



Waterloo
Primary Academy

Behaviour Policy

Approved: February 2019

Responsible Personnel: Mrs J Brown

Review Period: Annual

Review Date: September 2024

To be formally approved by the Academy Council 19 October 2023





Statement of intent

All adults at Waterloo are responsible for managing pupil behaviour. Children are still learning how to behave and as adults, we are responsible for teaching them how to do this.

We all have the right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us, this means that pupils are always **respectful**, always **responsible** and always **ready to learn**.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not acceptable and explicit teaching can take place.

At Waterloo Primary Academy, we are committed to:

- **providing a safe, caring environment where optimum learning takes place**
- **encouraging responsible behaviour and raising children's self-esteem**
- **providing a framework, which allows us to teach the behaviours we expect from children and outlines what they can expect from us in return**
- **encouraging the children to have a sense of pride in themselves and in our school**
- **using a consistent and calm approach in line with the principles of emotion coaching**
- **ensuring all adults take responsibility for managing behaviour and follow up all incidents personally**
- **ensuring all adults use consistent language to promote positive behaviour**
- **praising and rewarding good behaviour**
- **challenging and correcting misbehaviour**
- **using restorative approaches when consequences are required**
- **promoting a culture of praise and encouragement in which all children can achieve**
- **promoting a view of community and personal accountability which will equip the children well for the responsibilities of adult citizenship**
- **ensuring equality and fair treatment for all**
- **preventing disruption, bullying, racism, discrimination, violence, harassment and anti-social behaviour**

Promoting positive behaviour forms a huge part of our role modelling at Waterloo Primary Academy. We teach, model, re-teach and re-model the behaviours we want to see. We let children know when they have done well and where children's behaviour falls short of our ethic of





excellence, we use reasonable and proportionate consequences, alongside support to prevent recurring misbehaviour.

We acknowledge that behaviour can sometimes be the result of educational needs, mental health challenges or other needs or vulnerabilities. We are committed to addressing these needs via an individualised and graduated response. We do not always know what children are dealing with, and an awareness that poor behaviour may stem from something else or be a cry for help, is

something that is acknowledged by all staff. As such, each member of staff adopts a trauma informed approach to supporting children.

Our Values

Alongside the academic excellence we aim to achieve for all, we aim to instil in our children, the values they need to succeed in life beyond Waterloo and make them good citizens of the world. Our core values underpin our approach to behaviour and are at the heart of all we do.



Pride

We value excellence in all we do. We think and act as our best selves.



Endeavour

We try hard all the time. We push ourselves beyond what we think is possible and we never give up.



Equality

Everyone belongs and everyone is treated fairly and with kindness.



Respect

We consider the impact of our words and actions and we treat others as we would like to be treated.

Expectations for Excellence

At Waterloo Primary Academy, we have three simple **Expectations for Excellence** that underpin our behaviour curriculum.

These are:

- **be respectful**
- **be responsible**
- **be ready to learn**

These expectations are designed to be easy to understand so that they can be applied from EYFS to Year 6 (see Waterloo Way curriculum plan).



We also follow the principles of **Fantastic Walking** and **Fantastic Listening** (see Waterloo Way curriculum). We explicitly teach children how to speak in class, how to be polite and demonstrate good manners, how to complete work in books and how to carry out other classroom routines. At Waterloo, our intention is to lead behaviour for learning by building school culture – making our school a place where children work hard, model strong character, are polite and attentive and strive to do their best.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy works in conjunction with a number of other school policies including the Waterloo Way Curriculum.

Roles and Responsibilities

The Academy Council will have overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- ensuring this policy is published on the school website
- supporting the Head of School to implement this policy and make decisions about matters of behaviour





The Head of School will be responsible for:

- the monitoring and implementation of this policy and of the behaviour procedures at Waterloo. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this
- determining the school's expectations for excellence and any disciplinary consequences, where behaviour fails to meet these expectations
- supporting staff with the day-to-day implementation of this policy
- publicising this policy at least once a year
- reporting to the Academy Council on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour
- issuing any fixed-term internal/external suspensions for serious acts of misbehaviour
- permanently excluding a child for repeated or very serious acts of misbehaviour (this action will be taken in conjunction with advice from the Academy Council, the CEO & LA)

The Mental Health Lead will be responsible for:

The senior mental health lead will be responsible for:

- overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties
- supporting behaviour management in line with the SEMH Policy

The SENDCo will be responsible for:

- collaborating with the governing board, Head of School and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff will be responsible for:

- explicitly teaching and re-teaching the Waterloo Way behaviour curriculum and monitoring its implementation on a daily basis
- teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- planning clear routines and classroom norms to reduce the opportunity for confusion, missed learning time and misbehaviour to take place
- catching children in and not out





- praising good behaviour publically and reminding children where necessary in private
- stepping in to address distractions at an early stage, correcting the misbehaviour non-invasively where possible, without breaking the thread of instruction
- running 'reflect and fix-it times' in response to misbehaviour
- planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves
- planning lessons to address potential areas of difficulty, to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- the progress and development of the pupils in their class

All members of staff will be responsible for:

- adhering to this policy and applying it consistently and fairly
- supporting children in adhering to this policy
- promoting a supportive and high-quality learning environment
- modelling high levels of behaviour
- being aware of the signs of behavioural difficulties
- setting high expectations for every pupil
- being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- issuing appropriate/agreed consequences where misbehaviour has occurred
- keeping the relevant members of staff up-to-date with any changes in behaviour

The relevant members of staff include:

- SENDCo
- Head of Year/Phase
- Pastoral Team
- SLT

Pupils will be responsible for:

- following the Waterloo Way curriculum and adhering to our 3 Expectations for Excellence
- their own behaviour both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff

Parents will be responsible for:

- supporting their child in adhering to the school expectations and reinforcing this at home
- informing school of any changes in circumstances which may affect their child's behaviour

Definitions

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.



This includes, but is not limited to, the following:

- **discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
 - **harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individual
 - **vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
 - **bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
 - **cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
-
- possession of legal or illegal drugs, alcohol or tobacco
 - possession of banned items
 - truancy and running away from school
 - refusing to comply with disciplinary consequences
 - theft
 - verbal abuse, including swearing, racist remarks and threatening language
 - fighting and aggression
 - persistent disobedience or disruptive behaviour
 - extreme behaviour, such as violence and serious vandalism
 - any behaviour that threatens safety or presents a serious danger
 - any behaviour that seriously inhibits the learning of other children

For the purposes of this policy, 'low-level unacceptable behaviour' is defined as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- low-level disruption and talking in class
- failure to complete classwork
- refusal
- rudeness
- lack of correct equipment
- running in corridors

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour.

Staff induction, Development and Support

All new staff will be inducted clearly into Waterloo's behaviour culture to ensure they understand our expectations and routines and how best to support all pupils to participate in creating the





culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing, will be supported to undertake any relevant training or qualifications. The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. We promote resilience as part of a whole-school approach using the following methods:

- **culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **community engagement** – we proactively engage with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff are made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management allows staff to:

- start the year with clear sets of expectations and routines that are understood by all children
- establish agreed rewards and positive reinforcements
- establish consequences for misbehaviour
- establish clear responses for handling behavioural problems
- encourage respect and the development of positive relationships
- make effective use of the physical space available
- have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to adhere to our Expectations for Excellence, which requires pupils to:





- be respectful
- be responsible
- be ready to learn (what this looks like is detailed in the Waterloo Way curriculum)

Alongside these whole-school expectations, each class has an established set of clear, comprehensive and enforceable classroom expectations and routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all the children, and the task has been explained clearly so all pupils understand what they are supposed to be doing.

Teachers will support pupils to understand and follow classroom expectations and routines. Attention is given to how expectations are worded, such as the use of positive language rather than negative. Teachers will share expectations and routines at the beginning of the academic year and revisit these daily. As far as possible, teachers will explain the rationale behind the expectations and routines to help children understand why they are needed, and will model expectations and routines to ensure that the children understand them. Teachers will also explain clearly to children what will happen if their behaviour falls short of the expected standard to ensure that they are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom expectations and routines, teachers will reinforce them in a range of ways, e.g. placing reminders of the expectations on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The Classroom Environment

At Waterloo, we understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- seating those who frequently model poor behaviour closest to, and facing, the teacher
- seating those who frequently model poor behaviour away from each other
- ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board

Teachers consider their positioning and move around the room so that behaviour can be monitored effectively.

Praise and Rewards

At Waterloo, we recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:





- they define the behaviour that is being rewarded
- the praise is given immediately following the desired behaviour
- the way in which the praise is given is varied
- praise is related to effort, rather than only to work produced
- perseverance and independence are encouraged
- praise is only given when a child's efforts, work or behaviour need to be recognised, rather than continuously without reason
- the praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise from teachers, we understand that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

As with praise, we understand that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **immediate** – immediately rewarded following good behaviour
- **consistent** – consistently rewarded to maintain the behaviour
- **achievable** – keeping rewards achievable to maintain attention and motivation
- **fair** – making sure all pupils are fairly rewarded

Rewards for good behaviour will include, but are not limited to:

- verbal praise
- communicating praise to parents
- house points, certificates, being mentioned in special assemblies
- positions of responsibility, e.g. being entrusted with a particular job/project
- activities for a class/year group

Managing Behaviour

Occasionally, children will show more challenging behaviour and do not follow the Waterloo Way. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. All staff involved, will consider afterwards how to prevent such behaviour from recurring.

Incidents should be reported on MyConcern! as these reports can help to identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a child's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents/carers, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences, to prevent the misbehaviour recurring.



Managing Behaviour Procedures:

All children begin each lesson with a 'clean slate' – this is a non-negotiable. Staff should always attempt to get ahead of any misbehaviour by setting clear session expectations and by using praise to reinforce positive behaviours.

Where low level unacceptable behaviour begins to occur:

- staff will attempt to step in to address the disruption at an early stage. They will attempt to fix it non-invasively without breaking the thread of instruction (non-verbal cues/invisible ladder of consequences).

Where this is unsuccessful:

- the teacher will offer a first reminder of our 3 Expectations for Excellence – be respectful, be responsible, be ready to learn. This reminder will be offered as privately as possible.

If the child does not respond and if the behaviour persists:

- the teacher will offer a second reminder in the form of a 30 second intervention (appendix 1)

If the child does not respond and if the behaviour continues to persist:

- a consequence for the persistent low level disruption is issued. The initial consequence is a Reflect and Fix-it session with the class teacher.

Reflect and Fix-it

A reflect and 'fix-it' system operates for children who have displayed low-level unacceptable behaviour during a lesson. Reflect and fix-it time takes place during morning or lunch break and the amount of time spent in 'fix-it time', is at the discretion of the member of staff conducting the session. During this time, children are given time to reflect on what took place during the lesson,

they are supported in a reflective conversation (based on a set of restorative practice questions) and they are able to outline how they are going to 'fix' the situation and make things better. The way forward is outlined and agreed by the child/member of staff - this must then be followed through.

Where a child continues to demonstrate low level unacceptable behaviour and does not respond to the agreed way forward, a 'fix-it' session must then involve the child, teacher and year/phase leader. Following this, sessions are held with the child, class teacher and a member of the SLT. Children cannot go straight to the SLT for low level disruption.

Where staff are concerned about a child's behaviour, they should work closely with the pastoral team. The Haven staff will use specific, targeted interventions to help identify any underlying factors that are contributing to a child's difficulties. Time with the pastoral team should be positive and not viewed as a consequence.

Handling serious unacceptable behaviour

Where a child's misbehaviour is causing significant disruption (they have not responded to the above procedure) or is deemed serious enough by a staff member of staff, the following procedures will be followed:

- the child could be required to work with the head of year/phase
- where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the classroom. The incident will be thoroughly investigated by the head of year (with the support of the pastoral team and the SLT where necessary) and the amount of time that the child will be removed from the classroom for, will be determined following a team discussion.
- the child could be accompanied to a 'safe space' to give them the time and space to calm
- if a child has been removed due to extreme and unsafe behaviour, they will spend time with the pastoral team. On the completion of their work, a restorative conversation will be held with the class teacher before the child is reintroduced to the classroom.
- a 'walk and talk' strategy might be employed to offer a 'circuit breaker' distraction and enable the child to talk about what they are struggling with

Following the implementation of any consequences for behaviour, the child's parents/carers must be informed. This should be done by the class teacher in the first instance. Where the pastoral team are working closely with a family, the member of staff will consult with the pastoral team to agree the most appropriate approach. Following serious incidents of unacceptable behaviour, the child's parents/carers will be contacted and invited in to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- the Head of School will consider whether the pupil should be suspended, and will determine the length of the suspension
- although unacceptable behaviour does not necessarily mean a child has SEND, consideration will be given at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- where a child is identified as having SEMH-related difficulties, SEND support will be put in place
- where SEND is not identified, but staff determine that support is still required for the pupil, an Individual Adjustment Plan will be created to outline the necessary provision in place

Following further incidents of unacceptable behaviour, the following consequences will be implemented:



- the Head of School will consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move or off-site direction to improve behaviour

For disciplinary consequences to be lawful, we will ensure that:

- the decision to implement a consequence is made by a paid member of school staff, or a member of staff authorised to do so by the Head of School
- the decision to implement a consequence is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit
- the decision to implement a consequence is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights

We will ensure that all disciplinary consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Fixed Term Suspension and Permanent Exclusion

Only the Head of School, (or the acting Head of School), has the power to suspend a pupil from school. The Head of School may suspend a pupil for one or more fixed periods, for up to 45 days in any school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed term suspension into a permanent exclusion, if the circumstances warrant this.

The Head of School will always consider the seriousness of an incident when considering suspension. In usual circumstances, behaviour will be managed through a team approach within school and with the support of parents/carers. Where behaviour continues to be serious and all support has been exhausted, or where there is a "one off" serious incident, the Head of School may suspend a pupil. They must inform the parents immediately, give a reason for the suspension, make it clear that the decision can be appealed and provide details of who to contact should they wish to do so. If a pupil is suspended, this must be logged on SIMS, and work must be provided for the pupil to complete at home. If a pupil has been suspended, they are not permitted to be outside of the family home during school hours.

On returning to school following a fixed-term suspension, a responsible adult (preferably a parent/carer) must attend a re-integration meeting with a member of the SLT, before the pupil is re-admitted. Following any exclusion, the pupil should spend time in The Haven and be gradually phased back into class.

The Head of School informs the Local Authority of all suspensions and the Local Authority and the Academy Council and Trustees about a permanent exclusion. The Academy Council cannot either suspend a pupil or extend the suspension period made by the Head of School.

Where a pupil's behaviour becomes of increasing concern, and they may be at risk of permanent exclusion, in line with local protocols, parents will be invited into school to complete an Early Help Assessment with the Pastoral Manager. The purpose of the EHA is to enable parents to benefit from a multi-agency response to their child's behaviour which may include input from agencies



such as Health, CAMHS, the Intensive Early Help team or any other agency deemed necessary. The information within the assessment will remain confidential and only be shared with parent or carer's consent.

Permanent exclusion is a last resort, where all other attempts to manage behaviour have proved to have little or no impact.

Prevention Strategies, Intervention and Consequences for Unacceptable Behaviour

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider a child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

Heads of Year/Phase, the pastoral team and the SLT should be made aware of any pupil that is:

- persistently misbehaving
- not improving their behaviour following low-level consequences
- displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- frequently engaging with parents/carers, including home visits from the pastoral team where necessary
- targeted interventions from the pastoral team/resilience coach
- individual adjustment plans
- engagement with local partners and agencies
- where a child has SEND, an assessment of whether appropriate provision is in place to support them, and if they have an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a child's education will be considered where serious concerns about their behaviour exist.

The Waterloo Way Curriculum

Positive behaviour is taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by school, e.g. using 'fantastic walking' when moving around.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made.





Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive Teacher-Pupil Relationships

We believe that positive teacher-pupil relationships are key to combatting unacceptable behaviour. As a staff, we focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative Measures for Pupils with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to implement a consequence.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

We will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned.

Measures we will implement where appropriate include, but are not limited to, the following:

- short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long periods
- ensuring a child with visual or hearing impairment is seated in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or a relevant medical condition
- training for staff in understanding autism and other conditions

De-escalation Strategies

Where misbehaviour behaviour begins to arise, staff members will implement de-escalation strategies to diffuse the situation. These include:

- appearing calm and using a modulated, low tone of voice
- using simple, direct language.

- avoiding being defensive, e.g. if comments or insults are directed at the staff member
- providing adequate personal space and not blocking a child's escape route
- showing open, accepting body language, e.g. not standing with their arms crossed.
- reassuring the child and creating an outcome goal
- identifying any points of agreement to build a rapport
- offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened





- rephrasing requests made up of negative words with positive phrases, e.g. “If you don’t return to your seat, I won’t help you with your work.” becomes “If you return to your seat, I can help you with your work.”
- offering ‘choices’ which are framed by the teacher to achieve a specific outcome

Physical Intervention

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and safety in the classroom. Physical restraint will only be used as a last resort at Waterloo and any force used, should always be the minimum needed to achieve the desired result.

A large number of staff have received Team Teach training. This means that they are certified to use positive handling, force and restraint appropriately and safely, although we would only resort to this in extreme circumstances where a child/class/staff member is in danger.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

All incidents which require the use of positive handling or restraint are reported to the SLT and are logged on MyConcern! and in the Bound and Numbered book. All parents/carers are informed where force or restraint has been used on their child.

Removal from the Classroom

As a result of misbehaviour, the decision might be taken to remove a child from the classroom for a limited period. Where this occurs, the child will be moved to a room that is:

- in an appropriate area of school
- suitable to learn and refocus
- supervised by trained members of staff

We will only remove children from classrooms where absolutely necessary and for the following reasons:

- to maintain the safety of all children and restore stability following an unreasonably high level of disruption
- to enable disruptive children to be taken to a place where education can continue in a managed environment
- to enable the child to regain calm in a safe space
- to offer the child the support they need to be able to access the classroom environment

We will always ensure that a child’s health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends removed from the classroom will be up to the team around that child to decide. This could be for more than one school day. We will always ensure that the child is not removed from the classroom any longer than necessary.



The staff member in charge of working alongside the child during their time out of class will decide what the pupil may and may not do during their time spent removed from the classroom. The class teacher will set the child appropriate work to complete and the pastoral team will offer additional support during this time.

A clear process for reintegration will be established when it is deemed appropriate and safe for the child to return to class. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents/carers, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day, they will have access to fresh air and a 'break time' and they may use the toilet as required.

Sexual Abuse and Harassment

We will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. Our procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

When responding to a report of sexual violence, we will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary consequences, will not jeopardise the police investigation.

Smoking and Controlled Substances

In accordance with the Health Act 2006, Waterloo Primary Academy is a smoke-free environment. Parents, visitors and staff are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

We have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, we will follow the procedures outlined in our Child Protection and Safeguarding Policy.

Prohibited Items, Searching Pupils and Confiscation

The Head of School and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a child



may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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 any person, including the pupil themselves or
 - to damage the property of any person, including the pupil themselves

We also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- lighters
- aerosols
- legal highs/psychoactive substances
- energy drinks
- mobile phones

Mobile phones are prohibited in classes. We do recognise however that phones can be used as a safety measure for children in Years 5 and 6, who walk to and from school. Therefore, children in Years 5 and 6, who walk to and from school, can bring a mobile phone with them. On arrival at school, all phones must be handed over to the class teacher for safekeeping and they will be returned at the end of the day.

Behaviour Outside of the School Premises

Children at Waterloo are expected to represent the school in a positive manner in the wider community, particularly if they are dressed in school uniform.

Staff can administer consequences for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- wearing school uniform
- travelling to or from school
- taking part in any school-related activity
- in any way identifiable as being a pupil at Waterloo

Staff may also impose a consequence for misbehaviour outside the school premises, including conduct online, that:



- could negatively affect the reputation of the school
- could pose a threat to another child, a member of staff at school, or a member of the public
- could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

We will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data Collection and Behaviour Evaluation

At Waterloo, we collect data from the following sources:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data
- use of pupil support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the Head of School and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and Review

This policy will be reviewed by the Head of School and the mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

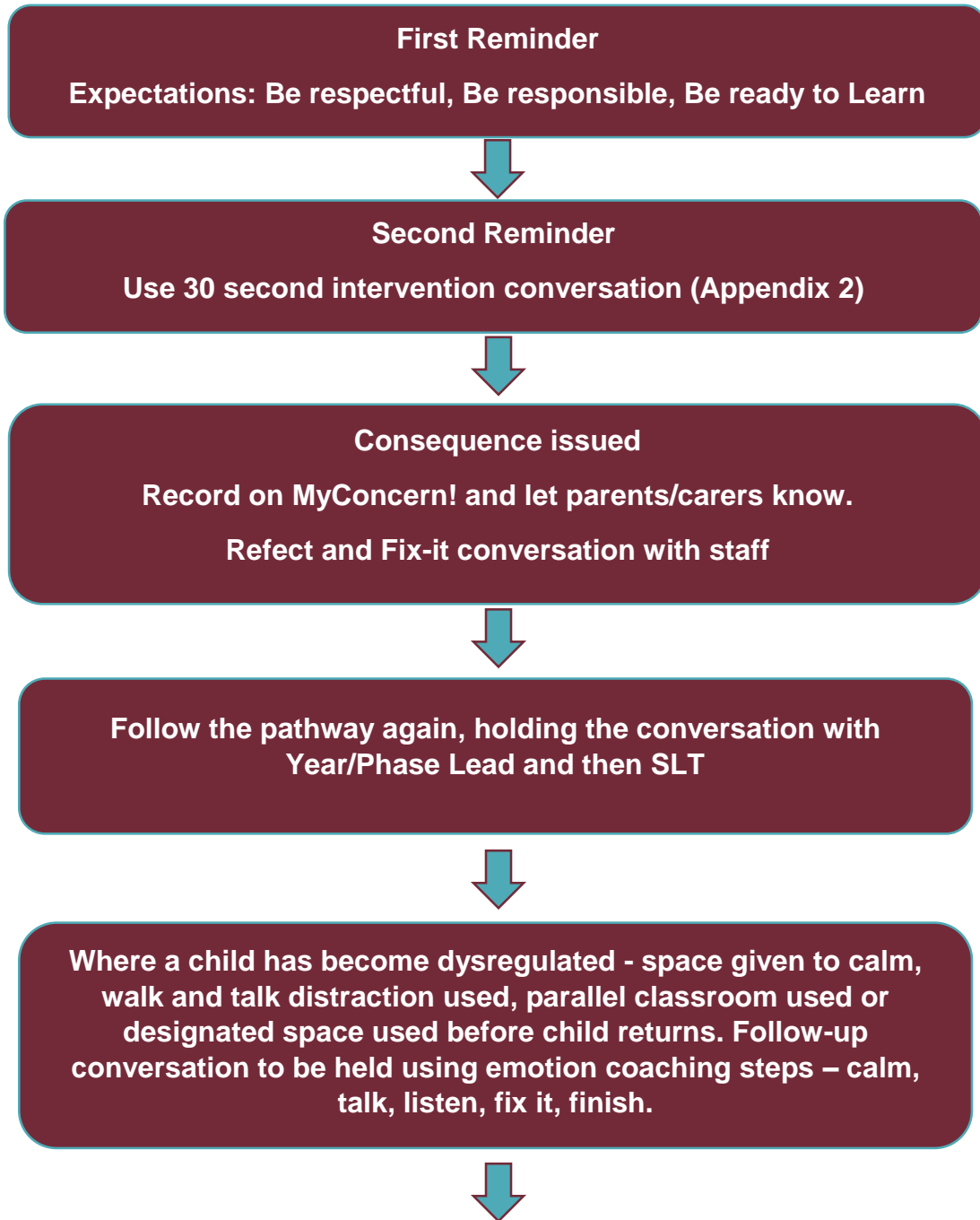
This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024.



Appendix 1

Behaviour Pathway





When a situation arises which poses a threat to the safety of the child/staff/class members, assistance should be called for. A decision will be made around the use of reasonable force/class evacuation. These two responses are only used as a last resort when all other attempts have failed.

Appendix 2

30 Second Scripted Intervention

- I have noticed that you are (having trouble getting started, wandering around, playing with the equipment) right now
- do you understand what you have been asked to do because you are not demonstrating our Expectations for Excellence?
- you have continued to...
- because of this you need to... (refer to the action to support the behaviour. They might need to move place, move to a parallel room, complete the work at a different time, work with you)
- do you remember when you... (refer to a previous example of positive behaviour)
- that is the best version of you that I need to see today
- I know you can do it and I know that you are better than this. Here's how...
- thank you for listening, now show me your best self

Appendix 3

Reflect and Fix-it Restorative Activity

The child should be given a measured period of time to reflect around the following prompts:

What happened?

What were you thinking and feeling at the time?

What have you thought about since?

Who has been affected and in what way?

How could things have been done differently?

A discussion should be held before exploring the next prompts.

Which of our Expectations for Excellence do you feel your behaviour not display?

Be respectful Be responsible Be ready to learn

Which of our school values do you feel your behaviour did not display?



Pride

We value excellence in all we do. We think and act as our best selves.



Endeavour

We try hard all the time. We push ourselves beyond what we think is possible and we never give up.



Equality

Everyone belongs and everyone is treated fairly and with kindness.



Respect

We consider the impact of our words and actions and we treat others as we would like to be treated.

What do you think needs to happen to make things right?



The threshold conversation should set agreed expectations for the next session.

How are we going to move forwards?