Waterwells
Primary Academy & Pre-School

Waterwells Primary Academy
Behaviour Policy and Procedures

Waterwells Primary Academy is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Policy Title	GLT School Behaviour Policy and Procedure	
Category	Common School Policy	
Responsible Officer	Director of Primary Education Director of Secondary Education	
Approved on	March 2026	
Minor technical or operational updates made	Name	Date
Review Cycle and next approval date	Annual March 2027	
Monitoring arrangements	This policy will be reviewed annually, or sooner if required by statutory guidance updates. The implementation of this policy will be reviewed annually by the Headteacher.	
Associated Policies *Internal Policy Library* *Published GLT Policies* *For school policies please visit the school website*	● GLT Student Welfare Statement ● GLT Safeguarding Policy ● GLT Suspensions and Exclusions Procedure ● GLT Positive Handling and Restrictive Intervention Policy ● School Safeguarding Policy	
This Policy is based on or takes into account the following legislation and guidance	● Behaviour in schools: advice for headteachers and school staff ● Searching, screening and confiscation: advice for schools ● The Equality Act 2010 ● Keeping Children Safe in Education ● Suspension and permanent exclusion from maintained schools, academies and pupil referral units ● Use of reasonable force in schools ● Supporting pupils with medical conditions at school ● Special Educational Needs and Disability (SEND) Code of Practice.	

School Behaviour Policy and Procedures

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Part A

Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.
- **This is a Common School Policy**. Common School Policies are where the Board of Trustees has determined that all schools in the Trust must follow the same Policy, so that the Trust can fulfil its statutory responsibilities and/or manage its schools effectively. Common school policies and procedures are approved by the Board of Trustees. Some will have a school-specific element or annex; in these cases each school's Headteacher will have tailored those specific parts of the policy/procedure – and those parts only, as indicated in the policy/procedure – to their specific requirements. All schools and services within the Trust must comply with Common School Policies, although the appendix is applied locally.
- Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.
- In implementing this Policy and Procedure the Headteacher, school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.
- If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

Part B

Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour like interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
    - Knives or weapons.
    - Imitation weapons
    - Alcohol.
    - CBD products, such as oils, vapes and gummies.
    - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
    - Stolen items.
    - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
    - Fireworks.
    - Pornographic images.
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons.
    - Establishing clear routines.
    - Communicating expectations of behaviour in ways other than verbally.
    - Highlighting and promoting good behaviour.
    - Following the school procedure for dealing with low-level disruption.
    - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention ~~P~~olicy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Schools.

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual schools have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement).*

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.

- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
    - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
    - Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
    - Adjusting uniform requirements for a pupil with sensory issues.
    - Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
    - Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and ~~if~~ any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual

review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Education Director(s).

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
    - in response to a serious breach or persistent breaches of the school's behaviour policy; and
    - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way).*
- Representations should be made in writing to the Clerk - details of how to do this will be provided in the notification letter.

Review by a Exclusions Committee:

- For:
    i. a **permanent exclusion**;
    ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
    iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

    Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

    The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

    The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

    Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil to be reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

  Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Behaviour Procedures

D.3 School Behaviour Curriculum and School Rules

Read in conjunction with section C3.

At Waterwells Primary Academy, we want the children in our care to feel safe, in a caring, learning environment.

We recognise that children are not automatically equipped with the knowledge and skills required. Therefore, we do not assume that pupils know how to behave appropriately in different situations. Instead, we explicitly teach the behaviours we expect to see, breaking them down into clear, manageable and observable actions. Our behaviour curriculum establishes a common understanding of what successful behaviour looks and sounds like throughout the school day. This includes, but is not limited to:

- Learning behaviours: STAR sitting, active listening, tracking the speaker, responding to questions, participating in discussions, maintaining attention and completing tasks with care.
- Transitions and movement: Entering and leaving classrooms calmly, lining up, moving around the school using our agreed Waterwells walking routines and transitioning efficiently between activities.
- Social behaviours: Greeting others politely, demonstrating good manners, taking turns, collaborating, resolving disagreements appropriately and showing kindness and consideration.
- Independent behaviours: Following established routines, organising resources, beginning tasks promptly, persevering when learning becomes challenging and taking responsibility for personal belongings.
- Emotional regulation: Recognising emotions, understanding appropriate ways to express feelings, using taught regulation strategies and seeking support from trusted adults.
- Unstructured times: Playing safely, including others, using equipment responsibly, following lunchtime routines and demonstrating positive behaviour during breaktimes and enrichment activities.

We deliver the behaviour curriculum through our PSHE curriculum (learning good morals, values, attitudes and beliefs), our personal development and assembly programme, direct instruction in the classroom and around the school and through explicit modelling and revisiting.

School values are clearly displayed around the school and in classrooms and are regularly communicated to pupils.
The children, under our care and guidance, should leave school being able to make good choices for themselves, in order that they succeed and thrive personally, socially, academically and economically, in the future.

The vision for our school is to **'Be the BEST you can be'**

Learning is promoted by our four Learning Attitudes;

- Believe
- Engage
- Succeed
- Try

We strongly believe that in order for children to be the BEST they can be, they need to be taught the importance of choosing responsible behaviour, which will enable them to conduct themselves appropriately in a range of situations.

Our culture is promoted through our school values, which all children and adults are expected to follow at all times;

- Be kind
- Be honest
- Be responsible
- Be respectful

These values are our expected behaviours. Children will be praised if they display these behaviours, and consequences will be delivered if they choose not to follow the school values.

All pupils and staff are expected to move safely inside the school building using 'Waterwells walking'.

The school reserves the right to sanction any behaviour which undermines the welfare and/or education of pupils or staff, or otherwise impacts the running or reputation of the school.

D. 5 Mobile phones

The use of mobile phones, smart watches and connected devices is not permitted by students at

any point in the school day.

Only pupils in Years 5 and 6 are permitted to bring a mobile phone to school, strictly to support their safety when walking to and from school independently.
Parents and pupils must sign the school mobile phone agreement annually to permit pupils who walk alone, to bring a mobile phone to/ from school.
Upon entering the school premises, all mobile phones must be switched off immediately and handed directly to the teacher for safe keeping during the school day. Phones will be stored securely for the duration of the school day (ensuring for pupils, a mobile phone free learning environment).
Phones will be returned to pupils at the end of the day and must not be switched on until off of the school premises.
Please note that mobile phones for children are strictly prohibited on all school trips and residential trips.

D.7 Responding to good behaviour

For instances where it is recognised that pupils have gone beyond the normal expectations, pupils receive rewards such as:

- Verbal praise / stickers
- Awarded BEST house points / dojos
- Mention in Good news assembly
- Name on class Recognition board
- BEST Certificates in celebration assemblies

We also provide opportunities for peers to praise each other through peer assessment and circle time and celebrate pupils who have 'turned their behaviour around'.

Phone calls home or verbal praise to parents/carers may be given at the end of a school day.

D.8 Responding to unacceptable behaviour

The Restorative Approach:

We have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school values. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has not followed the school values they will be asked to put things right and expected to change their behaviour so that it is not repeated (this may need to happen at a later point/time if a child is not ready). All children are supported in a constructive way to take responsibility and accept consequences for their behaviour. By using the Restorative Approach it allows ALL parties to have their say and be listened to.

When our pupils find themselves in conflict or upset we will ask them:

- What happened? (Story Telling)
- How does everyone feel?
- Who has been affected by this? (Impact)
- What needs to happen now? (Solution Focus)
- How can we move forwards?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation. Most situations can be dealt with fairly and promptly by using the above questions.

The school will use a range of sanctions where it is deemed a child has fallen below the standard that can be reasonably expected of them (such behaviours may include: verbal or physical behaviours, defiance or disruption to learning). The incidents listed are a non-exhaustive list of

behaviours which will typically lead to a sanction. This does not preclude issuing a more or less serious sanction should the incident or context warrant it.

Our behaviour policy follows a reminder, rethink, reset procedure and sanctions may include: a verbal reprimand, removal from class (a reset in another class, time with inclusion or SLT), or for more serious behaviours, suspensions and exclusions.

The school will also use a range of appropriate, and individually agreed range of support where it is felt appropriate. This may include using behaviour charts, mentoring or nurture provision.

D.10 Searching, Screening and Confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Schools

D.16 Removal from classrooms

We expect classrooms to be disruption free to allow pupils to be free to learn.

School values are displayed around the school and in every classroom.

Classroom expectations are communicated regularly through the behaviour curriculum.

If a child is falling below the behaviour standards reasonably expected, the following process is used:

1. **Reminder**

If a child is not listening, mildly disrupting others and not changing their behaviour following adult requests, a reminder will be given.

2. **Rethink**

Should a child continue to actively disrupt others, they will be given a 2 minute ‘rethink’ either in the class or calm space if appropriate

3. **Reset**

If a child continues to not engage in the process, the child will typically have a 10 minute reset in an alternative class, with work (or if significant escalation, time out with inclusion/SLT). The class teacher will inform the parent/carer, on the day, if a child has had a reset out of class. A restorative conversation about the behaviour will be held upon return/ when all involved are ready.

For more serious behaviours (for example, serious physical and verbal aggression, deliberately damaging property or unsafe behaviour in the classroom/school), SLT will be involved and will agree a consequence, which can include internal exclusions, suspensions and if required, as a last resort, permanent exclusion.

As referenced in the DFE guidance, where interventions or outreach support have not been successful in improving a child or young person's behaviour, off-site direction may be used to arrange short-term temporary support in another mainstream school or Alternative provision. It's not a sanction for past misconduct but a preventative measure to support future behaviour changes and should be considered before a managed move or permanent exclusion.

D.17 Detention

Our school does not make use of formal detentions however, there may be occasions where a child is kept back for a playtime or part of a lunchtime as part of a staff member's proportionate response to a breach of the behaviour policy. Where this happens, staff will ensure the child has sufficient time to eat, drink and go to the toilet.

D.18 Anti Bullying Strategies

Read in conjunction with section C18.

Our school ensures a proactive and preventive approach to preventing bullying, as well as responding swiftly to cases where bullying arises. Proactive approaches include direct teaching through PSHE lessons, circle time and assemblies.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible. We use a 'problem solving strategy' approach to ensure bullying is addressed and does not reoccur.

Pupils can report bullying either via talking to a trusted adult, by the class worry box or via an external trusted adult (e.g. parent.carer) via email/ phone call or face to face conversation with a

school adult.

Targeted support for those who have experienced bullying or have shown bullying behaviours include THRIVE work, Nurture groups and check-ins with a member of staff.

D.21 Recognising the impact of SEND on behaviour

Waterwells Primary works in partnership with children and their families to ensure that appropriate reasonable adjustments and support are put in place so that all children are enabled to meet the expectations set out in our behaviour policy. Our SEN Information report LINK and SEND section on our website LINK provide detailed information about how we support pupils with SEN to access the support and provision that they need.

In cases where, despite reasonable adjustment, the school's behaviour expectations have not been met, carefully considered sanctions will be applied. We also draw on the knowledge of colleagues from the Trust school improvement team and from relevant outside agencies.

When considering our response to unacceptable behaviour, we may make reasonable adjustments to:

● The consequence we give;

● How and / or when the consequence is explained to the child;

● When and / or where the consequence takes place;

If a child with SEND displays significant or persistent unacceptable behaviour, the SENDCo will work with colleagues, external professionals and parents / carers to identify provision changes and additional support or adjustments with the aim to reduce and avoid an escalation.

D.22 Supporting pupils following a sanction

At Waterwells Primary, we recognise that pupils require additional support following a sanction, most importantly those that have involved a pupil being removed from the classroom for any length of time. This is to ensure their successful reintegration and to make sure that they still feel

a valued member of the school and class community. Strategies that we use may include:

- Reintegration meetings (after every suspension)
- Restorative conversations following a reset / time out
- Behaviour Support Plans
- Conversations with parents
- Additional check-ins with a trusted adult/use of the Lounge
- Thrive or nurture sessions
- Referrals to other agencies (e.g. counselling, Young Minds Matter, Navigation hub, outreach support, alternative provision)

The school will deploy strategies where appropriate - interventions deployed form part of a graduated response that will be determined by the presenting need.