Waterton Academy Trust

KINGS OAK PRIMARY
LEARNING FOR LIFE

Behaviour and Relational Practice Policy 2026-2027

The Kings Oak Way

watertonacademytrust.org

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Purpose and Scope

At Waterton Academy Trust, we believe that positive behaviour is fundamental to effective teaching, learning, wellbeing, and inclusion. We are committed to creating calm, safe, and orderly environments in which all pupils feel respected, supported, and able to achieve their best.

This policy is the Trust's statutory behaviour policy, personalised for Kings Oak Primary, and applies across all schools within Waterton Academy Trust. It sets out the Trust's high expectations for pupil behaviour, the consequences that may be applied when these expectations are not met, and the authority of staff to take proportionate action to promote positive behaviour and maintain good order.

In line with the Department for Education's Behaviour in Schools, this policy is underpinned by clear rules, routines, and systems that are applied consistently and fairly. We recognise that behaviour is a form of communication and that pupils' behaviour can be influenced by a range of factors, including individual needs, experiences, and developmental stage. Staff are therefore expected to take a preventative and supportive approach, using understanding of pupils to promote positive behaviour and reduce the likelihood of disruption. Our Trust-wide approach is rooted in relational practice and reflects our core values of respect, inclusion, and belonging. We are committed to ensuring that every pupil feels seen, heard, and understood, and that relationships are central to promoting positive behaviour. The Trust's Excellence in Promoting Positive Behaviours – Professional Practice Guide articulates the shared values, ethos, and approaches that underpin this commitment across all Trust schools.

This policy applies to all pupils, including those with special educational needs and/or disabilities (SEND). The Trust is committed to meeting its duties under the Equality Act 2010 and the SEND Code of Practice, including making reasonable adjustments where appropriate, while maintaining high expectations for behaviour for all pupils.

The policy applies:

- At all times when pupils are on the school site.
- When pupils are participating in school-organised activities, including educational visits and residential trips.
- When pupils are travelling on school transport.
- To online behaviour, including the use of digital platforms and remote learning, where conduct affects the school community.

The consistent implementation of this policy is supported by the Trust's Excellence in Supporting Positive Behaviours guidance document, which provides further detail on effective, evidence-informed approaches to promoting positive behaviour across Trust schools.

This policy has been written with reference to all relevant statutory legislation and guidance, as listed at the end of this policy, and reflects the Trust's commitment to ensuring

that behaviour is managed lawfully, proportionately, and in the best interests of pupils and staff.

Intrinsic Motivation and Positive Behaviour

At Waterton Academy Trust, our approach to promoting positive behaviour is grounded in the development of intrinsic motivation. Intrinsic motivation refers to pupils' internal drive to behave positively because they feel a sense of belonging, purpose, responsibility, and pride in themselves and their community, rather than in response to external rewards or sanctions.

We believe that lasting positive behaviour is most effectively fostered when pupils:

- Feel safe, respected, and valued.
- Understand expectations and the reasons behind them.
- Experience strong, trusting relationships with adults.
- Develop self-regulation, empathy, and a sense of moral responsibility.

As such, staff are expected to prioritise approaches that build pupils' internal motivation to behave well. This includes:

- Explicitly teaching and modelling expected behaviours and social norms.
- Using language that supports reflection, choice, and accountability.
- Acknowledging effort, growth, and positive contribution in ways that reinforce pupils' self-worth and agency.
- Supporting pupils to repair relationships and learn from mistakes.

While recognition and praise are important, the Trust seeks to minimise reliance on extrinsic motivators such as prizes, tokens, or rewards that may shift focus away from learning, relationships, and personal responsibility. Where recognition is used, it should be purposeful, proportionate, and aligned with reinforcing values, effort, and positive identity rather than compliance alone.

This intrinsic, relational approach supports pupils to develop:

- Self-discipline rather than dependence on external control.
- Motivation rooted in belonging and connection.
- Skills for positive behaviour that endure beyond the school environment.

By embedding intrinsic motivation within our behaviour practices, the Trust aims to promote positive behaviour that is authentic, inclusive, and sustainable, enabling all pupils to thrive both academically and socially.

For the purposes of this policy when 'Headteacher' is used this covers Headteacher, Head of School and Executive Headteacher roles.

Behaviour Expectations

Waterton Academy Trust sets high expectations for behaviour across all its schools, based on the principle that clear, consistently applied expectations support positive behaviour, wellbeing, and effective learning. All pupils are expected to conduct themselves in a way

that reflects respect for others, responsibility for their actions, and consideration for the school environment.

Each school within the Trust has a responsibility to define and communicate its school-specific behaviour expectations, rules, or values in a way that is clear, age-appropriate, and accessible to pupils, staff, parents, and carers. These expectations should be positively framed, explicitly taught, and reinforced consistently across all areas of school life.

While the format and presentation of behaviour expectations may vary between schools (for example, through school rules, values, charters, or codes of conduct), they must:

- Align with the Trust's Behaviour Policy and statutory guidance.
- Promote positive behaviour and respectful relationships.
- Support inclusion and meet the needs of all pupils, including those with SEND.
- Be applied consistently and fairly by all staff.

The Kings Oak Way

At Kings Oak we want all children to be safe, happy and achieve. Our school rules are:

- Be ready. Children are In school ready to learn. Children wear the correct uniform and bring the correct equipment.
- Be respectful. Children are respectful to all adults, peers and the environment. Children treat each other with kindness, respect and tolerance. They look after all belongings and the environment.
- Be safe. Children keep themselves and others safe. Behaviour that is unsafe is not acceptable.

Routines and Expectations at Kings Oak

Basic Expectations

A calm, consistent and orderly environment is essential for learning. Adults and pupils are expected to follow the routines below at all times to ensure high standards of behaviour across the school.

Around School

Adults and pupils will move around the school quietly, walking in single-file lines on the left-hand side of corridors. The class teacher or lead adult will always lead the line and, where available, a second adult will walk at the back. Throughout the day, adults are responsible for modelling the expected behaviour, reinforcing routines and providing reminders where necessary to ensure all pupils meet expectations.

Entering School

Adults will greet each child positively as they arrive and ensure that pupils enter the classroom calmly and purposefully. Pupils will line up quietly in single file at the classroom door, enter the classroom sensibly, hang up their belongings and sit quietly, ready to begin learning.

Assemblies

Adults will enter and leave the hall quietly, modelling the behaviour expected of pupils. Staff identified on the assembly rota will remain in the hall to support behaviour throughout the assembly. Pupils should use the toilet before entering the hall, enter quietly, sit facing the front and remain attentive throughout. Pupils in Reception to Year 4 will sit cross-legged on the floor where appropriate, while pupils in Years 5 and 6 will sit on benches or chairs.

Lunchtimes

Teaching staff will accompany their class to the dining hall and ensure pupils are seated appropriately before leaving. During lunchtime, pupils are expected to sit correctly with their feet on the floor, talk quietly to those seated next to or opposite them, eat only their own food, clear away any litter and remain seated until they are dismissed.

Breaktimes

Adults will dismiss pupils to the playground one table at a time to promote a calm exit from the classroom. A drinks monitor will be in place where appropriate, and a member of staff trained in first aid will always be present on the playground. At the end of playtime, the first whistle signals that all pupils must stop immediately. The second whistle signals that pupils should walk quietly to their class line, ready to return to learning. Pupils are expected to use play equipment and spaces appropriately, avoid play fighting and, where possible, visit the toilet on the way to or from the playground or wait sensibly in the queue.

Classroom Expectations

Adults will use consistent attention signals to gain pupils' focus:

1. Stop what you are doing.
2. Put your equipment down.
3. Look at me.

Adults will wait until every pupil is ready before speaking and will ensure that all necessary resources are accessible to pupils. Pupils are expected to sit correctly on their chairs, with their bottom on the seat, feet on the floor and chairs tucked in, remaining seated unless instructed otherwise. When moving around the classroom, pupils will follow the agreed routine:

1. Stand up.
2. Put your chair under.
3. Move quietly to where you need to be.

Pupils should raise their hand when they wish to answer a question or gain the attention of an adult and should listen respectfully whenever another person is speaking.

Unacceptable Behaviour

Unacceptable behaviour is defined as behaviour that breaches the school's stated expectations and disrupts learning, compromises safety, or undermines the wellbeing and dignity of others. All behaviour concerns will be addressed promptly, fairly, and in line with this policy.

The following list provides examples of behaviours that may be considered unacceptable. These behaviours may vary in frequency, severity, and impact, and some may be considered serious depending on the circumstances.

Examples of behaviours that breach expectations include, but are not limited to:

- Disruption to learning, including persistent or repeated disruption.
- Unsafe physical or verbal behaviour that places the pupil or others at risk.
- Unkind, disrespectful, threatening, or aggressive physical or verbal behaviour towards others, including online behaviour.
- Physical aggression or violence, including fighting or deliberate harm.
- Verbal abuse, including shouting, swearing, intimidation, or threatening language.
- Damage to school or personal property, including deliberate vandalism.
- Bullying, including cyberbullying and repeated verbal or physical harassment.
- Dishonesty, including lying or cheating.
- Refusal to follow reasonable instructions, persistent non-compliance, or defiance.
- Inappropriate language, gestures, or conduct, including sexualised or offensive behaviour.
- Behaviour that may trigger safeguarding concerns, including sexualised behaviour, exploitation, or violence.
- Prejudicial or discriminatory language or behaviour, including racist, sexist, homophobic, transphobic, or ableist behaviour.
- Suspected criminal behaviour.
- Malicious allegations made against a member of staff- For the avoidance of doubt, all allegations against staff are treated as safeguarding matters and are managed in line with the Trust's Safeguarding and Child Protection Policy and statutory guidance. An allegation is only described as malicious where it has been investigated and found to be deliberately false.

Some behaviours may be deemed serious due to their nature, severity, or potential impact on the safety and wellbeing of pupils, staff, or the wider school community. Serious incidents may require immediate action and, where appropriate, involvement of senior leaders, external agencies, or consideration of suspension or permanent exclusion, in line with statutory guidance.

This list is not exhaustive. Behaviour is always considered in context, taking account of a pupil's age, stage of development, individual circumstances, and needs. The Trust's duties under the SEND Code of Practice and safeguarding guidance apply at all times.

Where appropriate, supportive and preventative measures, including reasonable adjustments, will be put in place alongside any consequences. The aim of all responses to unacceptable behaviour is to support pupils to understand the impact of their behaviour, learn from incidents, and make positive changes, while maintaining high expectations and a safe, orderly learning environment for all.

Rewards and Recognition

Waterton Academy Trust promotes positive behaviour through clear expectations, strong routines, and consistent, trusting relationships. Rewards and recognition are used to reinforce these expectations, encourage effort and engagement, and support pupils to develop self-regulation, responsibility, and positive learning behaviours.

Trust Principles for Rewards and Recognition

Across the Trust, approaches to rewards and recognition are guided by the following principles:

- **High expectations for all** – recognition reinforces clear behavioural standards and does not replace them.
- **Consistency and fairness** – systems are applied predictably and equitably by all staff.
- **Inclusivity** – approaches reflect pupils' age, stage of development, and individual needs, including SEND.
- **Proportionality** – recognition is appropriate to the behaviour demonstrated and supports intrinsic motivation.
- **Purposefulness** – rewards help pupils understand, repeat, and internalise positive behaviours.

Intrinsic Motivation and Earned Autonomy

The primary purpose of rewards within the Trust is to develop intrinsic motivation and a positive sense of self-identity. Pupils are most likely to sustain positive behaviour when they feel trusted, respected, and valued as members of their school community.

A central feature of this approach is earned autonomy. As pupils consistently make positive choices, they build trust with adults and are given increased responsibility and independence, such as leadership roles or additional privileges. This strengthens pupils' sense of belonging and citizenship and encourages positive behaviour driven by values and personal responsibility rather than external incentives.

Use of Extrinsic Rewards

The Trust recognises that some pupils, particularly those who find self-regulation challenging, may require extrinsic, target-based rewards as a short-term support strategy. In these cases, rewards may provide a clear, visible goal to help scaffold pupils towards more intrinsically motivated behaviour.

Where extrinsic rewards are used, they must:

- Be time-limited, purposeful, and proportionate.
- Be linked to clearly defined behavioural targets.

- Be reviewed regularly and reduced as pupils demonstrate increased self-regulation.
- Not replace relational approaches, consistent expectations, or restorative practice.

Over time, Trust schools work towards reducing reliance on extrinsic rewards and strengthening approaches rooted in relationships, earned autonomy, and internal motivation.

Recognition and Correction

In line with the principles of Praise in Public, Reprimand in Private (PIP and RIP), recognition of positive behaviour should be visible, affirming, and values-led, while correction should be handled discreetly and respectfully. This approach maintains dignity, strengthens relationships, and avoids shame or comparison.

Implementation at School Level

Rewards and recognition form one part of a wider behaviour system and are not used in isolation. They sit alongside clear routines, consistent responses to unacceptable behaviour, restorative practice, and high-quality teaching that supports positive conduct and engagement.

Each school within the Trust is responsible for defining its own rewards and recognition systems in line with this policy and statutory guidance. These systems should prioritise intrinsic motivation, particularly through increased responsibility and autonomy (for example, roles within school), and be clearly communicated, consistently applied, and regularly reviewed for impact.

King's Oak celebrates children's positive behaviour and achievements through the following systems:

- Dojo points. Children can earn Dojo Points for following the school rules. These are displayed on the whiteboard in every classroom and transferred to the Class Dojo site or a regular basis.
- Star of the Week. One child each week is chosen to be Star of the Week. They receive a certificate in assembly and are invited to join the Headteacher for a hot chocolate treat!
- Proud Walls. Every classroom has a Proud Wall that is used to celebrate achievements both in and outside of school.
- Postcards and phone calls home. Teachers give positive contact to parents to share successes in both learning and behaviour.
- Headteacher awards. Children may receive a Headteacher award to excellent work or behaviour.

Sanctions and Consequences

Waterton Academy Trust is clear that sanctions and consequences are used to maintain high standards of behaviour, support calm and orderly learning environments, and help pupils understand the impact of their actions. Sanctions are applied fairly, consistently, and proportionately, and are always linked to the school's stated behaviour expectations. The Trust's approach to sanctions is restorative in nature. Consequences are not intended to

punish in isolation, but to support learning, accountability, and relationship repair. Where behaviour expectations are not met, pupils are supported to reflect on their actions, understand the impact on others, and take steps to repair harm and rebuild trust.

The Trust also recognises the important distinction between behaviour management and behaviour modification. Behaviour management strategies (such as reminders, prompts, redirection, and de-escalation) are used to support pupils in the moment and maintain safety and order. Behaviour modification, however, requires longer-term, intentional support to help pupils learn new skills, develop self-regulation, and change patterns of behaviour over time.

All staff are expected to understand this distinction and to recognise that for some pupils, persistent behavioural difficulties represent a learning need, not simply a compliance issue. As such, sanctions must always sit alongside teaching, support, intervention, and relational practice, ensuring pupils are helped to develop the skills they need to succeed, rather than simply being corrected for what they cannot yet do.

In line with Behaviour in Schools, all sanctions:

- Do not involve humiliation, collective punishment, or practices that undermine dignity.
- Are proportionate to the behaviour and its impact.
- Take account of the individual circumstances of the pupil.
- Are applied consistently by staff.
- Are clearly explained to pupils.
- Are intended to support positive behaviour change.

Graduated Range of Sanctions

Across the Trust, behaviour is addressed through a graduated response, appropriate to the age and stage of the child with increasing levels of sanction where behaviour persists, escalates, or is more serious in nature. This approach ensures that pupils are supported to make better choices while maintaining clear boundaries and expectations.

Our graduated response sets out thresholds (R1- R5) for the response to behaviour incidents according to the severity and/ or frequency of the behaviour incident. These behaviour thresholds are aligned across the Trust to support consistent recording, monitoring, and analysis of behaviour, including through Bromcom.
While individual schools may use different formats, terminology, or systems to communicate behaviour expectations to pupils and families, the underlying principles, thresholds, and behaviour levels are consistent across all Trust schools.

Kings Oak Graduation Response Steps

Child Behaviour	Adult Response
R 1 Failure to follow basic instructions. Not meeting school rules.	**Verbal warning.** • Ensure child knows what it is that they are being warned about. Say what you see and what you need to see. • Quietly remind them if they continue, they will need to pay back time for the missed learning. Set the expectation that a good choice will be made. • Give take up time for child to respond.
R 2 Continuation of 'R 1' after warning.	**Payback** • Pay back the time at break or lunchtime (5 minutes). Children should walk and talk with the adult on duty. This time should be used to explore the reasons for the poor behaviour choices and set expectations for improvement.
R 3 Continuation of 'R 1/2' Other behaviours could Include: Internal truancy (leaving the classroom without permission), indirect inappropriate language, significant disruption to learning.	**Reflection (with class teacher or most appropriate adult)** • Record R3 on Bromcom. • Inform parents at the end of the day. • Directed reflection time in the classroom reflection area. • Any work missed must be completed at another time. Child to play back the time they have missed during the next social time. (Walk and talk with the adult on duty). • Child to complete reflection sheet / conversation using the specified format.
R 4 Continuation of previous stages. Other behaviours could include: Damage to property, verbal aggression, direct inappropriate language, theft.	**Step Out** • Record R4 on Bromcom. • **Class teacher** to inform parents (In person conversation / phone call) – this must be logged on CPOMs under *'Parent Contact'.* • Individual reflection time away from peers supervised by a member of staff (behaviour team). 20 minutes. • Reflection sheet / conversation to take place and agreement of strategies to use next time are made. • If behaviours are repeated incidents a behaviour plan, PSP and risk assessment may be put in place.
R 5 Physical aggression / violence. Homophobic / racist language. Bullying	**Step Out SLT** • Call via radio using radio protocols • Record R5 on Bromcom. • Inform parents (in person conversation / phone call) -– this must be logged on CPOMs under *'Parent Contact'.* • Individual reflection time away from peers supervised by a member of SLT for 20 minutes. Quality learning to be completed. This can also include missing social times. • Reflection sheet / conversation to take place and agreement of strategies to use next time are made. • Review of behaviour plan, PSP by SENCO / behaviour lead and class teacher.
• High-level dangerous and disruptive behaviour, absconding from the school site and repeated incidents may result in Internal of External Suspension (fixed term exclusion). **This action may only be authorised by the Headteacher, or the most senior member of staff in their absence, following a thorough investigation. The Waterton Trust Suspension Toolkit must be used and adhered to in all cases.**	

Proportionality and Escalation

Sanctions are proportionate and responsive, with escalation applied where:

- Behaviour is repeated despite previous intervention.
- Behaviour increases in seriousness.
- Behaviour poses a risk to safety, learning, or wellbeing.

Escalation is informed by professional judgement and does not replace early intervention, restorative approaches, or additional support where appropriate.

Internal Removal

In some circumstances, pupils may be removed from the classroom, playground or usual learning environment for a limited period. Internal removal is used to:

- Maintain the safety and learning of others.
- Support de-escalation and reflection.
- Enable restorative work before reintegration.

Internal removal is used in line with the school's statutory powers under the Education and Inspections Act 2006 and in accordance with the Department for Education's Behaviour in Schools. It is used proportionately, with appropriate supervision and safeguarding arrangements in place, and does not replace suspension where suspension is appropriate.

Internal removal is used only when necessary, for the shortest time possible, and pupils are provided with suitable work and restorative follow up and support to ensure successful reintegration.

Note: Internal removal versus removal from the classroom:
For the purposes of this policy, removal from the classroom refers to a short-term, lesson-based removal to maintain immediate safety or learning, while internal removal refers to a planned period away from peers as part of the school's graduated response to behaviour.

Recording, Monitoring, and Review

All sanctions and serious behaviour incidents are recorded accurately and promptly, in line with Trust expectations. The Trust's aligned behaviour levels support consistent use of Bromcom to:

- Monitor patterns and frequency of behaviour.
- Identify pupils who may require additional support.
- Inform early intervention and planning.
- Support leaders in evaluating the effectiveness of behaviour systems.

Behaviour data is reviewed regularly at school and Trust level to ensure:

- Consistency and fairness.

- Compliance with statutory duties.
- Effective support for pupils.
- Continuous improvement in behaviour and attitudes.

Where behaviour patterns indicate additional needs, schools will consider further support, reasonable adjustments, or referrals alongside any sanctions, in line with SEND and safeguarding duties.

Managing behaviour outside of school

The school may respond to behaviour that happens outside school where it is linked to the school community and affects pupils, staff, learning or the school's reputation. This includes behaviour on the way to and from school, on school trips, while wearing school uniform, in public places and online. Where behaviour causes harm, distress or disruption, the school will take fair and proportionate action and will follow safeguarding procedures where appropriate.

Restrictive Interventions, Including the Use of Reasonable Force

Waterton Academy Trust is committed to ensuring the safety and wellbeing of all pupils, staff, and visitors. Restrictive interventions, including the use of reasonable force, are used only when necessary, as a last resort, and in accordance with statutory legislation and guidance. Any use of restrictive intervention is intended to prevent harm, maintain safety, and uphold the dignity and welfare of all involved.

Legal Basis and Statutory Guidance

The use of reasonable force by school staff is permitted under schools' statutory powers and is informed by the following legislation and guidance:

- Education and Inspections Act 2006, which provides school staff with the power to use reasonable force to prevent a pupil from committing an offence, causing injury to themselves or others, causing damage to property, or prejudicing the maintenance of good order and discipline.
- Use of Reasonable Force (Department for Education, 2013), which sets out the circumstances in which reasonable force may be used and the principles that must be followed.
- Behaviour in Schools, which clarifies expectations around staff authority, proportionality, recording, and safeguarding in relation to behaviour management.
- Keeping Children Safe in Education, which requires schools to ensure that pupils are safeguarded at all times and that any use of force is consistent with safeguarding duties.

When Restrictive Interventions May Be Used

Restrictive interventions, including reasonable force, may be used only to prevent a pupil from:

- Harming themselves or others.
- Committing a criminal offence.

- Causing serious damage to property.
- Seriously disrupting good order and discipline, where other strategies have been unsuccessful.

Any use of reasonable force must be:

- Reasonable and proportionate in the circumstances.
- The minimum necessary to address the risk.
- Time-limited, ceasing as soon as the risk has passed.

Reasonable force is not used as a punishment and must never be used to cause pain, humiliation, or degradation.

Where a pupil has identified additional needs, including SEND, or known triggers or risks, staff will consider reasonable adjustments, individual behaviour plans, and preventative strategies wherever possible, in line with the SEND Code of Practice and Equality Act duties.

Training and Staff Competence

Waterton Academy Trust recognises that the safe and lawful use of restrictive interventions requires appropriate training, confidence, and professional judgement. The Trust has accredited Team Teach trainers as part of its Trust team and is committed to building staff capability in this area.

All schools within the Trust are offered access to Team Teach training on an annual basis, ensuring that staff are trained in:

- De-escalation and preventative approaches.
- Positive behaviour support strategies.
- Safe and proportionate physical interventions, where required.

School leaders are responsible for ensuring that staff who may need to use restrictive interventions have access to appropriate training and that practice is monitored and reviewed regularly.

Recording, Reporting, and Review

All incidents involving restrictive interventions or the use of reasonable force must follow the following steps:

- Recorded promptly and accurately on CPOMS in line with school and Trust procedures.
- Verbally reported to senior leaders for review on the same day.
- Leaders must make contact with parents or carers as soon as reasonably practicable after the hold has happened but must be on the same day before the child leaves the premises, in line with statutory guidance.
- Staff must check for any signs of injury once the pupil is calm and safe, with at least two staff members present.If the child is not regulated before going home then the parent will be asked to check, is possible on collection. If it is not possible to check the child before leaving the premises then staff must record this on CPOMS and conduct a follow up phonecall as soon as possible.

Records are used to:

- Monitor patterns or frequency of incidents.
- Identify pupils who may require additional support or risk assessment.
- Inform staff training and preventative planning.
- Ensure compliance with safeguarding and statutory duties.

Where the use of reasonable force gives rise to safeguarding concerns, appropriate safeguarding procedures are followed without delay.

Seclusion

Seclusion is distinct from isolation and is used in accordance with statutory guidance, including the Department for Education's Behaviour in Schools guidance, to manage immediate risk and ensure safety. It is a safeguarding measure and not a routine behaviour management strategy.

Seclusion refers to the supervised placement of a pupil in a separate space away from other pupils, where there may be a temporary deprivation of liberty, for example where a door has been closed and the pupil may be alone, in order to support safety and calm. Seclusion is only considered in exceptional circumstances, as a last resort, where a pupil's behaviour poses an immediate risk of harm to themselves or others and where other de-escalation strategies have been unsuccessful.

Any use of seclusion will be time limited, closely supervised, and proportionate to the level of risk presented. Senior leaders are informed immediately where practicable, and in all cases on the same day, of any use of seclusion. The Headteacher is notified in accordance with school procedures, and each incident is reviewed by a senior leader at the earliest opportunity.

If seclusion continues beyond what was initially anticipated, or if the pupil does not begin to de-escalate, the situation must be escalated to a senior leader without delay. A senior leader must actively review the ongoing risk, the pupil's wellbeing, and whether seclusion remains necessary and proportionate. Where seclusion cannot be safely ended within a reasonable period, alternative actions must be considered. These may include additional support, contacting parents or carers, seeking advice from external agencies, or, where appropriate, consideration of suspension in line with statutory guidance.

Pupils will never be locked in a room or left unattended. Supervision is continuous throughout any period of seclusion. Staff will ensure the pupil's dignity is upheld, their physical and emotional wellbeing is monitored, and appropriate access to support and basic needs is provided at all times. The purpose of seclusion is to support safety and calm, not to punish.

Parents or carers will be informed as soon as reasonably practicable following any incident where seclusion has been used, and normally on the same day. All incidents will be recorded and reviewed in line with the school's safeguarding and behaviour procedures,

taking account of the pupil's age, special educational needs, vulnerabilities, and any individual support plans.

Staff Involved

- Staff member initiating seclusion:
- Senior leader authorising seclusion (if different):
- Other staff present / supervising:

Search, Screening, and Confiscation

Waterton Academy Trust is committed to maintaining safe, calm, and orderly learning environments. Schools within the Trust exercise their powers to search, screen, and confiscate items where necessary to protect pupils, staff, and the wider school community. These powers are exercised lawfully, proportionately, and with due regard to safeguarding and pupil welfare.

Legal Powers and Statutory Guidance

School staff have the legal authority to search pupils and confiscate items under the following legislation and guidance:

- Education and Inspections Act 2006, which provides schools with statutory powers to discipline pupils and regulate behaviour, including powers to search and confiscate prohibited items.
- Searching, Screening and Confiscation (Department for Education, 2022), which sets out the circumstances in which searches may be conducted, with or without consent, and how confiscated items should be handled.
- Behaviour in Schools, which confirms staff authority to take reasonable action to maintain good order and discipline.
- Keeping Children Safe in Education, which underpins safeguarding responsibilities, including where items raise child protection or Prevent concerns.

Searches are carried out sensitively, with at least 2 staff members present, taking account of the age, sex, and needs of the pupil, including SEND, and in line with statutory guidance. Parents and carers are informed of searches and confiscations where required or appropriate. Searches may be conducted with or without consent in line with statutory guidance.

Prohibited Items

Pupils are not permitted to bring the following items into school, or have them in their possession while on the school site, on school transport, or during school-organised activities:

- Any item brought with the intention of causing harm.
- Knives, bladed articles, or weapons (including imitation weapons).
- Fireworks, explosives, or incendiary devicesillegal drugs, controlled, or drug paraphernalia.
- Alcohol
- Laser pens.
- Stolen items.

- Animals
- Tobacco products, vapes, or e-cigarettes.
- Pornographic, sexualised, or age-inappropriate material.
- Literature, images, or digital content that promote extremist views, hatred, or violence.
- Abusive, inflammatory, or discriminatory texts or images.

This list is not exhaustive. Any item that poses a risk to safety, wellbeing, or good order, or that breaches school rules, may be confiscated.

Mobile Phones and Electronic Devices

Each school within the Trust has a Mobile Phone Policy, which is shared with pupils and parents/carers and is available on the school's website. Pupils are expected to follow their school's Mobile Phone Policy at all times.

A breach of a school's Mobile Phone Policy constitutes a breach of this Behaviour Policy and may result in sanctions and/or confiscation in line with school procedures.

Handling, Retention, and Disposal of Confiscated Items

Confiscated items are handled in accordance with statutory guidance and school procedures. This may include:

- Retaining items for a period of time.
- Returning items to pupils or parents/carers where appropriate.
- Passing items to the police or other relevant authorities.
- Disposing of items safely and lawfully.

Illegal items, weapons, or items that raise safeguarding or criminal concerns are not returned to pupils and are dealt with in line with statutory requirements.

Records are kept of searches and confiscations where required, and incidents are reviewed by senior leaders to ensure that procedures are followed consistently and appropriately. (Appendix)

Removal from the Classroom

Removal from the classroom is a serious but short-term measure used to maintain a calm, safe, and productive learning environment. It is used proportionately, sparingly, and in line with statutory guidance, and forms part of the graduated response to behaviour set out in Section 5 of this policy.

When Removal from the Classroom May Be Used

In line with the Department for Education's Behaviour in Schools, removal from the classroom may be used where a pupil's behaviour:

- Seriously disrupts learning for themselves or others.
- Poses a risk to the safety of pupils or staff.
- Breaches the school's behaviour expectations and cannot be managed through in-class strategies.

Removal from the classroom is not used as a punishment, nor as a substitute for effective behaviour support, early intervention, or appropriate sanctions. It is used only where allowing the pupil to remain in the classroom would significantly impact learning, safety, or good order.

Removal from the classroom does not replace suspension where the statutory threshold for suspension has been met.

Supervision and Reintegration

Pupils removed from the classroom are:

- Appropriately supervised at all times.
- Provided with meaningful and suitable work.
- Supported to reflect on their behaviour.

Removal is for the shortest time necessary and is followed by a planned reintegration into the classroom. Reintegration may include:

- A restorative conversation.
- Clarification of expectations.
- Additional support or adjustments, where appropriate.

Where a pupil has SEND or identified additional needs, staff will consider reasonable adjustments and support strategies as part of reintegration, in line with duties under the SEND Code of Practice and Equality Act 2010.

Recording and Monitoring

All incidents of removal from the classroom are recorded accurately and promptly, in line with school and Trust procedures. Recording supports:

- Monitoring of frequency and patterns of behaviour.
- Identification of pupils who may require additional support.
- Oversight by senior leaders.
- Review of the effectiveness and appropriateness of removal practices.

Data relating to removal from the classroom is reviewed regularly at school and Trust level to ensure that it is used consistently, proportionately, and in line with statutory guidance.

Partial Timetables

Waterton Academy Trust is committed to ensuring that all pupils access full-time education in line with statutory attendance requirements. A reduced or partial timetable is not used as a sanction for behaviour and must not be used as a disciplinary response.

Statutory Framework and Guidance

The use of partial timetables is informed by the following statutory duties and guidance:

- Working together to improve school attendance.
- Behaviour in Schools.
- Keeping Children Safe in Education.

- Special Educational Needs and Disability Code of Practice: 0–25 years.
- Equality Act 2010.

These set out schools' responsibilities to secure full-time education, safeguard pupils, and ensure that any alternative or adjusted arrangements are lawful, proportionate, and in the pupil's best interests.

In exceptional circumstances, and where it is clearly in a pupil's best interests, a time-limited reduced timetable may be used as part of a planned package of support to enable reintegration into full-time education. This may include circumstances where a pupil is experiencing significant emotional, behavioural, medical, or safeguarding needs that temporarily prevent them from accessing a full timetable.

Any use of a partial timetable:

- Is not a behavioural sanction.
- Is agreed in advance with parents or carers.
- Is authorised and overseen by a senior leader.
- Has a clear reintegration plan and review dates.
- Sets clear, achievable expectations to facilitate increased time in school.
- Is reviewed regularly to ensure it remains necessary and appropriate.

Partial timetables are used for the shortest time possible, with the clear expectation that pupils will return to full-time education as soon as it is safe and appropriate to do so.

Safeguarding, SEND, and Equality Considerations

All decisions relating to partial timetables are informed by safeguarding considerations and, where applicable, SEND processes. The Trust's duties under the Equality Act 2010, SEND Code of Practice, and safeguarding guidance apply at all times.

Where a pupil has SEND, a partial timetable is considered alongside:

- Reasonable adjustments.
- Additional support or intervention.
- Multi-agency involvement, where appropriate.

Partial timetables are not used to manage unmet needs or as a long-term solution and do not replace statutory processes, including Education, Health and Care (EHC) assessments where required.

Recording and Monitoring

All partial timetable arrangements are:

- Documented clearly, including rationale, duration, and review points.
- Monitored by senior leaders.
- Reviewed regularly to ensure compliance with statutory duties.

The Trust monitors the use of partial timetables to ensure consistency, legality, and alignment with attendance, inclusion, and safeguarding expectations. Where required, the local authority is informed in line with statutory attendance guidance.

Suspensions and Exclusions

Waterton Academy Trust recognises that suspension and permanent exclusion are serious statutory sanctions and must be used lawfully, proportionately, and only when necessary. They are not used to address low-level or minor incidents and are considered only where other interventions have been unsuccessful, or where the seriousness of an incident requires immediate action due to unsafe behaviours.

This section should be read in conjunction with the Waterton Academy Trust Exclusion Policy, which sets out in detail the statutory processes, timescales, and rights of pupils and parents/carers.

Statutory Framework and Guidance

The use of suspension and permanent exclusion is governed by the following statutory guidance and legislation:

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.
- Behaviour in Schools.
- Equality Act 2010.
- Special Educational Needs and Disability Code of Practice: 0–25 years.

These documents set out the legal thresholds, decision-making responsibilities, and procedural safeguards that schools must follow.

Circumstances in Which Suspension or Exclusion May Be Used

In line with statutory guidance, a suspension or permanent exclusion may be considered where:

- A pupil has committed a serious breach of the school's Behaviour Policy; and/or allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Decisions are made within the context of the graduated response outlined in:

- Section 3: Unacceptable Behaviour.
- Section 5: Sanctions and Consequences.
- Section 8: Removal from the Classroom.

This ensures that suspension and exclusion are part of a coherent behaviour framework and are not used in isolation.

Decision-Making Authority

The decision to suspend or permanently exclude a pupil rests with the Headteacher (or the Headteacher's authorised delegate, acting in accordance with statutory guidance) following a review of the incident. Decisions are based on:

- The balance of probabilities.
- Consideration of all relevant evidence.
- The individual circumstances of the pupil.

The Trust expects Headteachers to act reasonably, fairly, and proportionately, taking account of duties under the Equality Act and SEND legislation. Headteachers should refer to the avoiding exclusions toolkit. This should be read with reference to the Avoiding Exclusions Toolkit.

Reintegration Following Suspension

Following a suspension, schools ensure that pupils are supported to reintegrate successfully into school. This includes:

- A reintegration meeting with parents/carers and the pupil on the morning of the return to school.
- Clear communication of behaviour expectations.
- Clarification of any additional support or adjustments that will be in place.

All statutory paperwork, notifications, and recording requirements are completed in line with the Trust Exclusion Policy and DfE guidance, in a timely manner

Permanent Exclusion Threshold

Permanent exclusion is used only as a last resort. It may be considered where:

- There has been a serious or persistent breach of the Behaviour Policy; and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before reaching this threshold, schools will have considered a range of interventions and support, unless the seriousness of the incident makes this inappropriate. The Trust's Avoiding Exclusions Toolkit provides leaders with structured guidance to support a reflective and inclusive approach, ensuring that all reasonable and appropriate avenues of support and intervention have been fully explored before exclusion is considered.

The Trust monitors suspension and exclusion data to ensure:

- Consistency and legality of decision-making.
- Compliance with statutory duties.
- Early identification of patterns or disproportionality.
- Effective oversight and accountability.

Safeguarding and Serious Incidents

Waterton Academy Trust recognises that some behaviour incidents may indicate safeguarding concerns and require a response that goes beyond behaviour management. Safeguarding is always a priority, and the welfare of the child is paramount.

When Behaviour Becomes a Safeguarding Concern

Behaviour becomes a safeguarding concern where it:

- Suggests that a pupil is at risk of harm or has suffered harm.
- Involves or indicates abuse, neglect, or exploitation.
- Involves serious violence, sexualised behaviour, or criminal activity.

- Raises concerns about radicalisation, extremism, serious emotional harm or Prevent-related risks.
- Indicates that a pupil may be at risk of harm outside of school.

In such cases, behaviour is not treated solely as a disciplinary matter and safeguarding procedures take precedence over sanctions.

Designated Safeguarding Lead (DSL) Involvement

Any behaviour that raises safeguarding concerns is reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. The DSL is responsible for:

- Assessing the concern and determining next steps.
- Making referrals to children's social care, the police, or other agencies where appropriate.
- Ensuring that safeguarding records are completed accurately and securely.
- Advising staff on appropriate actions and support.

Staff are expected to follow safeguarding procedures at all times and must always seek advice from the DSL.

Child-on-Child Abuse and Harmful Behaviour

Waterton Academy Trust recognises that children can be victims of, and perpetrators of, abuse, including child-on-child abuse. This includes, but is not limited to:

- Bullying (including cyberbullying).
- Physical violence.
- Sexual harassment or sexual violence.
- Harmful sexual behaviour.
- Initiation or hazing-type behaviour.

All child-on-child abuse is taken seriously and responded to in line with Keeping Children Safe in Education. Allegations are managed sensitively, with consideration given to the needs and welfare of all pupils involved.

Behavioural sanctions may be applied where appropriate along with any additional safeguarding actions. Support will be provided to both victims and alleged perpetrators as required.

Links to Safeguarding Policy and Procedures

This Behaviour Policy should be read alongside the Trust's:

- Safeguarding and Child Protection Policy.
- Anti-Bullying Policy.
- Online Safety Policy.
- SEND Policy.

These policies set out detailed procedures for managing safeguarding concerns, referrals, record keeping, and multi-agency working.

All serious incidents involving behaviour and safeguarding are reviewed by senior leaders to ensure that responses are timely, appropriate, and compliant with statutory guidance.

SEND and Equality Duties

Waterton Academy Trust is committed to promoting inclusion, equity, and high expectations for all pupils. Behaviour expectations apply to all pupils; however, responses to behaviour take account of individual needs, circumstances, and statutory duties.

Statutory Framework and Duties

The Trust's approach to behaviour in relation to pupils with special educational needs and/or disabilities (SEND) is informed by the following legislation and statutory guidance:

- Special Educational Needs and Disability Code of Practice: 0–25 years.
- Equality Act 2010.
- Behaviour in Schools.
- Keeping Children Safe in Education.

These require schools to make reasonable adjustments, eliminate discrimination, and support pupils to access education safely and effectively.

Reasonable Adjustments and Support

Where a pupil's behaviour is linked to SEND or additional needs, schools will consider and implement reasonable adjustments and supportive strategies to reduce barriers and promote positive behaviour. This may include:

- Adjustments to routines, expectations, or the learning environment.
- Additional adult support or intervention.
- Individual behaviour or support plans.
- Multi-agency involvement where appropriate.

Reasonable adjustments are anticipatory, reviewed regularly, and informed by professional assessment and evidence.

Balancing Individual Needs with Safety and Learning

The Trust recognises the importance of balancing individual needs with the safety, wellbeing, and learning of others. While reasonable adjustments are made to support pupils with SEND, this does not remove the need for:

- Clear behaviour expectations.
- Proportionate responses to unsafe or disruptive behaviour.
- Action to maintain calm, orderly, safe learning environments.

Where behaviour presents a risk to safety or significantly disrupts learning, schools will take appropriate action in line with this policy and statutory guidance, while continuing to consider support and reasonable adjustments.

Equality and Non-Discrimination

The Trust does not discriminate against pupils with protected characteristics and takes steps to:

- Prevent inequitable treatment.
- Ensure equal access to behaviour systems and support.
- Monitor the impact of behaviour responses on different groups.

Decisions relating to sanctions, removal, suspension, or exclusion are made in line with Equality Act duties and are subject to review to ensure fairness and proportionality.

Roles and Responsibilities

Clear roles and responsibilities support the consistent and effective implementation of this Behaviour Policy across Waterton Academy Trust. All members of the school community have a role to play in promoting positive behaviour, maintaining high standards, and ensuring that behaviour is managed lawfully, fairly, and in line with statutory guidance.

Trust Board and Local Governing Bodies

The Trust Board and Local Governing Bodies are responsible for:

- Approving and overseeing the implementation of the Trust Behaviour Policy.
- Ensuring that statutory duties relating to behaviour, safeguarding, SEND, equality, and exclusions are met.
- Monitoring behaviour data, including suspensions, exclusions, and patterns of concern.
- Holding leaders to account for the effectiveness and consistency of behaviour systems.

This oversight is informed by statutory guidance including Behaviour in Schools and Keeping Children Safe in Education.

Headteacher

The Headteacher is responsible for:

- The day-to-day consistent implementation of this Behaviour Policy within their school.
- Establishing and communicating clear behaviour expectations, rules, and routines.
- Ensuring staff are supported, trained, and confident in applying the policy consistently.
- Making decisions regarding suspensions and permanent exclusions in line with statutory guidance.
- Ensuring behaviour incidents are recorded, monitored, and reviewed.
- Ensuring safeguarding concerns linked to behaviour are acted upon promptly.

The Headteacher exercises statutory authority in accordance with Behaviour in Schools and Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.

Senior Leaders

Senior leaders are responsible for:

- Supporting staff with the consistent implementation of the behaviour policy and early intervention.
- Liaising with the HT to oversee internal removal, partial timetables, and reintegration processes.
- Analysing behaviour data to identify trends, risks, or disproportionality.
- Coordinating support for pupils with additional needs, including SEND.
- Liaising with external agencies where appropriate.

They ensure that responses to behaviour align with safeguarding, SEND, and equality duties.

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Liaising with the HT and senior team.
- Managing behaviour-related safeguarding concerns.
- Assessing risk and determining appropriate safeguarding actions.
- Making referrals to external agencies where required.
- Maintaining accurate safeguarding records.
- Advising staff on safeguarding thresholds and procedures.

The DSL's role is defined in line with Keeping Children Safe in Education.

All Staff

All staff are responsible for:

- Consistent implementation of the behaviour policy.
- Modelling positive behaviour and respectful relationships.
- Consistently applying behaviour expectations and routines.
- Responding to behaviour in line with this policy and school procedures.
- Recording behaviour incidents accurately and promptly.
- Reporting safeguarding concerns without delay.

Staff are expected to exercise professional judgement and uphold pupils' dignity and wellbeing at all times.

Pupils

Pupils are expected to:

- Follow school rules and behaviour expectations.
- Treat others with respect and consideration.
- Take responsibility for their behaviour and actions.
- Engage positively with support and restorative processes.

Schools ensure that expectations are communicated clearly and in an age-appropriate way.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour policy and expectations.
- Work in partnership with the school to promote positive behaviour.

- Engage with meetings, support plans, and reintegration processes where required.

Schools communicate behaviour expectations and procedures clearly to parents and carers.

Monitoring, Review, and Complaints

Waterton Academy Trust is committed to ensuring that this Behaviour Policy is implemented consistently, remains effective, and meets all statutory and regulatory requirements. Robust monitoring, regular review, and clear complaints procedures support accountability and continuous improvement.

Monitoring and Oversight

The implementation and impact of this Behaviour Policy are monitored at school and Trust level. Monitoring includes:

- Analysis of behaviour data, including sanctions, internal removal, suspensions, exclusions, and attendance.
- Identification of patterns, trends, and any disproportionality.
- Review of the effectiveness of behaviour systems, including rewards and consequences.
- Evaluation of safeguarding concerns linked to behaviour.

Senior leaders and governing bodies use this information to:

- Ensure consistency and fairness in the application of the policy.
- Identify pupils who may require additional support or intervention.
- Inform staff training, support, and development.
- Support safe, calm, and orderly learning environments.

This monitoring aligns with expectations set out in Behaviour in Schools and supports the Ofsted Behaviour and Attendance judgement.

Policy Review

This Behaviour Policy is reviewed at least annually, or sooner if required due to:

- Changes in statutory guidance or legislation.
- Trust-wide review or improvement activity.
- Learning from incidents, complaints, or inspection findings.

The review process considers:

- Feedback from pupils, staff, parents/carers, and governors.
- Behaviour and safeguarding data.
- Outcomes for pupils, including those with SEND and protected characteristics.

Any updates to the policy are approved by the Trust Board and communicated clearly to schools, staff, pupils, and parents/carers.

Complaints

Concerns or complaints relating to the implementation of this Behaviour Policy should be raised in the first instance with the school, in line with the school's published procedures.

Where concerns are not resolved, complaints should be escalated in accordance with the Waterton Academy Trust Complaints Policy, which sets out clear stages, timescales, and routes for resolution.

Complaints relating to behaviour are handled fairly, transparently, and promptly, with due regard to safeguarding, confidentiality, and statutory guidance.

Links with other policies

This Behaviour Policy should be read alongside the following Waterton Academy Trust policies and guidance documents:

- Exclusion Policy.
- Safeguarding and Child Protection Policy.
- Attendance Policy.
- SEND Policy.
- Anti-Bullying Policy.
- Online Safety Policy.
- Excellence in Promoting Positive Behaviours – Professional Practice Guide.
- Avoiding Exclusions Toolkit.

Approval and Review

Appendix 1

Graduated response Thresholds

Kings Oak Graduated Response

For the majority of pupils, the clear and consistent boundaries, sanctions and rewards will be effective in promoting positive behaviour. However, there may be a small minority of children whom this does not work for, and who regularly receive display negative behaviours. In these cases, these children will be placed on an Individual Behaviour Support Plan (IBSP). The IBSP will be a working document, between teachers, parents and the children with clear strategies in place to stop a particular behaviour and promote particular positive behaviours.

Staff in the school are also aware that negative behaviours may be a symptom of other factors involving safeguarding and mental health and wellbeing issues. This policy is in place to ensure consistency across school and to inform decision making, however every case is treated individually.

Child Behaviour	Adult Response
R 1 Failure to follow basic instructions. Not meeting school rules.	**Verbal warning.** • Ensure child knows what it is that they are being warned about. Say what you see and what you need to see. • Quietly remind them if they continue, they will need to pay back time for the missed learning. Set the expectation that a good choice will be made. • Give take up time for child to respond.
R 2 Continuation of 'R 1' after warning.	**Payback** • Pay back the time at break or lunchtime (5 minutes). Children should walk and talk with the adult on duty. This time should be used to explore the reasons for the poor behaviour choices and set expectations for improvement.
R 3 Continuation of 'R 1/2' Other behaviours could Include: Internal truancy (leaving the classroom without permission), indirect inappropriate language, significant disruption to learning.	**Reflection (with class teacher or most appropriate adult)** • Record R3 on Bromcom. • Inform parents at the end of the day. • Directed reflection time in the classroom reflection area. • Any work missed must be completed at another time. Child to play back the time they have missed during the next social time. (Walk and talk with the adult on duty). • Child to complete reflection sheet / conversation using the specified format.
R 4 Continuation of previous stages. Other behaviours could include: Damage to property, verbal aggression, direct inappropriate language, theft.	**Step Out** • Record R4 on Bromcom. • **Class teacher** to inform parents (In person conversation / phone call) – this must be logged on CPOMs under *'Parent Contact'.* • Individual reflection time away from peers supervised by a member of staff (behaviour team). 20 minutes. • Reflection sheet / conversation to take place and agreement of strategies to use next time are made. • If behaviours are repeated incidents a behaviour plan, PSP and risk assessment may be put in place.
R 5 Physical aggression / violence. Homophobic / racist language. Bullying	**Step Out SLT** • Call via radio using radio protocols • Record R5 on Bromcom. • Inform parents (in person conversation / phone call) -– this must be logged on CPOMs under *'Parent Contact'.* • Individual reflection time away from peers supervised by a member of SLT for 20 minutes. Quality learning to be completed. This can also include missing social times. • Reflection sheet / conversation to take place and agreement of strategies to use next time are made. • Review of behaviour plan, PSP by SENCO / behaviour lead and class teacher.
• High-level dangerous and disruptive behaviour, absconding from the school site and repeated incidents may result in Internal of External Suspension (fixed term exclusion). **This action may only be authorised by the Headteacher, or the most senior member of staff in their absence, following a thorough investigation. The Waterton Trust Suspension Toolkit must be used and adhered to in all cases.**	

Appendix 2 – Pupil Search Record

This form must be completed whenever a pupil is searched for items that are not permitted under the school behaviour policy.

Pupil Details

- Pupil name:
- Year group / Class:
- Date of search:
- Time of search:
- Location of search:

Staff Involved

- Staff member conducting the search:
- Role:
- Second staff member present:

Reason for Search

☐ Reasonable grounds for suspicion
☐ Search agreed with pupil
☐ Search without consent (in line with statutory powers)

Brief description of concern / information received:

Search Details

- Type of search conducted:
  ☐ Outer clothing only (e.g. coat, jumper)
  ☐ Bags / belongings
  ☐ Pockets
- Was the search conducted in line with dignity and privacy requirements?
  ☐ Yes ☐ No

If no, explain why:

Items Found

☐ Yes ☐ No
If yes, list item(s):

Action Taken

☐ Item confiscated
☐ Item returned to pupil
☐ Item passed to senior leader
☐ Item disposed of (where permitted)
☐ Item handed to police (where required)

Further action taken / consequence applied (if any):

Pupil Response / Comments (if appropriate):

Parent / Carer Notification
☐ Yes ☐ No

Date and method of contact (if applicable):

Signatures

- Staff member completing form: _____ Date: _____
- Senior leader review (if required): _____ Date: _____

Appendix 3 – Seclusion Log

This log must be completed each time seclusion is used and retained in line with safeguarding and behaviour recording procedures.

Seclusion is used only where necessary to ensure safety and is not a disciplinary sanction.

Pupil Details

- Pupil name:
- Year group / Class:
- Date:

Incident Details

- Start time of seclusion:
- End time of seclusion:
- Total duration:
- Location used for seclusion:

Reason for Seclusion

☐ Risk of harm to self
☐ Risk of harm to others
☐ Serious disruption posing safety concerns

Brief description of incident and why seclusion was necessary:

Staff Involved

- Staff member initiating seclusion:
- Other staff present / supervising:

Safeguarding and Monitoring

- Was the pupil continuously supervised or, where appropriate, regularly checked at agreed intervals?
  ☐ Yes ☐ No
- Was the pupil's physical and emotional wellbeing monitored throughout?
  ☐ Yes ☐ No

Details of checks / observations (including time intervals):

De-escalation and Exit

- Strategies used to support regulation and safe reintegration:

- Reason seclusion ended:
  ☐ Pupil calm and regulated

☐ Risk reduced
☐ Senior leader decision

Post-Incident Actions
☐ Restorative conversation completed
☐ SEND / vulnerability considerations reviewed and recorded (where applicable)
☐ Behaviour support reviewed
☐ Pupil support plan updated (if applicable)
☐ Senior leader informed

Details:

Parent / Carer Notification
☐ Yes ☐ No:
If no, reason: _____
Date, time, and method of contact (if applicable):

Signatures
- Staff member completing log: _____ Date: _____
- Senior leader review: _____ Date: _____

This record will be retained in accordance with the school's safeguarding and data retention policies.

Appendix 4

Legislation, Statutory Requirements, and Statutory Guidance

This Behaviour Policy has been written with reference to, and in accordance with, the following legislation, statutory duties, and statutory guidance. These documents inform the Trust's approach to behaviour, safeguarding, inclusion, attendance, and discipline and underpin the expectations set out throughout this policy.

Statutory Legislation

- Education and Inspections Act 2006
  Provides schools with statutory powers to regulate pupil behaviour, impose disciplinary sanctions, use reasonable force, and conduct searches and confiscation.
- Equality Act 2010
  Places a duty on schools to eliminate discrimination, advance equality of opportunity, and make reasonable adjustments for pupils with protected characteristics, including disability.
- Children and Families Act 2014
  Establishes statutory duties in relation to SEND, pupil wellbeing, and inclusion.
- Human Rights Act 1998
  Sets out fundamental rights that inform lawful, proportionate, and fair behaviour responses.
- Online Safety Act 2023
  Strengthens expectations around online safety and behaviour, including conduct that impacts the school community.

Statutory and Department for Education Guidance

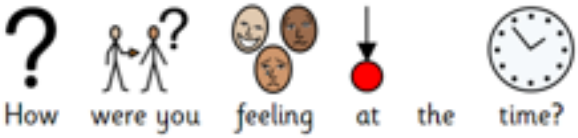
- Behaviour in Schools (2022, updated 2024)
  Sets out statutory expectations for behaviour policies, staff authority, sanctions, removal from the classroom, and internal removal.
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2023).
- Provides statutory guidance on the lawful use of suspension and permanent exclusion.
- Keeping Children Safe in Education (2024).
  Sets out safeguarding duties, including behaviour that may indicate safeguarding concerns and child-on-child abuse.
- Searching, Screening and Confiscation (2022).
  Clarifies schools' powers to search pupils and confiscate prohibited items.
- Use of Reasonable Force (2013).
  Provides guidance on the lawful and proportionate use of reasonable force by school staff.
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015).
  Sets expectations for identifying, supporting, and making reasonable adjustments for pupils with SEND.
- Working together to improve school attendance (2022).
  Clarifies schools' duties in relation to attendance, inclusion, and the use of partial timetables.

Appendix 5

Kings Oak Primary Support Behaviour documents
(Children friendly R Steps, Positives, Behaviour reflection)

KINGS OAK PRIMARY
LEARNING FOR LIFE
The Kings Oak Way:
Celebrating Success!
Learning for Life
We celebrate children who are:
Ready
Respectful
Safe
WAYS WE CELEBRATE
1
Dojo Points
Earn Dojo Points for following the school rules.
Points are displayed on the whiteboard in every classroom and transferred to the Class Dojo site on a regular basis.
2
Star of the Week
One child is chosen each week to be Star of the Week.
They receive a certificate in assembly and are invited to join the Headteacher for a hot chocolate treat!
3
PROUD!
Proud Walls
Every classroom has a Proud Wall that is used to celebrate achievements both in and outside of school.
4
Positive Messages Home
Teachers give positive contact to parents to share successes in both learning and behaviour.
5
Headteacher Awards
Children may receive a Headteacher award for excellent work or behaviour.
Ready
Respectful
Safe

Behaviour Reflection Sheet



Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other

me
a teacher
other adults
a friend
my class
my mum
Who has been affected?
other children
my dad
my sibling
my family
other classes
everyone
animals
someone else

_____

say sorry
tidy up
make a card
write a letter
fix something
have thinking time
What needs to happen to put things right?
clean something
make a change
calm down time
make a plan
practice
finish my work
hug
something different

_____

move away
ask for a break
go to the calm space
ask for help
get a fidget toy
tell someone how I feel
Next time I will...
count to 10
play with someone else
use finger breathing
make a good choice
take a deep breath
listen carefully
remember the rules
be respectful

_____

Name: _____

Date: _____

Document Detail	
Document Name:	Behaviour and Relational Practice Policy
Version:	1
Chief Officer Signature:	
Effective From:	01/09/2026
Approved by:	Trust Board
Approval Meeting Reference:	14/07/2026
Next Review Date:	01/01/2027

Version Control

Version	Date	Author	Change/Reference
1	01/02/2026	Laura Thresh	New Policy
2	27/05/2026	M Bretherton	Updated policy to align with revised Department for Education behaviour, suspension, exclusion, safeguarding, and restrictive intervention guidance, including the July 2026 Suspension and Permanent Exclusion guidance.
3	18/07/2026	Adam Dawson	Localised to school and amended school spefic parts.