-paid members of staff, for example adult volunteers.

Staff can sanction pupils at any time that the pupil is at the school or elsewhere but under the charge of school staff, including on trips and residential. Staff can also sanction pupils in certain circumstances that fall outside of these conditions, namely when a pupil is identifiable as being from the school, when their behaviour has repercussions for the school (including threat to other pupils), and when the good reputation of the school or Trust could be impacted.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

Corporal punishment by school staff is illegal in all circumstances.

Section 7 Detentions and corrections

7.1. DfE guidance defines a detention as ‘... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.’

7.2. In our Trust, the terms ‘detention’ and ‘correction’ are largely synonymous terminology and the specifics of their use will be individual to each school.

7.3. In all cases, a detention or correction incorporate the following:

- an element of restoration, guidance and / or support as relevant to the situation
- if taking place at lunch or break, sufficient time to eat, drink and use the toilet
- if taking place out of school hours, consideration of any impact on the pupil’s safety and wellbeing:
 - travelling to / from the school safely
 - known caring responsibilities in the home
 - conflict with medical appointments, including mental health appointments
 - if the arrangement is in any way likely to put the pupil at increased risk of harm

7.4. Use of detention / correction outside of the normal school day is lawful if safety considerations have been made (see 7.3), the pupil is under 18, the Headteacher has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

- any school day on which the pupil does not have permission to be absent
- weekends during term time (not including a weekend that directly precedes or follows a school holiday)
- non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

Section 8 Reflection / Calm areas

8.1. All of our schools have the power to use supervised reflection, isolation rooms or calm areas as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. All schools will ensure that time spent in any such room is used as constructively as possible, that there is continuation of education, and that pupils are allowed to eat, drink and use the toilet.

8.2. Any removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable disruptive pupils to continue to be educated in a managed environment. Removal from the classroom will only be used once classroom behaviour strategies have been attempted or if the behaviour is extreme enough to warrant immediate removal.

8.3. In all schools where reflection / isolation spaces are in use, the Headteacher must make it clear to families that this form of sanction may be used, ensure an appropriately located and resourced space for it to take place, ensure appropriately trained and knowledgeable staff are in place to supervise, and that data and trends are analysed to inform whole school and targeted preventative work.

8.4. It may be that a pupil needs to be removed from the classroom to a reflection / isolation space for the immediate continued education of both the pupil and their peers, but each case then should be subject to the following considerations:

the sanction is proportionate to the situation and any special circumstances, such as SEND or having an allocated social worker, have been taken into account:

- consideration of any underlying factors which may require further assessment
- analysis of any patterns of behaviour that may be indicative of a need for support
- the pupil is supported to reflect on their behaviour and identify positive ways forward
- that any statutory plans that are in place (e.g. EHCP, Child Protection or Child in Need Plan, or Personal Education Plan for Children Looked After by the Local Authority) have been reviewed and all stakeholders informed
- there is a clear reintegration plan with appropriate support in place to facilitate success

8.5. Removal spaces such as these should be distinguished from the use of separation spaces used for non-disciplinary reasons, for example sensory rooms or nurture provisions.

Section 9 Searching screening and confiscation

9.1. Staff have the power to conduct a non-intimate search (i.e. instructing the pupil to empty pockets etc.), and to search their lockers, bags or coats, with consent from the pupil themselves. The age and ability of the pupil should be considered. Family / carer consent is not required and consent does not need to be in writing or formally recorded.

9.2. The Headteacher, and those authorised by the Headteacher, have the power to search without consent if they have reason to believe there may be “prohibited items” in the pupil’s possession. This includes:

- knives and weapons
- alcohol and illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- any item specified to be banned by the school’s own routines and systems, as long as this has been effectively communicated to pupils, staff and families i.e. as part of an induction process and/or displayed on the school website

9.3. The police will always be informed on the discovery of any illegal or dangerous item and efforts will be made to work with the police to determine where the item(s) came from.

9.4. Wherever possible, searches will be carried out by two authorised members of staff, by staff members of the same gender as the pupil, and with the pupil present as a witness. Wherever possible, searches that require physical contact or use of force will be conducted by a police officer or by a family member. These preferences may not be possible dependent on availability of staff in relation to the urgency of the situation and if the pupil being present compromises safety or maintaining good order.

9.5. Staff will confiscate and retain a pupil’s property if it is a banned item (see 9.2) or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal (see 9.3), the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the pupil at the end of that lesson
- returning the item to the pupil at the end of that day
- escalating the issue, including handing over the item, to a member of the senior leadership team
- discussing with the pupil’s family about how best to return or dispose of the item

Retention of, damage to or disposal of a pupil’s personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

9.6. If, when conducting a search in accordance with the above criteria, an electronic device is found that staff can reasonably suspect has been or is likely to be used to commit an offence, cause personal injury or damage to property, the data can be examined if there is good reason

to i.e. doing so could mitigate harm / damage being caused. This must be done in accordance with the appropriate guidance. When an incident involves youth produced sexual imagery (nudes / semi-nudes), the member of staff should involve the Designated Safeguarding Lead immediately and the appropriate safeguarding guidance followed.

Section 10 Use of reasonable force

10.1. Reasonable force can be used to prevent pupils from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder.

10.2. More detailed information about the use of reasonable force can be found in the Trust Care and Control Policy.

Section 11 Fixed term and permanent exclusion

11.1. All our schools work tremendously hard to avoid fixed term and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter. All our schools comply with the law and communicate with families as clearly as possible.

11.2. More detailed information about fixed term and permanent exclusion can be found in the Trust Exclusions Policy.

Appendix 1

Key questions for school level 'What to do... Positive Behaviour Policy'

1. How do we promote and maintain a whole school culture that fosters positive behaviour as the norm? (transition, induction, PSHE, routines, three way partnership, in-house therapeutic offer)
2. What rewards and recognition procedures are in place? How are pupils identified for them?
3. What is our system of sanctions? How does it work preventatively? Restoratively? How are pupils supported to recover from it?
 - a. Warnings and in-class
 - b. Detentions and corrections
 - c. Internal isolation
 - d. Isolation at other schools
 - e. Managed moves
 - f. Fixed term exclusion
 - g. Permanent exclusion
 - h. In-house behaviour units
 - i. AP and PRU
4. How do our systems work for pupils with SEND?
5. How do our systems work for pupils with an allocated social worker?
6. What support is available for pupils who are repeatedly getting into trouble at our school?
7. How are policies and information relating to behaviour management shared with all staff?
8. How are policies and information relating to behaviour management shared with families?
9. How are policies and information relating to behaviour management shared with pupils?
10. What should a family do if they have a query about any aspect of our positive behaviour systems?