



Positive Behaviour, Relationships and Engagement Policy

Policy Details	
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Lead member of staff:	Lauren Shields
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1. Policy Statement

At Waterside Academy, every young person has the right to feel safe, respected, valued and successful. As a specialist Alternative Provision, we recognise that pupils may arrive with disrupted educational experiences, additional needs and significant barriers to engagement. Our behaviour approach combines high expectations with positive relationships, reasonable adjustments, restorative practice and proportionate responses.

Our aim is to create a calm, safe and supportive environment in which behaviour is explicitly taught, positive choices are recognised, safeguarding remains central and pupils are supported to regulate, repair relationships and re-engage with learning.

The policy is underpinned by Waterside Academy's ICAN values: Inclusion, Communication, Aspiration and Nurture. These values guide the consistent practice expected from pupils, staff, leaders and partners.

This policy reflects current statutory guidance, including:

- Behaviour in Schools (Department for Education)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, current statutory guidance)
- Keeping Children Safe in Education (DfE, 2026; effective from 1 September 2026)
- Searching, Screening and Confiscation: guidance for schools (DfE)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Human Rights Act 1998

This policy should be read alongside the school's policies on safeguarding, child protection, anti-bullying, attendance, SEND, health and safety, online safety, positive handling, suspensions, complaints and staff conduct.

Ultimately, our ambition is to create a culture where every young person experiences success, develops confidence, builds positive relationships and leaves Waterside Academy equipped with the knowledge, skills and resilience to thrive in education, employment and adult life.

2. Our Behaviour Culture

2.1 Our Vision

At Waterside Academy, we believe that every child deserves the opportunity to succeed regardless of their previous experiences, starting point or individual needs. Many of our pupils join us following disrupted education, permanent exclusion, adverse childhood experiences (ACEs), trauma, unmet special educational needs, social, emotional and mental health needs, or significant barriers to engagement.

Our role is not simply to provide education but to restore confidence, rebuild trust and create the conditions in which every young person can flourish.

We are committed to providing an environment where pupils feel physically safe, emotionally secure and academically challenged. We believe that when young people experience genuine belonging, positive relationships and consistent support, they are far more likely to engage positively with education and develop the skills needed for lifelong success.

2.2 Our Values

Everything we do is underpinned by our four core values.

Inclusion

Everyone belongs.

We celebrate diversity and ensure every pupil feels accepted, respected and valued. We remove barriers to learning and make reasonable adjustments so that every young person has equitable access to education, regardless of their background, need or circumstance.

Communication

Every voice matters.

We value honest, respectful communication between pupils, families, staff and external agencies. We listen with empathy, seek first to understand and use restorative conversations to strengthen relationships.

Aspiration

Everyone can succeed.

We maintain ambitious expectations for every pupil. Success is measured not only by academic outcomes but also through personal growth, resilience, emotional development, attendance, relationships and preparation for adulthood.

Nurture

Relationships change lives.

We provide consistent care, support and encouragement while developing independence, responsibility and emotional resilience. We recognise that nurture and high expectations work together to help pupils achieve their potential.

2.3 Behaviour is Communication

At Waterside Academy we understand that behaviour communicates an unmet need, an emotional state or a response to an individual's environment. Behaviour should therefore never be viewed in isolation.

Instead, staff seek to understand:

- What has happened to this young person?
- What are they communicating?
- What need is currently unmet?
- How can we help them regulate before expecting them to learn?

This approach does not remove accountability. Instead, it allows staff to respond proportionately while teaching pupils alternative ways of communicating their needs and managing their emotions.

2.4 High Expectations, Inclusion and Reasonable Adjustments

Being trauma-informed does not mean lowering expectations. We believe that young people thrive when boundaries are:

- clear
- predictable
- consistent
- fair
- explained
- proportionate.

All pupils are expected to:

- attend school regularly
- arrive punctually
- engage positively in learning
- respect staff and peers
- look after the environment
- take responsibility for their choices.

When expectations are not met, staff respond calmly using restorative approaches, de-escalation and positive behaviour strategies before considering more formal consequences.

2.5 Our Behaviour Culture

Our behaviour culture can be summarised by four simple principles:

We build relationships before we seek compliance.

We regulate before we educate.

We teach behaviour rather than simply punish it.

We maintain high expectations because every young person deserves the opportunity to succeed.

3. Roles and Responsibilities

Creating a positive culture for learning is the responsibility of every member of the Waterside Academy community. Consistency, collaboration and shared accountability ensure that all pupils experience the same high expectations regardless of which member of staff they work with. Positive behaviour is everyone's responsibility.

3.1 Governing Board

The Governing Board is responsible for ensuring that:

- the school fulfils its statutory duties regarding behaviour, safeguarding and inclusion;
- this policy complies with current legislation and Department for Education guidance;
- sufficient resources are available to support pupils with additional needs;
- leaders are held to account for behaviour, attendance, suspensions and safeguarding outcomes;
- behaviour data is monitored regularly to identify trends and evaluate the impact of interventions;
- the culture of the school reflects Waterside Academy's values of **Inclusion, Communication, Aspiration and Nurture**.

Governors will receive regular reports on:

- behaviour incidents
- suspensions
- positive handling
- attendance
- persistent absence
- pupil voice
- staff wellbeing
- safeguarding themes
- equality monitoring
- behaviour intervention impact.

3.2 Headteacher

The Headteacher has overall responsibility for promoting a safe, respectful and inclusive learning environment. The Headteacher will:

- provide strategic leadership for behaviour across the school;
- ensure this policy is implemented consistently;
- promote a positive behaviour culture through visibility and leadership;

- ensure behaviour systems are fair, proportionate and trauma-informed;
- oversee decisions regarding suspension and reintegration;
- ensure behaviour systems support safeguarding;
- monitor behaviour trends and respond proactively;
- ensure staff receive appropriate training and support;
- report behaviour outcomes to governors.

3.3 Senior Leadership Team

Senior leaders will:

- model excellent professional conduct;
- maintain a highly visible presence around school;
- support staff in managing behaviour consistently;
- monitor behaviour data daily through Arbor and CPOMS;
- oversee restorative practice and reintegration;
- quality assure Behaviour Support Plans;
- monitor vulnerable pupils;
- work alongside families and external agencies;
- coach staff through reflective practice;
- evaluate the effectiveness of interventions.

Senior leaders will prioritise prevention over reaction and support staff before behaviour reaches crisis point.

3.4 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) plays a central role in ensuring behaviour and safeguarding are closely aligned. The DSL will:

- oversee safeguarding concerns arising from behaviour incidents;
- ensure behaviour is considered within safeguarding risk assessments;
- coordinate multi-agency responses where appropriate;
- ensure Child Protection and Behaviour Support Plans complement one another;
- oversee CPOMS recording and quality assurance;
- monitor themes including child-on-child abuse, exploitation, online safety and harmful sexual behaviour;
- ensure staff understand the relationship between trauma, safeguarding and behaviour.

3.5 SENCO

The Special Educational Needs Coordinator and Assistant SENCo will:

- ensure reasonable adjustments are implemented;
- advise staff on adaptive behaviour strategies;
- coordinate Education, Health and Care Plan provision;
- support Functional Behaviour Assessments where required;
- contribute to Positive Behaviour Support Plans;
- liaise with external professionals;
- ensure behaviour expectations remain ambitious whilst being appropriately adapted.

3.6 Teachers

Teachers have the greatest day-to-day influence on behaviour. Teachers are expected to:

- build positive relationships with every pupil;

- establish calm, predictable routines;
- deliver engaging, adaptive lessons;
- maintain consistently high expectations;
- recognise and celebrate positive behaviour;
- apply behaviour systems fairly;
- use de-escalation before consequence;
- implement reasonable adjustments;
- complete accurate Arbor and CPOMS records;
- communicate concerns promptly;
- participate in restorative conversations;
- reflect upon their own practice.

Teachers should remember that every interaction contributes to the school's behaviour culture.

3.7 Support Staff

Support staff play a vital role in behaviour support. They will:

- build trusting relationships;
- model calm and respectful behaviour;
- support emotional regulation;
- reinforce classroom expectations;
- contribute to Behaviour Support Plans;
- provide intervention programmes;
- communicate effectively with teaching staff;
- record relevant information accurately;
- promote pupils' independence.

3.8 Behaviour Mentors

Behaviour Mentors provide specialist guidance to colleagues through modelling, coaching and reflective practice. Where the term 'Positive Behaviour Coach' is used within intervention planning, this refers to staff undertaking this coaching and mentoring function. They will:

- support implementation of Positive Behaviour Support;
- coach colleagues following incidents;
- review Behaviour Support Plans;
- identify patterns and triggers;
- support restorative practice;
- model effective de-escalation;
- contribute to staff training.

3.9 Pupils

Pupils are expected to:

- attend regularly and punctually;
- engage positively with learning;
- follow adult instructions;
- show respect towards everyone;
- look after the school environment;
- take responsibility for their behaviour;
- participate in restorative conversations;
- ask for help when needed;
- contribute positively to the Waterside community.

Pupils are encouraged to recognise mistakes as opportunities to learn and grow.

3.10 Parents and Carers

Successful behaviour support relies upon strong partnerships between home and school. Parents and carers are expected to:

- support good attendance and punctuality;
- engage positively with the school;
- communicate concerns promptly;
- reinforce school expectations at home;
- attend meetings where appropriate;
- support agreed behaviour strategies;
- work collaboratively with external agencies when required.

Waterside Academy recognises parents and carers as essential partners in achieving positive outcomes for young people.

3.11 External Agencies

Where appropriate, Waterside Academy works collaboratively with education, health, social care, safeguarding, youth justice and alternative provision partners. Information is shared lawfully, proportionately and in the best interests of the child. Further detail on multi-agency support is set out in section 6.7.

Professional Standards

Every adult working at Waterside Academy will strive to:

- be calm before being authoritative;
- listen before responding;
- seek to understand before judging;
- regulate before educating;
- restore before escalating;
- maintain high expectations whilst demonstrating compassion;
- recognise that behaviour is communication;
- model the behaviours we expect from our pupils.

4. Creating Positive Behaviour

4.1 The Waterside Way

The Waterside Way is how we work together every day.

Staff will:

- Meet and greet pupils positively.
- Build strong relationships before addressing behaviour.
- Maintain calm and consistent routines.
- Use respectful language at all times.
- Teach expected behaviours explicitly.
- Notice and celebrate success.
- De-escalate situations calmly.
- Repair relationships following incidents.
- End every interaction positively wherever possible.

Pupils will:

- Arrive ready to learn.
- Attend regularly and punctually.
- Respect everyone.
- Follow adult instructions.
- Look after themselves, others and the environment.
- Try their best.
- Learn from mistakes.
- Ask for help when needed.

4.2 Ready to Learn Routines

Consistency reduces anxiety and creates psychological safety. Every lesson should begin with predictable routines.

Arrival

Staff will:

- Welcome pupils positively.
- Check emotional presentation.
- Address concerns discreetly.
- Ensure equipment is available.
- Reinforce expectations.

Pupils will:

- Arrive promptly.
- Enter calmly.
- Follow staff directions.
- Prepare for learning.

During Learning

Outstanding classrooms are characterised by:

- Calm environments.
- Clear instructions.
- High levels of engagement.
- Appropriate challenge.
- Adaptive teaching.
- Positive relationships.
- Consistent praise.
- Predictable responses.

Staff will actively scan the classroom, reinforce positive behaviours and intervene early where pupils begin to disengage.

Lesson End

Every lesson should finish positively through:

- Reflection on learning.
- Recognition of success.
- Celebration of effort.
- Clear expectations for the next lesson.

- Calm transition.

Every pupil should leave knowing they have achieved something.

4.3 Reasonable Adjustments and Adaptive Behaviour Support

Behaviour support is never "one size fits all."

Staff will make reasonable adjustments where appropriate, including for pupils with:

- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs
- SEMH needs
- Sensory processing differences
- Learning difficulties
- Trauma-related needs
- Education, Health and Care Plans

Reasonable adjustments may include:

- Movement breaks.
- Visual timetables.
- Now-and-next boards.
- Alternative workspaces.
- Processing time.
- Reduced language.
- Choice within boundaries.
- Sensory resources.
- Individual check-ins.
- Flexible transitions.
- Alternative methods of recording work.

Adjustments enable pupils to access learning while maintaining high expectations.

4.4 Emotional Regulation and De-escalation

Staff recognise that pupils cannot learn effectively when they are emotionally dysregulated.

Where pupils begin to become heightened, staff will prioritise co-regulation before expecting self-regulation.

Adults will:

- Speak calmly.
- Reduce language.
- Allow thinking time.
- Offer choices.
- Reduce audience effects.
- Maintain dignity.
- Avoid confrontation.
- Recognise signs of escalation.
- Use agreed de-escalation strategies.

Where appropriate, pupils may access:

- Time Out spaces.

- Regulation activities.
- Key adults.
- Positive Behaviour Coaches.
- Sensory strategies.
- Short movement breaks.

4.5 Teaching Behaviour

Behaviour is taught in the same way as literacy or numeracy.

Staff explicitly teach:

- Respect.
- Kindness.
- Listening.
- Turn taking.
- Conflict resolution.
- Emotional vocabulary.
- Self-regulation.
- Problem solving.
- Online behaviour.
- Healthy relationships.
- British Values.
- Preparation for adulthood.

Behaviour is revisited throughout the curriculum and reinforced every day.

4.6 Positive Language

The language adults use has a significant impact on behaviour.

Staff will:

- ✓ Give clear instructions.
- ✓ Focus on what pupils should do.
- ✓ Use calm tones.
- ✓ Maintain dignity.
- ✓ Avoid sarcasm.
- ✓ Avoid shouting.
- ✓ Offer limited choices.
- ✓ Thank pupils for making positive choices.

4.7 The Waterside Climate for Learning

Every visitor to Waterside Academy should observe:

- Calm corridors.
- Positive relationships.
- Friendly greetings.
- Staff modelling expectations.
- Pupils feeling valued.
- Consistent routines.
- High engagement.
- Purposeful classrooms.
- Celebration of success.
- Adults working together.

Our behaviour culture is visible in every interaction.

Waterside Behaviour Charter

At Waterside Academy we:

- Build relationships before behaviour.
- See behaviour as communication.
- Stay calm under pressure.
- Teach rather than punish.
- Restore relationships.
- Celebrate every success.
- Maintain high expectations.
- Never give up on a young person.

5. Recognition, Rewards and Responding to Behaviour

5.1 Recognition and Positive Reinforcement

Staff should actively recognise:

- Attendance improvements
- Positive relationships
- Kindness
- Respect
- Resilience
- Good manners
- Excellent effort
- Academic progress
- Emotional regulation
- Positive choices
- Helpful behaviour
- Independence
- Teamwork
- Perseverance
- Improvement from an individual's starting point

Recognition should always be genuine, specific and immediate.

For example:

Instead of

"Well done."

Use

"I noticed you found that difficult but kept going. That showed real resilience."

5.2 Waterside Points

Waterside Points form the core of our behaviour recognition system.

Every pupil has the opportunity to earn points throughout each school day for demonstrating our values and meeting expectations.

Daily points recognise:

- Attendance
- Punctuality
- Positive engagement
- Respect
- Learning behaviours
- Following adult instructions
- Positive relationships
- Personal effort

Additional Waterside Points may be awarded for pupils who consistently go above and beyond expectations.

Examples include:

- Supporting another pupil
- Demonstrating exceptional kindness
- Showing leadership
- Producing exceptional work
- Outstanding attendance improvements
- Representing the academy positively
- Significant personal progress

Points are recorded on Arbor and reviewed regularly with pupils.

5.3 Celebration

Achievement should be visible throughout the academy.

Recognition may include:

Daily

- Verbal praise
- Positive phone calls home
- Arbor points
- Stickers
- Certificates
- Staff recognition

Weekly

- Celebration Assembly
- Tutor recognition
- Attendance awards
- Improvement awards
- ICAN Awards

Half Termly

- Rewards trips
- Top Points Awards
- Attendance celebrations

- Headteacher's Awards

Annual

- Prize Giving
- Subject Awards
- Sporting Achievement
- Personal Development Awards
- Results Day

Success belongs to everyone.

5.4 Graduated Response to Behaviour

Behaviour is managed using a graduated response. Rather than escalating quickly, staff support pupils to make increasingly positive choices.

Stage 1

Positive Reminder

Staff:

- redirect quietly
- remind expectations
- encourage success
- identify possible triggers

Aim: Keep pupils learning.

Stage 2

First Warning

Staff:

- remind expectations
- provide encouragement
- offer support
- reinforce positive choices

Aim: Allow pupils to self-correct.

Stage 3

Second Warning

Staff:

- repeat expectations calmly
- offer choices
- reduce audience
- consider reasonable adjustments

Aim: Prevent escalation.

Stage 4

Final Opportunity

Staff:

- provide one final opportunity
- explain likely consequence
- involve another adult if required

Aim: Support re-engagement.

Stage 5

Behaviour Consequence

Possible responses include:

- Time Out
- Reflect & Restore
- Parent communication
- Behaviour Support review
- SLT intervention
- Suspension (where appropriate)

The aim is always to restore learning.

5.5 Reflect & Restore and Restorative Conversations

Where behaviour has affected others, pupils will participate in Reflect & Restore.

Reflect & Restore helps pupils:

- understand what happened;
- recognise the impact of their behaviour;
- repair relationships;
- identify better choices;
- return successfully to learning.

Reflect & Restore is restorative rather than punitive. It is conducted at the end of the school day to ensure a fresh start can begin from the next day.

5.6 Post Incident Learning (PIL)

Following significant incidents, staff will complete a Post Incident Learning conversation once the pupil has fully regulated.

Typical questions include:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- What could you do differently?
- How can we help next time?

The purpose is learning rather than blame

5.7 Suspension and Reintegration

Suspension remains a last resort.

Before considering suspension, leaders will normally consider:

- safeguarding implications;
- SEND needs;
- reasonable adjustments;
- Behaviour Support Plans;
- risk assessments;
- previous interventions;
- restorative options;
- proportionality.

Where suspension is necessary, reintegration planning will begin immediately to support a successful return. Any suspension will be for as short a time period as possible to minimise any missed learning opportunities.

5.8 Guiding Principle

Every behaviour response should answer three questions:

Did it keep everyone safe?

Did it help the pupil learn?

Did it preserve or repair the relationship?

If the answer to any of these questions is **no**, staff should reflect on whether an alternative approach may have been more effective.

6. Individual Behaviour Support and Therapeutic Intervention

6.1 Our Approach

At Waterside Academy, we recognise that some pupils require support beyond universal behaviour strategies. Whilst our whole-school expectations remain consistent, we understand that some young people require additional interventions, personalised planning and therapeutic approaches to enable them to engage successfully with education.

Behaviour support is graduated, personalised and evidence informed. The aim is always to reduce barriers to learning, increase emotional regulation and develop independence over time.

Interventions are designed to build skills rather than create dependency.

6.2 Graduated Behaviour Support

Behaviour support operates across three levels.

Universal Support	Targeted Support	Intensive Support
Quality First Teaching	Small group interventions	Individual Behaviour Support Plans
Clear routines	Positive Behaviour Coach	Multi-agency support
Waterside Points	Check-in/Check-out	Therapeutic intervention
Adaptive teaching	Social skills programmes	Risk assessments

Universal Support	Targeted Support	Intensive Support
Positive relationships	Emotional regulation work	Team Around the Child meetings
Restorative practice	Parent partnership	External professional involvement

The level of support is reviewed regularly and adapted according to need.

6.3 Behaviour Support Plans (BSPs)

Where pupils require additional support, an Individual Behaviour Support Plan will be developed. Plans are strengths-based and person-centred. They identify:

- pupil strengths and interests;
- protective factors;
- known triggers;
- early signs of dysregulation;
- successful de-escalation strategies;
- reasonable adjustments;
- communication preferences;
- sensory needs;
- agreed responses;
- crisis management strategies (where required);
- post-incident support;
- review dates.

Behaviour Support Plans are living documents and are reviewed collaboratively with pupils, families and professionals.

6.4 Functional Understanding of Behaviour

Rather than asking "*What behaviour has occurred?*" staff seek to understand "*Why has the behaviour occurred?*" Where behaviour becomes persistent or complex, staff will consider:

- What happened immediately beforehand?
- What need may the behaviour be communicating?
- What happened immediately afterwards?
- What reinforces the behaviour?
- What alternative behaviour could be taught?

This understanding informs future planning and intervention.

6.5 Therapeutic Intervention

Waterside Academy provides a range of interventions designed to improve pupils' emotional wellbeing, resilience and engagement. Examples include:

Emotional Wellbeing

- ELSA-informed support
- Anxiety management
- Self-esteem programmes
- Emotional literacy
- Self-regulation work

Behaviour Support

- Positive Behaviour Coaching
- My Behaviour and Me
- Reflect & Restore
- Post Incident Learning
- Behaviour mentoring
- Check-in/Check-out

Social Development

- Social communication support
- Friendship skills
- Conflict resolution
- Healthy relationships
- Group intervention

Personal Development

- Resilience programmes
- Confidence building
- Careers coaching
- Preparation for adulthood
- Outdoor education
- Enrichment opportunities

Interventions are reviewed regularly to ensure they have a measurable impact.

6.6 Working with Families

Parents and carers are partners in behaviour support. Their views are actively sought through regular communication, review meetings and coordinated planning. Where appropriate, home visits and Team Around the Child arrangements support shared strategies and consistent provision.

6.7 Multi-Agency Working

Some pupils require support beyond that available within school. Waterside Academy works closely with:

- Educational Psychology
- CAMHS
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care
- School Health
- Youth Justice Service
- Police
- SEND Team
- Virtual School
- Alternative Providers
- Early Help Services
- Everton in the Community
- LFC foundation
- And many more businesses

Intervention plans are coordinated to avoid duplication and ensure consistent support.

6.8 Monitoring Progress

The impact of behaviour interventions is monitored through:

- attendance;
- engagement;
- Arbor behaviour data;
- CPOMS records;
- pupil voice;
- parent feedback;
- staff observations;
- academic progress;
- reduction in serious incidents;
- improved emotional regulation.

Support is adapted in response to evidence rather than assumption.

7. Safeguarding, Serious Behaviour and Maintaining Safety

7.1 Our Commitment

The safety, dignity and wellbeing of every pupil and member of staff is our highest priority. Whilst Waterside Academy is committed to restorative practice, Positive Behaviour Support and therapeutic intervention, there are occasions where behaviour presents an immediate safeguarding risk. In these situations, staff will act proportionately, lawfully and decisively to protect everyone involved.

Every response to serious behaviour should:

- Keep everyone safe.
- Maintain dignity.
- Reduce escalation.
- Be the least restrictive option.
- Be proportionate.
- Be fully recorded.
- Lead to reflection and learning.

Safety always comes before sanction.

7.2 Early Intervention

Staff intervene early when pupils show signs of dysregulation, using the de-escalation and reasonable-adjustment approaches set out in section 4. Responses should reduce escalation, maintain dignity and support a return to learning.

7.3 Serious Behaviour

Serious behaviour includes, but is not limited to:

- physical aggression;
- serious verbal abuse;
- threatening behaviour;
- possession of prohibited items;
- drugs or alcohol;
- weapons;
- deliberate damage;
- discriminatory behaviour;
- child-on-child abuse;

- sexual violence or harassment;
- behaviour placing others at significant risk.

Every incident will be considered individually. The school will always consider:

- Safeguarding;
- Send;
- Trauma;
- Proportionality;
- Previous Interventions;
- Risk Assessments;
- Reasonable Adjustments.

7.4 Searching, Screening and Confiscation

Waterside Academy follows current Department for Education guidance on searching, screening and confiscation. Authorised staff may search a pupil where the legal conditions for a search are met, including where there are reasonable grounds to suspect possession of a prohibited item.

Prohibited or banned items may include knives or weapons, alcohol, illegal drugs, stolen property, tobacco and vaping products, fireworks, pornographic images, items likely to cause injury or facilitate an offence, and items banned under school rules.

Staff will seek the pupil's cooperation wherever possible. Searches will be carried out with regard to the pupil's dignity, safeguarding needs, SEND and any reasonable adjustments. A search will normally be conducted by an authorised member of staff of the same sex as the pupil, with a witness present. The statutory exception for an urgent search where there is a risk of serious harm will be applied only in accordance with DfE guidance.

Parents or carers will be informed of searches for prohibited items and the outcome, in accordance with current guidance. Any item found will be confiscated, retained, disposed of or passed to the police as required by law and DfE guidance. Searches and significant outcomes will be recorded through the academy's agreed systems.

7.5 Mobile Phones

Waterside Academy is committed to reducing distractions and safeguarding pupils. Students are expected to hand in all mobile phones and smart devices at the beginning of the school day unless an agreed reasonable adjustment is in place.

This supports:

- learning;
- safeguarding;
- positive relationships;
- online safety;
- reduced conflict.

Unauthorised use may result in confiscation and restorative discussion.

7.6 Vaping

The school recognises that vaping is both a health issue and, in some cases, a safeguarding concern linked to exploitation.

Where a pupil is found with a vape:

Stage One

- Request handover.
- Discuss concerns.
- Record incident.

- Inform parents.

Stage Two

Where refusal occurs:

- Ask student to come to reception
- Behaviour team/ Senior Leader involvement.
- Parents contacted immediately.
- Suspension considered in accordance with school procedures.

Support around smoking cessation and health education will be offered where appropriate.

7.7 Drugs and Substance Misuse

Any concerns regarding drugs or drug paraphernalia will be treated as safeguarding concerns. The school will:

- secure evidence safely;
- contact senior leaders;
- contact parents;
- involve Police where appropriate;
- complete safeguarding referrals;
- undertake risk assessments;
- consider suspension where necessary.

Support and education will accompany any disciplinary response.

7.8 Child-on-Child Abuse

Waterside Academy recognises that children can abuse other children. Examples include:

- bullying;
- sexual harassment;
- sexual violence;
- coercion;
- intimidation;
- discriminatory abuse;
- online abuse;
- harmful sexual behaviour.

All concerns are treated seriously, acted upon promptly and managed in line with the academy's safeguarding and anti-bullying procedures.

No behaviour will ever be dismissed as:

"banter"

"part of growing up"

"just messing around."

Every concern will be managed in line with the Child Protection Policy and Keeping Children Safe in Education.

7.9 Off-Site Behaviour

This policy applies:

- during educational visits;
- during transport;
- while representing Waterside;
- travelling to and from school where appropriate;
- online where behaviour affects members of the school community.

High expectations remain wherever pupils represent Waterside Academy.

7.10 Physical Intervention

Waterside Academy follows current Department for Education guidance on restrictive interventions, including the use of reasonable force, and its Positive Handling Policy. Staff are trained in Team Teach Level 1 principles.

Physical intervention is:

- lawful;
- proportionate;
- reasonable;
- the least restrictive option;
- used only where necessary to prevent harm.

Every incident must be:

- recorded on CPOMS;
- reported to senior leaders;
- communicated to parents;
- followed by a debrief;
- reviewed for future learning.

Physical intervention is never used as punishment.

7.11 Learning from Incidents

Every significant incident provides an opportunity for improvement. Following serious incidents the school will review:

- antecedents;
- staff responses;
- pupil voice;
- parent views;
- safeguarding implications;
- Behaviour Support Plans;
- risk assessments;
- environmental factors.

The purpose is continuous improvement rather than assigning blame.

8. Monitoring, Quality Assurance and Continuous Improvement

8.1 Our Commitment to Continuous Improvement

At Waterside Academy, positive behaviour is continually monitored, reviewed and refined. We recognise that behaviour systems are most effective when they are responsive to the needs of pupils, informed by evidence and implemented consistently by all staff.

Monitoring is not undertaken to identify fault but to celebrate success, identify trends and continually improve practice.

Behaviour data is used to answer three key questions:

- **Are our pupils safe?**
- **Are our pupils engaged in learning?**
- **Are our approaches improving outcomes for young people?**

8.2 Behaviour Monitoring

Behaviour is monitored through a range of qualitative and quantitative measures, including:

Daily Monitoring

- Arbor behaviour logs
- Positive behaviour points
- Lost Learning records
- Attendance and punctuality
- Safeguarding incidents
- CPOMS concerns
- Staff handovers

Weekly Monitoring

- Behaviour trends by year group
- Individual pupil reports
- Positive behaviour data
- Attendance reviews
- Intervention impact
- Staff feedback

Half-Termly Monitoring

- Behaviour analysis by cohort
- Suspension analysis
- Positive handling analysis
- Pupil voice
- Parent feedback
- Governor reports
- Equality monitoring

This layered approach enables leaders to identify patterns early, evaluate the impact of actions and interventions, and respond proactively. Leaders use findings to adjust provision, staff support, pupil plans and whole-school practice where required.

8.3 Recording Behaviour

Accurate recording supports effective intervention.

All staff are expected to record behaviour consistently using the school's agreed systems.

Arbor

Used for:

- behaviour points;
- positive recognition;
- Lost Learning;
- classroom behaviour;
- attendance patterns;
- rewards;
- restorative outcomes.

CPOMS

Used for:

- safeguarding concerns;
- serious behaviour incidents;
- physical interventions;
- child-on-child abuse;
- contextual safeguarding;
- multi-agency information;
- professional chronologies.

Records should be:

- factual;
- objective;
- timely;
- professional;
- child-centred.

8.4 Behaviour Data Analysis

Senior leaders regularly analyse behaviour data to identify:

- patterns over time;
- vulnerable groups;
- repeat incidents;
- locations;
- lesson patterns;
- times of day;
- equality implications;
- effectiveness of interventions.

Behaviour data is considered alongside:

- attendance;
- safeguarding;
- academic progress;
- SEND;
- pupil wellbeing.

This ensures that interventions address root causes rather than symptoms.

8.5 Quality Assurance

Quality assurance activities include:

- lesson visits;
- learning walks;
- pupil discussions;

- behaviour observations;
- scrutiny of Behaviour Support Plans;
- review of restorative conversations;
- intervention evaluations;
- staff coaching;
- case reviews.

The purpose is to strengthen consistency across the academy.

8.6 Staff Development

Developing staff expertise is central to maintaining high standards.

Training includes:

- Positive Behaviour Support;
- Team Teach;
- trauma-informed practice;
- de-escalation;
- restorative practice;
- safeguarding;
- SEND;
- adaptive teaching;
- communication;
- emotional regulation.

Behaviour practice is also developed through:

- coaching;
- mentoring;
- reflective supervision;
- professional discussion;
- collaborative planning.

8.7 Pupil Voice

Pupil voice is essential in shaping behaviour systems.

Pupils contribute through:

- school council;
- pupil questionnaires;
- restorative meetings;
- behaviour reviews;
- intervention planning;
- informal discussions.

Listening to pupils enables the school to better understand barriers to engagement and improve provision.

8.8 Parent and Carer Voice

Parents and carers are regularly invited to share their views through:

- review meetings;
- surveys;
- annual questionnaires;

- parent forums;
- individual meetings.

Feedback is used to strengthen relationships and improve school practice.

8.9 Governor Monitoring

Governors receive regular reports relating to:

- behaviour;
- attendance;
- safeguarding;
- suspensions;
- positive handling;
- complaints;
- equality;
- pupil wellbeing;
- staff wellbeing.

Governors provide appropriate challenge and support to ensure that behaviour systems remain effective and equitable.

9. Linked Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Positive Handling Policy
- Health and Safety Policy
- Suspensions and Permanent Exclusions Policy
- Staff Code of Conduct
- Equality Information and Objectives
- Complaints Policy
- Whistleblowing Policy

10. Policy Review

This policy will be reviewed annually, or sooner if:

- legislation changes;
- Department for Education guidance is updated;
- significant safeguarding changes occur;
- monitoring identifies a need for amendment.

The review process will involve:

- governors;
- senior leaders;
- staff;
- pupils;
- parents and carers;

- external professionals where appropriate.

The aim is to ensure the policy remains current, effective and reflective of the evolving needs of the Waterside Academy community.