



Wadebridge School Behaviour for Learning Policy

This policy was approved and ratified by
Wadebridge School in July 2025

This policy and its contents are made available to all Wadebridge School Staff and observed by all Trustees

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1. Purpose

1.1 The purpose of this policy is to create the environment and develop the ethos which aligns with our school CARE Values, and allow all members of the community within Wadebridge School to feel safe, valued and respected.

1.2 Wadebridge School believes that for high quality teaching and excellent student progress to be maximised, student behaviour needs to be excellent in all aspects of school and community life so that learning is free of disruption and distraction.

2. Policy

2.1 Wadebridge School behaviour procedure aims to set out how Wadebridge School develops and maintains good behaviour and positive working relationships in and out of the school community through clarity of expectations and systems, investment in routines, and highly effective communication.

2.2 Wadebridge School believes in equality of opportunity and will ensure that students are treated fairly, with respect, and with dignity at all times.

2.3 A safe learning environment, free from disruption and distraction, violence, bullying and any form of harassment will be provided for all within the school community. Instances of bullying will be dealt with within reasonable timeframes and in line with the following documents which can be found in the policy section of the school website:

Anti-Bullying Policy (on website)

Exclusion Policy (on website)

Alcohol and Substance Policy – Published September 2025

2.4 Wadebridge School will encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

2.5 Wadebridge School will not tolerate behaviour or language that targets a student's gender, disability, national origin, religion, ethnicity or sexual orientation. All instances, including casual use of racist, homophobic, misogynistic, or ableist language, will be met with a zero-tolerance response and the application of appropriate policies and procedures. Homophobic, racist, ableist, and misogynistic attitudes, behaviours and language are not welcome within the school and wider community.

2.6 A culture of praise and encouragement will be promoted in which all students can progress and achieve through Wadebridge School Rewards Programme (section 5).



3. Responsibilities

3.1 It is the responsibility of the School's Governing Body to:

- Establish a procedure for the promotion of desired behaviour and keep it under review.
- Ensure this policy is non-discriminatory and is communicated to students and parents/carers.
- Support the school in maintaining high standards of desired behaviour of students and staff.

3.2 The Headteacher of the school is responsible for the implementation and day-to-day management of this policy and the related procedures.

3.3 It is the responsibility of all staff within the school to:

- Ensure that this policy and related procedures are followed and consistently and fairly applied.
- Advise the Headteacher on the effectiveness of the policy and related procedures.
- Create a high-quality learning environment.
- Promote positive behaviour patterns for learning.
- Ensure this policy is applied fairly, consistently and in accordance with the relevant legal frameworks.
- Ensure the concerns of students are listened to and appropriately addressed.

3.4 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with school staff to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy or related procedures.

3.5 All students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. The curriculum includes opportunities for students to improve their understanding, for example, Assemblies, RSHE lessons & tutor time sessions.

3.6 The school will uphold the right to challenge and discipline any inappropriate behaviours 'outside the school gates' such as when:

- taking part in any school-organised or school-related or school-organised activity.
- travelling to or from school.
- wearing school uniform.
- a student is in some way identifiable as a student at the school.

3.7 The school will uphold the right to challenge and discipline any inappropriate misbehaviours at any time, whether or not the conditions in paragraph 3.6 above apply, that:



- could have repercussions for the orderly running of the school.
- pose a threat to another student or member of the public.
- could adversely affect the reputation of the school.

3.8 Reasonable force. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.

3.9 It is the responsibility of the Headteacher to ensure the policy is known by staff and implemented on a consistent basis. This is done at Wadebridge School by Mat Winzor through the following methods: Staff CPD, daily briefings and staff reading and understanding the policy on an annual basis.

4. CARE Values

Our CARE principles and values guide our whole communities’ daily actions and choices; everyone benefits and each individual will thrive at Wadebridge School:

C	Community & Cooperation
	We add value and raise the standards within our school and the wider community. We work together relentlessly so that everyone feels heard, understood and connected.
A	Ambition & Achievement
	We have the highest aspirations and ambitions for ourselves and for each other. We aim for nothing less than the most we are capable of giving.
R	Respect & Responsibility
	We always treat each other with dignity, compassion and respect. Our high standards mean we support each other and make well-informed decisions even when nobody is watching.
E	Endeavour & Enjoyment
	We cultivate a positive growth mindset by championing endeavour and enjoyment. We ensure constant engagement through our curriculum that enables everyone to flourish.

5. Rewards

5.1 A school ethos of recognition and encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this.

5.2 Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the related procedures.

5.3 Integral to the system of rewards is an emphasis on praise and recognition, both informal and formal, to individuals and groups.



5.4 Students are issued with a CARE Card at the start of each term and students will work through the various levels to attain the next card, through allocation of Class Chart Positives and teacher stamps during the school day.

5.5 Teachers are issued with a stamp to mark a student’s CARE card. Teachers must issue a minimum of 4 positive Class Chart Points each lesson and stamps, however this number may vary depending on the size of the class.

5.6 When a CARE card is completed, a student must present it to their Year Team and they will receive their reward and public recognition in the Wadebridge Welcome. The Year Team will record the CARE Card achieved on Class Charts for parents/carers to be made aware and celebrate.

5.7 An example of levels of CARE Cards and rewards that may be issued, including Class Charts tariff:

Bronze (2+)	Silver (2+)	Ruby (3+)	Gold (3+)	Diamond (5+)	Sapphire (5+)	Platinum (10+)
HOY Postcard	Stationery Lucky Dip	Stationery prize	HOY Lunch or Breakfast	Assistant Head Hot Chocolate	Deputy Head Lunch	Headteacher Tea Party

5.8 Each Year Team will hold an end of Half Term Celebration Assembly. During the Celebration Assemblies, students are awarded certificates and recognition which may include achievement and effort in subjects, attendance and overall attitude. The collected CARE cards may be used as a ‘lucky dip’ to further reward students if they are selected at random.

6. Consequences

6.1 Consequences are needed to respond to undesirable behaviour.

6.2 The range of consequences is defined in the school’s related Behaviour Procedure. These may include detentions in social times and after school, restorative conversations, intervention activities including in the Reflection Room (RRS), fixed term exclusions and permanent exclusions. This list is not exhaustive.

6.3 The school’s related procedures make a clear distinction between the consequences applied for minor and major offences.

7. Banned Items

Prohibited Items at Wadebridge School

- knives or weapons
- alcohol
- illegal drugs
- stolen items



- cigarettes and smoking paraphernalia e.g. lighters, tobacco, cigarette papers
- vapes or vaping paraphernalia e.g. vape liquid
- fireworks
- pornographic images
- any article that the member of staff 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)

This list is not exhaustive.

A minimum sanction for possessing any of the above items will be a fixed term suspension.

If a group of students are found to have a vape/smoking paraphernalia on them, the group who were present at the time of the banned items being used, will receive the same sanction regardless of who owns the vape or used the vape.

8. Searching, Screening and Confiscation

8.1 The Wadebridge School policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Wadebridge School is allowed to search for any item with students' consent. Written consent is not required; a member of staff can ask students to turn out his/her pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look inside the student's bags. The search will be carried out by two members of staff, with one member of staff being of the same gender as the student. If the student prefers two members of staff of the same gender this will be arranged. A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in Wadebridge School's rules as a prohibited item. Staff conducting a search may also conduct a search for concealed items using a handheld metal body scanner.

8.2 The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the students may have any of the following prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes and smoking paraphernalia e.g. lighters, tobacco, cigarette papers
- vapes or vaping paraphernalia e.g. vape liquid
- fireworks
- pornographic images



Any item which the member of staff believes has been used, or may be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

8.3 As per the DfE guidance, Headteachers and other authorised staff are permitted to search for any items prohibited by the school's behaviour policy or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the student).

8.4 The Headteacher and authorised staff can also search for any item banned by the school within its behaviour policy (see above). The school has the right to retain, confiscate and destroy items found as a result of a student search where appropriate or where identified with the Wadebridge School behaviour policy. Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above and in line with DfE guidance.

8.5 The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the school's rules. Wadebridge School has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

9. Suspensions and Exclusions

9.1 It is the responsibility of the Headteacher, Deputy Headteachers and Assistant Headteachers in Wadebridge School to make decisions about suspension and exclusion. These decisions need to follow the suspensions and exclusions policy.

9.2 Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.

9.3 The school will monitor the use of The Reflection Room (RRS) and report to governors each half term.

9.4 A reintegration conversation or meeting will follow each suspension, and for those children with SEND, Wadebridge School will review the students individual One Plan.

10. SEND and Reasonable Adjustments

10.1 Exclusions of students with EHCPs will normally only happen for cumulative incidents if the One Plan to support the child has been followed.

10.2 Exclusions for one-off serious offences of students with EHCPs can be considered by the Headteacher. The Headteacher must assess if the support detailed in the EHCP has been provided and, if not, could this have prevented the serious one-off incident.

10.3 Reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will



be taken and communicated to staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND reviews in line with the One Plan Procedure.

10.4 Some students may need additional scaffolding in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCo.

10.5 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

10.6 Wadebridge School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, Wadebridge School will do all it can to ensure that the student receives appropriate support.

10.7 Wadebridge School is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a student whose behaviour is in consequence of their disability, than would be imposed for a student exhibiting the same behaviour who does not have that disability.

10.8 Wadebridge School will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for Wadebridge School on the facts of the situation.

10.9 A One Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

10.11 Wadebridge School will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- training for staff in understanding conditions such as autism

10.12 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts,



such as Educational Psychologists and other support services such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

11. Related Policies, Procedures and Documents

11.1 Wadebridge School Child Protection & Safeguarding Policy

11.2 Wadebridge School Uniform Policy

11.3 Wadebridge School Exclusion Policy

11.4 Wadebridge School Behaviour Procedure

11.5 Wadebridge School Drug and Alcohol Policy

11.6 Behaviour and discipline in schools' DfE 2016

11.7 Use of reasonable force DfE 2013

12. Monitoring, Evaluation and Review

12.1 The Governing Body will annually review this policy and related procedures, to ensure its continuing appropriateness and effectiveness.