Waterside School

# Behaviour and Attitudes Policy

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## 1. Introduction

This Behaviour and Attitudes Policy sets out how Guildhall Academy promotes high standards of behaviour, positive attitudes to learning, and a culture of safety, respect and inclusion for all learners.

This policy should be read in conjunction with the Academy's **Safeguarding**, **Anti-Bullying**, **SEND**, **Exclusions**, and **Health and Safety** policies. It reflects the Academy's duties under the **Equality Act (2010)**, **Keeping Children Safe in Education (KCSIE)**, and the **DfE Behaviour in Schools Guidance**.

Waterside School provides a welcoming, nurturing and highly structured learning environment in which learners are supported to re-engage with education through personalised curricula, therapeutic approaches and consistent adult relationships. Many learners arrive having experienced disrupted education, exclusion or trauma. Behaviour is therefore understood as a form of communication and is responded to through a **trauma-informed, relational and inclusive approach**.

All members of the school community share responsibility for promoting positive behaviour, ensuring the safety and wellbeing of learners, and enabling all learners to participate successfully in school life.

## 2. Code of Conduct

### 2.1 Core Principles

At Waterside School, principles underpinning all expectations, responses and support systems, we believe that:

- All learners and staff have the right to feel **safe, secure and protected**
- All individuals should feel **valued, respected and cared for**
- Positive behaviour is a **shared responsibility**
- Equality, dignity and respect are upheld regardless of race, gender, disability, religion or background

### 2.2 Daily Expectations

Expectations are communicated clearly and reinforced through routines, modelling and consistent adult support.

Each day, learners are expected to:

- Attend school regularly and punctually
- Treat school buildings, resources and property with respect
- Behave in a way that does not cause harm to themselves or others
- Act in a manner that upholds the reputation and values of the Academy

## 3. Promoting Positive Behaviour and Attitudes

### 3.1 Individual Support

Waterside School treats every learner as an individual. High staff-to-learner ratios ensure that learners are well known by staff and that support is responsive and personalised.

- Every learner is allocated a **key worker** who acts as a point of contact for the learner in school and provides a consistent link between home and school
- Staff are fully familiar with learners' **EHCPs**, **Individual Learning Plans**, and **Risk Management Plans**
- Adjustments and reasonable accommodations are made to ensure inclusion and access

### 2.2 Relational and Restorative Culture

Waterside School promotes positive behaviour through strong relationships and collaboration:

- Daily staff briefings ensure shared understanding of learners' needs and consistent responses
- Learner voice is actively valued and incorporated into daily practice
- Staff understand that behaviour is a form of communication and demonstrate **unconditional positive regard**, separating the learner from the behaviour
- Mistakes are viewed as learning opportunities rather than reasons for punishment

### 2.3 Consistency, Structure and Opportunity

Waterside School provides:

- Clear, predictable routines to promote emotional regulation and security
- Individualised programmes of pastoral and therapeutic support
- Opportunities for learners to make different choices and repair relationships
- A stable, calm environment that supports engagement and progress

## 3. Staff Responsibilities

Teaching and support staff are responsible for setting the tone for behaviour and learning. Positive behaviour is consistently named, celebrated and reinforced.

They will:

- Create calm, engaging and purposeful learning environments
- Clearly display and reinforce expectations
- Establish consistent routines
- Greet learners positively and build trusting relationships
- Use visual and non-verbal communication where appropriate
- Actively recognise and reinforce positive behaviours
- Address low-level disruption promptly and proportionately
- End each day positively and offer fresh starts

## 4. Recognising Progress and Positive Choices

### 4.1 Progress

Many of our learners have experienced school in a negative manner, continually struggling to understand the expectations put upon them within a mainstream or previous specialist provisions. Resulting in a number of exclusions and/or a permanent exclusion. Therefore, our learners commonly arrive to us with a negative view of learning, multiple gaps within their previous education and fear of ongoing rejection and failure. Part of our role is to introduce difference to our learners, a positive experience of learning and an environment which supports successful access to the classroom.

Assessment includes academic data alongside social, emotional and behavioural indicators. Progress at Waterside School is understood holistically. In addition to academic outcomes, progress is measured through improvements in:

- Engagement and attendance
- Emotional regulation
- Social interaction and relationships
- Independence and self-regulation

### 4.2 Choices and Rewards

Learners are supported to make informed choices and understand consequences within a safe, structured environment.

Positive choices are recognised through a range of rewards, including:

- Verbal praise and positive acknowledgement
- Smiles and non-verbal reinforcement
- Positive phone calls or postcards home
- Weekly prize draws
- ‘Hall of Fame’ recognition
- Reward activities and trips

The ongoing behaviour log will be used by staff to record behaviour and progress scores in each lesson. These are both scored 1-5, and the accumulation of these scores allows the tracker to assign ‘Ripple’ points to the students. These ripple points are accumulated and converted into a monetary value which the learners will be able to use with their keyworker at the end of each half term or term.

These are rewards for the learners but the purpose of the monetary value to allow the learners to purchase items or experiences which will allow them to develop or support their specific needs and learning in school.

## 5. Partnership with Parents and Carers

### 5.1 Role of Parents/Carers

Waterside School recognises parents and carers as essential partners in their learner's education. Regular communication is maintained through pastoral staff, key workers and scheduled meetings.

Parents/carers are expected to:

- Support the learner in adhering to the school's code of conduct
- Inform the school of any changes in circumstances affecting the learner's wellbeing
- Discuss any behavioural concerns with the school promptly
- Attend meetings and respond promptly to any requests for information or support
- Reinforce the school's ethos at home

## 6. Managing Behaviour and Consequences

### 6.1 Staff Responsibilities

As part of our management of learners at differing levels of escalation we remind them of the consequences of their behaviours, providing a range of positive alternatives and support to be able to identify their underlying needs and subsequent behaviours. Senior leaders will support staff in responding to behavioural incidents, decision-making and ensure consistency.

**When additional support is required:**

- **We listen** – we offer an alternative space outside of the area for a pupil to receive support, to acknowledge and discuss difficulties and to discuss return to classroom or activity.
- **We notice** – we name good choices and encourage via positive re-enforcement
- **We separate** - the pupil from the behaviour
- **We provide consistency** – we provide safety and security in the inevitability of our approaches and the openness of our responses

Staff will:

- Apply the behaviour policy and positive behaviour plans consistently
- Model positive behaviour
- Use clear simple language
- Allow space and supervise until calm
- Follow the **Waterside Support in Behaviour Framework**
- Provide personalised behavioural support plans, where required
- Record incidents accurately using Significant Incident Forms
- Report prejudiced incidents in line with county procedures

### 6.2 Reflection Time

To support opportunities for learners to reflect on unacceptable behaviour, leaners may be given Reflection time. This is a time where a pupil may be withdrawn for a set period of time,

with a named adult to reflect upon the actions that led up to any incident and to consider with support, their feelings and actions at this time. With the support of their keyworker, learners are then encouraged to consider different pathways and associated outcomes to return successfully to the classroom. In their induction, learners will work with their keyworker to identify spaces that they will be able to use as a Reflection Area, that they are able to use in a time during or after dysregulation. Use of reflection areas is time-limited, supported by an identified adult, and never punitive.
During reflection learners will:

- De-escalate
- Reflect on actions and impact
- Explore alternative choices
- Prepare for reintegration

### 6.3 Supportive Responses and Consequences

Waterside School does not use punitive approaches. Where behaviour causes harm or disruption, proportionate and educational consequences are applied, including:

- Reflective conversations
- Repair and restoration activities
- Temporary removal from social spaces
- Completion of missed work
- Regular ongoing behaviour targets
- Behaviour contracts
- Positive behaviour plans
- Home–school communication
- Targeted educational interventions

### 6.4 Sanctions - Repair

Waterside School have a well-defined sanction system, linked to the positive acknowledgement of learning and behaviour during lessons and unstructured time, tracked by the ongoing behaviour logs.

Each learner will be given behavioural targets that they are able to work on over a period, usually half-termly. These will be used in the design of lessons with the Learning plans and referred to at the beginning, end and during every lesson. The familiarity of the learners with their own behaviour target allows them to be able to own them and have a dialogue with staff about how they are progressing towards their target, or to help the target to be modified.

Repair sanctions are recorded on the Ongoing Behaviours Tracker in the Repair section for each learner. They are awarded on a three-point scale with increasing severity, from level 1-3.

Where Repair sanctions are logged on the ongoing behaviour tracker, Ripple points are deducted for each log. This means that there is a direct consequence for the learner of behaviours, particularly when there are multiple incidents.

Repair sanctions should always be proportionate. Whilst there are some behaviours which would in themselves determine their severity (such as absconsion), it is understood that there are also some behaviours for which the context and intent of how the behaviour presents which will determine the severity level (such as damage to property).

Below are some examples of behaviour and the levels that may be awarded on the Repair scale:

| Behaviours | Levels |
|---|---|
| Absconding | 3 |
| General Swearing/Inappropriate Behaviour | 1 |
| Failure to Follow Reasonable Instruction | 1-3 |
| Abusive Language Towards Student | 1-3 |
| Abusive Language Towards Staff | 1-3 |
| Physically Aggressive Contact to Students | 1-3 |
| Physically Aggressive Contact to Staff | 1-3 |
| Damage to Property | 1-3 |
| In 'Out of Bounds' Area | 1 |
| Possession of Prohibited Item | 1-3 |
| Unsafe Behaviour | 1-3 |
| Serious Disruption | 2-3 |
| Bullying/Harassment of Student | 3 |
| Bullying/Harassment of Staff | 3 |
| Theft/Stealing | 3 |
| Racism/Hate | 3 |
| Fighting | 3 |
| Other | 1-3 |

Restorative conversations are key in Waterside School restorative for two main reasons:

1. Being able to 'work back' a sanction is an important part of a restorative justice model. Although for some of the most serious behaviours such as racism or violence, that there may not be a way to work back the behaviour as a line is crossed that can't be taken back.
2. Once calm, a student may be able to look back with a member of staff and unpick the triggers or possible strategies that could have been used to calm a situation. This reflection is important to avoid future Repair sanctions.

For behaviours where the restorative work has been completed by the learner, the ongoing behaviour tracker is able to record this and the Ripple points that would have been removed for the negative behaviour will be reinstated.

For more serious (level 3) incidents, an incident investigation timeline will be created. This is to provide a structure for the restorative conversation with the learner later. But it also provides a chronology for staff which will allow examinate of the behaviour exhibited by the learner over time. Allowing the identification of behavioural or severity changes.

Exclusions are used only as a last resort, following DfE guidance.

## 7. Physical Intervention

Where necessary to prevent harm, trained staff may use **reasonable and proportionate physical intervention** in line with DfE guidance and the Team Teach methodologies.

Appropriate action and use of physical intervention, as is deemed by staff, to be reasonable, proportionate and necessary, is taken to support the safety of others and/ or the possibility of significant damage. Physical containment is always taken in the best interests of the parties involved.

Where there are incidences of harm to others or significant criminal damage, which cannot be safely contained within this, due to physical limitations, on-site provision will not be made available and alternative arrangements will be made. This will be reviewed as part of a risk management plan.

'All school staff members have a legal power to use reasonable force to prevent learners committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline; (DCSF – The use of Force to Control or Restrain Children and young people – 2010).

Physical intervention is always:

- **A last resort**
- Used in the best interests of all involved
- Restraints are for the shortest time possible
- Recorded and reviewed
- Communicated to parents/carers on the day

Where restrictive physical intervention has been necessary the incident is recorded on an incident form by the staff involved, as soon as possible after an incident, prior to staff going off duty (within 24hrs). This is then signed and approved by a senior member of staff. Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent.

## 8. Absconsion

Due to the vulnerable nature of our learners, they can have great difficulty in recognising the dangers associated with the wider world. As an organisation we regularly review our practice and safeguarding procedures to ensure learner safety. As such any pupil who chooses to leave our facilities during the school day will be supported by the procedures outlined in this policy.

Person with Responsibility:
It is the responsibility of all members of staff to report a child/ young person who is absent from their care.
In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Leader immediately.

### 8.1 Procedure for Absconsion from school premises

1. A search of the immediate area or places the learner is likely to have hidden should start immediately and a note should be made of the exact time the learner was reported missing.
2. If a learner is seen leaving site, they should where at all possible be observed and supported in returning to site.

a. Where it is stated within a learners Risk Reduction Plan that this is not appropriate, i.e. will result in further escalation or increased risk, the on-site Designated Safeguarding Leader will be informed via school mobile phone.

3. If a learner cannot be seen or goes out of sight for more than 10 minutes

a. The on-site Designated Safeguarding Leader will be informed and parents/ carers contacted.

4. If after 10 minutes the learner is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the leaner was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

### 8.2 Procedure for Absconsion while on an educational visit

1. A search of the immediate area or places the learner is likely to have hidden will start immediately and a note will be made of the time the learner was reported missing.
2. The School will be contacted and Designated Safeguarding Lead, EVC Coordinator and Head teacher informed.
3. Parents/ carers will be informed.
4. If after 10 minutes an individual is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the learner was last seen, what they were wearing, specific medical needs and care arrangements will be given to the police.

## 9. Prohibited Items, Searches and Substance Use

Waterside School maintains a clear list of banned items and follows statutory guidance for confiscation and searching.

Where a learner is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on

collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.
Banned Items include:

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age inappropriate material
- High Energy, caffeine or sports drinks
- Unhealthy foods and fizzy drinks
- Any illegal substance, alcohol or smoking associated items

### 9.1 Searching and screening children

If staff feel this to be necessary, they can instruct learners to turn out their pockets or their bags. A learner and their possessions can be searched where the pupil consents. A head teacher/ Senior Leader can also authorise a search of a pupil or their possessions (including bags and lockers) without their consent, for weapons, alcohol, controlled drugs and stolen property.
This may also be done in the attendance of parents/ carers and ultimately by the Police should it be deemed necessary by the head teacher/ Senior Leader.
Smoking/Vaping is prohibited on site to all school attendees. In the case of a

Smoking and vaping are prohibited, with appropriate safeguarding and educational responses applied.

## 10. Exclusion

Exclusion is used only as a last resort to protect safety and wellbeing. Decisions are made on an individual basis, considering:

- Severity and risk
- Patterns of behaviour
- Policy compliance
- Impact on others

Waterside School is committed to inclusion and to the use of relational, trauma-informed approaches to behaviour support. Suspension or permanent exclusion is considered only in exceptional circumstances and in full compliance with Department for Education statutory guidance, following the implementation and review of appropriate reasonable adjustments and targeted support. The Headteacher holds sole responsibility for authorising any suspension or permanent exclusion. The Governing Body is notified in line with statutory requirements and undertakes its review function to ensure that decisions are lawful, proportionate, fair and non-discriminatory. A structured reintegration meeting is held following any period of suspension to support the learner's emotional regulation, sense of safety and successful reintegration, and to review ongoing support plans. Where a learner has an EHCP, the Local Authority is informed immediately and exclusion processes are

managed in line with the SEND Code of Practice, Equality Act 2010 and the learner's identified needs.

## 11. Ongoing Concerns and Placement Support

Where behaviour remains unsafe over time, structured **Placement Support Plans** are implemented with multi-agency involvement. Modified timetables are used only in exceptional circumstances and reviewed regularly.

## 12. Monitoring and Review

The school monitors and reviews behaviour through a trauma-informed, SEN-aware approach, ensuring that responses are relational, proportionate, and lawful. Senior leaders analyse patterns of behaviour, regulation needs, and the use of suspensions or exclusions, alongside the effectiveness of reasonable adjustments and reintegration processes.
Evidence is gathered through learning walks, behaviour logs, EHCP reviews, pupil voice, staff supervision, and governance oversight, with a focus on early identification of needs, reducing barriers to learning, and promoting emotional safety. Regular analysis informs staff training, policy refinement, and the implementation of targeted interventions, ensuring fair, inclusive, and consistent practice.
Governors provide challenge and accountability, supporting compliance with the DfE statutory guidance, SEND Code of Practice, and Equality Act 2010, while inspection-ready data demonstrates positive pupil outcomes including improved regulation, engagement, wellbeing, and inclusive participation.

### 12.1 Monitoring Framework

| What is monitored | How this is monitored / evidence sources | Impact for pupils |
|---|---|---|
| Consistency of trauma-informed practice | Learning walks, behaviour observations, staff coaching records, reflective supervision notes | Pupils experience predictable, safe and relational responses, supporting emotional regulation and engagement in learning |
| Behaviour incidents and patterns | Behaviour logs, ABC analysis, regulation tracking, incident trend analysis | Early identification of unmet needs leads to timely adjustments and reduced escalation |
| Use of suspensions and exclusions | Exclusion records, Headteacher decision logs, reintegration meeting notes | Suspensions remain a last resort, are proportionate, and support successful reintegration |
| Impact of reasonable adjustments | EHCP reviews, support plans, pupil profiles, classroom adaptation audits | Pupils' SEND needs are met effectively, reducing barriers to learning and participation |
| Reintegration following | Reintegration plans, pupil voice, parent/carer feedback | Pupils return feeling supported, emotionally safe and ready to re-engage |

| What is monitored | How this is monitored / evidence sources | Impact for pupils |
|---|---|---|
| absence or suspension | | |
| Staff confidence and practice | CPD records, supervision notes, training evaluations | Staff demonstrate increased skill in de-escalation, co-regulation and relational practice |
| Pupil wellbeing and sense of safety | Pupil voice activities, engagement measures, attendance data | Pupils feel safe, valued and understood, contributing to positive attitudes to learning |
| Equity and inclusion | Disaggregated data by need, vulnerability and protected characteristics | Behaviour responses are fair, non-discriminatory and compliant with Equality Act 2010 |