



**WATERSIDE ACADEMY**

**POSITIVE BEHAVIOUR, RELATIONSHIPS AND ENGAGEMENT POLICY**

**APPROVED BY GOVERNORS: September 2024**  
**POLICY TO BE REVIEWED: September 2025**

**LEAD MEMBER OF STAFF: LAUREN SHIELDS**

## 1. Introduction

At Waterside Academy, children become part of a friendly co-operative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour support is seen as an integral part of the curriculum that shapes and reinforces social skills to all children. This policy focusses on all of the children at Waterside Academy. A number of children may need additional individual support as they require a more personalised approach to help them succeed in school.

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## 2. Principles and Ethos

We will build positive relationships with children, parents, carers and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity. Waterside Academy's educational philosophy is centred on the explicit aims in its vision and values. Along with the highest expectations, an inclusive approach, a commitment to safeguarding and a determination to cultivate success for young people are at the heart of everything we do.

Our specific vision and ethos objectives are:

**Inclusion**

**Communication**

**Aspiration**

**Nurture**

We recognise that students' attitudes and behaviour at Waterside Academy are not only linked to home circumstances and contexts but also to the quality of relationships promoted by Waterside Academy staff. The quality of relationships at the school is vital in order to create a culture to maintain a collective drive for positive well-being. All relationships are based on our values: Inclusion, Communication, Aspiration, Nurture.

We do not measure positive behaviour merely by compliance. Students in Alternative Provision are invariably caught in negative cycles of reactive behaviour. It is important for students to find an authentic voice of their own and to feel they can express themselves with confidence and honesty. The role of the School is to promote appropriateness and empower students to develop independence, emotional maturity and to take responsibility for developing positive cycles of behaviour.

At Waterside Academy we:

- Have adopted the positive behaviour support ethos.
- Understand that the quality of relationships and the school climate are essential to successful

student learning.

- Seek to establish strong meaning and connection for children, families and staff in social and academic contexts.
- Implement principles of mutual respect, support and encouragement.
- Remove barriers and always be solution focused.
- Focus on long term solutions at individual, class, house and school wide levels.
- View mistakes and behaviours of concern as opportunities to reflect and learn.
- Encourage positive peer interactions and relationships and respond appropriately to those occasions where peer relationships become concerning and require an escalation for external support and intervention.

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### 3.Aims and Objectives

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- To ensure the safety and wellbeing of every member of the school community.
- To ensure all members of the school community are valued.
- To ensure an enabling environment.
- To teach children to develop self-control and take responsibility for their actions.
- To teach children that actions and choices have consequences.
- To encourage parents/carers to work in partnership with the school.
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen.
- To work collaboratively as a staff team, sharing skills, looking behind the presenting behaviour and ideas for supporting pro-social behaviours.
- To signpost and advocate to external agencies where additional support, therapies and assessment is required.
- To provide support to carers and families.
- To provide a key adult for every child.
- To maximise the effectiveness of the individualised learning pathway for every student.

The school therefore provides an environment in which children are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.
- Be independent.
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

- Be the best that they can be.

The whole school works together to create a positive atmosphere, a sense of community, mutual support and shared values.

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#### 4. Positive Behaviour Support (and reducing the need for restraint)

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It is important to understand that behaviour is communication. At the time, there may be no apparent cause/trigger. At Waterside Academy staff aim to be aware of any possible triggers or reasons for behaviour and manage/reduce any known triggers, when possible, to do so. Strategies will be recorded within an Individual Behaviour Support plan (6 stages of behaviour document).

Our staff also use the Waterside Expectations (appendix 1) to create a positive climate for learning and establish clear routines.

The term Positive Behaviour Support is used here to describe an approach that is used to support shaping behaviours in a child. The focus is not on 'fixing' the person or on the challenging behaviour itself and never uses punishment as a primary strategy for dealing with behaviours of concern. Positive Behaviour Support is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than a concerning one, the concerning one will reduce.

PBS suggests behaviours of concern are learned and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. PBS helps people to get the life they need by increasing the number of ways of achieving these things: for example, by developing communication skills.

PBS helps people to learn new skills. For new skills to be used regularly, they have to be more effective than the behaviour of concern. We can make this happen by understanding the reasons people display such behaviour and by making sure the new behaviours we want to teach are reinforced in the same way.

Positive behavioural support involves:

- Person-Centred planning – the needs of the child or young person are central to the development of plans for their support and their views should be obtained. Helping children and young people to develop personal relationships and helping staff to understand them as individuals supports better person-centred planning.
- Skilled assessment – to understand why a child or young person presents behaviours that concern or challenge; and what helps predict their occurrence or causes the child to continue presenting them or regularly reverting to them. This can help to identify areas of unmet need. Assessment requires consideration of a range of contextual factors including personal factors, mental and physical health, communication skills and the child or young person's ability to influence the world around them.

For children and young people displaying significant levels of behaviour that challenges, assessment should be conducted by a psychologist or behaviour specialist with relevant training and qualifications. Assessment should take account of the views of the child or young person and parents/carers.

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## 5. Expectations

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Children learn to behave by following positive role models. Children and staff at Waterside Academy treat each other with respect, speak to each other politely and respect each other's right to be different. The School believes that it is particularly important to involve children, parents/carers and staff in developing expectations to ensure that they reflect the views of the entire school community. Expectations are discussed regularly in assemblies, lessons, staff meetings and during parent/carer consultations.

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## 6. Rewards and Learning Consequences

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Rewards and learning consequences at Waterside Academy play an important part in teaching children how to manage their own behaviour and understand that people are driven by extrinsic and intrinsic motivation. We believe that intrinsic motivation plays a much greater role in the development children; intrinsic motivation is developed by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done! It is important that children see their progress from their individual starting points and that they learn to overcome barriers which consequently enable them to become the best that they are able to be.

At Waterside Academy we foster a trauma informed approach. Trauma-informed practice ensures that schools put the emotional and psychological needs of the students first. This holistic approach addresses trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for students.

Our behaviour model is built into the points reward system to ensure that all pupils are able to have some sense of achievement and make positive choices with their behaviour. Positive behaviour can be rewarded with daily points that contribute towards a reward trip at the end of each half term. Further points can be achieved through Waterside points, which are awarded for going above and beyond.

Pupils have the opportunity to earn up to 30 points each day.

In each of our 5 lessons students can achieve 5 points which take into account our staged approach to behaviour management in the classroom. An additional 5 points will also be awarded to those that attend school on time and attend form time.

In addition to this student can achieve extra 'Waterside points' for going above and beyond. Examples of this can include an exceptional piece of work, helping out, manners etc.

All behaviour points are logged and tracked on Arbor. Each week points are tallied up and recorded on the points leader board along with being discussed with students.

The top 10-point scorers each term will be invited to the end of term rewards trip. Rewards trips take place in the last week of term and have included activities such as Go Karting, Swimming, Nail Salons and visiting places such as Blackpool Fair and London.

We encourage pro-social behaviour by:

- Being outstanding role models.
- Being consistent and making our expectations clear.
- Acknowledging children when they have behaved well or set an outstanding example to others.
- Letting parents/carers know how well their child is doing.
- Providing opportunities for all children to apply for a purposeful school job.
- Reminding children of appropriate behaviour, rights and responsibilities.
- Sharing their achievements with the whole school in celebration assemblies if appropriate.
- Holding topic/learning celebrations and encouraging whole school participation.
- Providing opportunities for children to have lunch with staff from all areas of school, including premises, support services and SLT.
- Having whole school annual trips.

At Waterside Academy, we identify vulnerable children in advance and use proactive strategies to identify and remove barriers that may make it difficult for them to function, learn and achieve their full potential. We manage all situations/incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We understand that particular school rules, procedures and processes may need an element of flexibility. We plan how to overcome these barriers, working with the child, and others.

We use Post Incident Learning (PIL) to teach children how to better control their own behaviour. PIL is a structured set of questions designed to help children choose more socially acceptable ways of managing their own behaviour. The areas children are encouraged to explore during PIL are the experience, the feeling and alternative behaviours that they could have used instead of the behaviours of concern.

PIL is carried out in a non-punitive way and may involve the staff member asking the child the following questions: 3 L's: Listen, Link, and Learn

- What Happened?
- How did it make you feel when that happened?
- What can you do the next time you feel that way?

We use conversations at every opportunity. We understand that timing is key, and children (and staff) are not always ready to have discussions straight away; some children may need more time or a different face.

Where students struggle to engage positively we record and monitor such behaviours through a staged approach in lessons and Lost Learning when students are out of lessons:

### Staged approach

Where a student's behaviour does not meet the expectations of the school, staff will apply our staged approach. Students have 5 opportunities to make positive choices in lesson.

Stage 1: Staff will apply behaviour strategies, assessing any potential causes and using encouragement.

Stage 2: 1<sup>st</sup> Warning and encouragement

Stage 3: 2<sup>nd</sup> Warning and encouragement

Stage 4: 3<sup>rd</sup> Warning and encouragement

Stage 5: A Final opportunity, which if not taken up will result in consequences including parental contact, lost learning or exclusion if appropriate.

Stages are visually displayed either through a display or on the whiteboard in each classroom so that students can see their behaviour as well as experience it.

Time out space within the lesson is also effectively be used to try and re-engage.

### Lost learning:

Lost Learning will be applied to students who have chosen non-attendance of lessons without them having reasonable mitigating circumstances.

It will be applied after other strategies to modify this choice of behaviour have been exhausted such as our staged approach to informing students of their behaviour choices.

Lost Learning will be applied by the subject teacher in conjunction with SLT. Lost Learning will be applied in response to a single event or because of a pattern of events.

It will be applied in the case of pupils refusing to attend lesson, examples may be:

- A pupil is refusing to attend (or engage in another room)
- A subject specific pattern of non-attendance has emerged
- A specific pattern has emerged weekly/daily/time

### Administration of Lost Learning

If a student leaves a classroom without a timeout card or without the agreement of a staff member, Lost Learning will be recorded on Arbor. Once Lost Learning is applied, it will be entered in on Arbor. This will be monitored by SLT.

If a pattern of lost learning is established the parents/carer of the student will firstly be contacted by the class teacher via telephone/ email, if the pattern continues the student will meet with SLT regarding the issue and if engagement doesn't improve an in face meeting will be called with parents/carers.

In relation to consequences the school's aim in relation to pupils is to own their own behaviour, respect themselves and the rights of others, engage in learning and engage in positive relationships. Therefore, consequences are always age and cognitive relevant and are clearly focused to support mediation and resolution. Subsequently when staff apply a consequence, they always ensure that:

- It is related to behaviour
- They are certain and predictable
- Reasonable and in line with the school philosophy aims and ethos
- Maintain respect
- Repair and rebuild relationships
- Provide opportunities for learning.
- Ensure the safety of pupil/students and others.

Pupils should clearly understand what is expected of them. Staff should promote an atmosphere of positive encouragement and aim to be calm, positive and consistent at all times.

Behaviours should be taught in a positive way rather than merely intervening when unacceptable behaviours occur.

### Non-engagement in lessons

Students who attend their lesson but do not engage in learning will not usually be considered as having Lost Learning. Their re-engagement will be the responsibility of the person leading the lesson. They will use our available strategies to help ensure engagement. These will include:

- Quality first teaching, engaging activities, appropriate differentiation and directed support
- Use of the school's stepped approach
- Use of agreed scripts
- SPM (staff and pupil meeting) sessions
- Reasonable modifications to the learning activity
- Contact with parents/carers
- Consultation with SLT

If these strategies to engage learners in lesson fail, subject teachers can bring the appropriate information to SLT when 'lost learning' may be applied.

## Absconding

If a pupil leaves the building, staff will follow to the school parameter.

If a pupil absconds out of sight, then staff members are to:

- Immediately inform parents / carers
- Inform the police via the 101 service due to the vulnerability of our students.

If students are relocated/return to school parent/carers and police are to be informed as soon as possible.

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### 7. Parents/carers

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We believe that consistency is the key to support positive behaviour. To help support consistency we offer help/support to parents in behaviour support and post incident learning through communication and interaction via face to face meetings, phone calls and general advice.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Peer on Peer abuse of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We use a restorative practice approach which encourages all parties to participate in facilitated discussions (understand and repair relationships) through mediation and mutual resolution. More detail is outlined in our school's Anti Bullying Policy.

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### 8. Positive Behaviour Coaches

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The school is committed to training 10 coaches from across all areas of the school. Coaches support the development and maintenance of good practice that impacts PBS positively on everyone's quality of life. They develop significant knowledge of the following areas:

- The person centred values associated with PBS
- The difference between the form and the function of a behaviour
- Positive and negative reinforcement
- Proactive and reactive strategies
- The antecedent, behaviour, consequence chain (ABC)
- The setting conditions for behaviour.

Coaches are expected to acquire a deep knowledge of PBS and be able to apply it; to work collaboratively and implement, lead and assist colleagues; evaluate PBS practices within our

environment and have reflective conversations, providing feedback which enhances practices, reduces serious incidents and develops intrinsic motivation.

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## 9. Positive Behaviour Support Plans

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Positive Behaviour Support Plans (PBS) are a live working document that captures individual student's likes/dislikes/triggers/diffusers and how to support a child. Individual support focus areas are drawn up for the children who require extra support. PBS plans are the responsibility of form tutors.

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. At The Waterside Academy, we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff or causing significant (criminal) damage. All staff receive compulsory training and regular refresher training to ensure that practice is of the highest quality should staff have no alternative option. Staff members always seek support from colleagues, sharing skills and ideas for supporting a child's behaviour. The leadership team, and Positive Behaviour coaches provide support/guidance and reflective feedback to further enhance practice.

Reasonable force may be used to:

- Prevent a child leaving a room if it would risk their safety or that of others (the school is conscious of restriction of liberty values).
- Prevent a child attacking a member of staff or another child.
- Stop a fight taking place in the school.
- Prevent a child from harming themselves or significantly damaging property.
- For more information see

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

We are committed to providing a caring, friendly and safe environment for all our students so they can learn and live in a relaxed and secure atmosphere. Bullying of any kind including cyberbullying, prejudice-based and discriminatory language is classed as Child on Child abuse and is unacceptable at our school. If bullying does occur all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a "TELLING" school. This means that anyone who knows that bullying is happening is expected to tell the staff. The school is committed to Safe to Learn: embedding anti-bullying work in schools (DfE). Our Anti Bullying policy includes measures to prevent bullying including cyberbullying, prejudice-based and discriminatory behaviour as stated in Keeping Children Safe In Education 2022.

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## 10. Training

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Behaviour training for all staff will be made available. Staff will attend Behaviour Management training through the use of Team Teach, this will be delivered by tutors who are fully trained and up to date with their certification. Behaviour management awareness and understanding will be given during induction process.

All members of permanent staff will be Team Teach Level 1, for best practices and to ensure that all of the staff feel confident to take part in the use of Team Teach staff on all sites will revisit the refresher training annually. To keep on top of this training schedule there is a data base. Staff will be supported throughout the year by Team Teach Tutor, if there is a change in someone's behaviour, or if a new pupil arrives who is very challenging and may need crisis management. The staff will use staff reflection time to come together as a small team to go over the different approaches that maybe required.

If a member of staff is unable to do any part of the course, then a risk assessment maybe carried out if there is a need for one.

Additional training takes place for the use of Arbor (Behaviour) and CPOMS (Safeguarding), which are systems which all staff must record incidents.

Staff reflection meeting time with individual class groups will also be spent to recap over interventions and also to review any issues that may have occurred.

Methods to support the staff in understanding behaviours are provided in the form of 6 stages of behaviour plans. Along with a review of behaviour incidents and observation of pupils. Team Teach approach to behaviour management focuses around practical de-escalation and crisis intervention strategies you can use to minimise risk and manage conflict safely and respectfully.

[www.teamteach.co.uk](http://www.teamteach.co.uk) . Student behavior plans outline the general approach to be used with the pupil detailing the language, consequence/opportunities through to crisis intervention strategies. The plan will be reviewed termly or sooner if the document needs to be amended or updated. Copies of behaviour plans are available to all members of staff who are involved with the pupil/students and centrally on school shared drive individual student folder. Copies are made available to all parents and other relevant professionals with parents' permission.

At times pupils may show significant change in behaviour and the staff team maybe recording about a particular child daily. At this point there would be discussions with the staff team, along with a review of the behaviour plan. The person responsible for behaviour will also spend time in the class observing the pupil and the adults around to look for triggers and later suggested different strategies to attempt to reduce the level of behaviour.

Staff will also take part in communication training as behaviour is a form of communication and often if staff can support a pupil to communicate appropriately to ensure that their need is met, this will reduce behaviour also.

### Physical Contact

The school's Care and Control policy states the appropriate methods of using physical contact with pupils. Reasonable Force/Positive handling will only ever be used as a last resort by members of staff.

Education legislation allows all teachers to use reasonable force in order to prevent a student from:

- Harming him/herself or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning.

### Procedure

Where physical intervention may be required, the main school office should be alerted immediately. The main school office personnel should notify the SLT team and request at least two designated members of staff to attend the incident. Where designated members of staff are teaching, other SLT members should provide supervision of classes.

Whenever possible, physical contact should only occur when witnesses are present.

If a student has become heightened, they should be taken from the environment as quickly as possible and to a quiet room so the student can be calmed. Staff accompanying the student must have a mobile phone for communication purposes. The student must remain in sight of two designated members of staff at all times, until the student's parents/carers have been contacted.

On occasion there may be a pupil whose behaviour has been monitored over time who will require physical support at the very early stages of behaviour to prevent danger to themselves or others. Staff will use a planned approach at this time, which is recorded in the pupils' behaviour plan and has been agreed by the school leadership team.

Reasonable force must serve to defuse or prevent a violent, or potentially violent, situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property. Staff should have good grounds for believing that immediate action is necessary in order to prevent a student from injuring him/herself or others, or causing considerable damage to property.

Where possible, staff should take steps in advance to avoid the need for physical contact, e.g. through dialogue and diversion. The student should be warned orally that positive handling will be used unless s/he desists.

Reasonable force must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever

possible, should call for assistance before engaging in physical contact. Calling for support and assistance provides support and witnesses. Where possible designated female staff should be summoned as assistance in the instance of female students requiring support, and male staff should be summoned as assistance in the instance of male students requiring support.

When it becomes necessary to use reasonable force, the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm. The age and competence of the student must be considered in deciding what degree of intervention is necessary.

Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury. Reasonable Force must not involve deliberately painful or dangerous procedures. It must:

- Never impede the breathing, blood supply or genital areas.
- Never touch intimate areas.
- Whenever possible avoid holding the head, throat, or fingers.
- Be discontinued as soon as the situation is deemed safe.
- As soon as it is safe, restraint must be gradually relaxed as the student regains self-control.
- A student must never be asked to restrain another student.

It must be stated clearly that any form of physical chastisement will not be sanctioned by the school or L.A.

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## 11.Items banned in school

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By law all school staff can search children for any item with their consent; however, it is up to the Head Teacher to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Head should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines.

'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco, Vapes and cigarette papers, fireworks and pornographic images
3. 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 property
4. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

In all situations, parents/carers will be informed and records made.

For further information please see gov.uk for the Searching, Screening and Confiscation Advice for schools.

### Vaping

Vaping is not for children, although it can help people (adults) quit smoking. It is illegal to sell cigarettes or nicotine containing vapes to under 18's. We must be aware that vapes could be used to exploit the most vulnerable students, as in the case with other, age restricted products such as tobacco and alcohol. At Waterside Academy our policy is to

1. Ask the student hand over the vape.
  - a) If the student hands in the vape, it is confiscated and returned to the student at an appropriate agreed time
  - b) If this refused parent/carers to be informed and a suspension issued.

### Drugs and drug paraphernalia

If a student is found to have drugs or drug paraphernalia in their possession, parent/carers will be informed and a suspension issued.

### Pupils with Education, Health and Care Plans

DfE Guidance (Section 42) explains how in these difficult times every attempt will be made meet the pupils EHCP and that where the school has concerns about any individual pupil behaviour a stakeholder meeting will be convened in order that everyone, including staff, can be kept safe.

At Waterside Academy we always seek to use the lowest form of disengagements and the use of diffusion, distraction and diversion. We attempt to respond to the earliest sign of anxiety to prevent a situation from escalating.

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## 12.School suspensions and permanent exclusions

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The [Department for Education \(DfE\) has produced new Exclusion Guidance](#) which outlines the procedures for all suspensions and permanent exclusions. It applies to all maintained, academy and free schools, plus alternative provision academies and pupil referral units, and is applicable from 1 September 2023.

At The Waterside Academy, we believe that children learn best in school therefore exclusion will always be a last resort, following a number of interventions to support all individuals in maintaining their learning. Exclusion is used at the Head's discretion after taking into consideration the needs and circumstances of the individual which will be based on a risk assessment which also ensures the safety of all children (and staff).

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### 13. Monitoring and review

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We understand that consistency is an important part of behaviour support. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing review of the progress of all children and serious incident statistics and observations of children's behaviour during lessons, assemblies, lunchtimes, and all times where children are interacting socially.