

# Waterfield Primary School



## Behaviour Policy

(including Anti-Bullying)

Approved by:
Last Review: June 2026
Next Review Due: June 2027
Staff Member Responsible: Principal

## Waterfield Behaviour Policy

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

### Purpose:

Waterfield Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that positive behaviour and positive behavioural reinforcement is crucial to a child's social, emotional and educational development.

This policy is built on the foundation of the values of our School Community Agreement:

- Kindness
- Respect
- Demonstrating a hardworking attitude



**KINDNESS**



**RESPECT**



**HARD WORK**

At Waterfield, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and strategic interventions that support learners and adults in *aiming high and achieving their best*.

Whilst this policy provides guidance, Waterfield recognises every child and every situation is unique and therefore in cases where there is a need for elevated pastoral input to support behaviour the school and Senior Leaders will use discretion and adapt as they feel appropriate: maintaining the core purposes of safety for all and everyone's right to learn/work in a kind, respectful and hardworking environment.

### Aims of the policy:

- Create a positive culture of exceptionally good behaviour: for learning, for our community and for future life, underpinned by the Waterfield values of Kindness, Respect and Hard Work
- Ensure that all learners are treated fairly, shown respect and are SAFE
- Promote community cohesion through strong relationships
- Help learners take control over their behaviour and be responsible for the consequences of it by offering clear guidance and expectations
- Build a community whose values and beliefs echo those of modern-day Britain in which democracy, liberty, mutual respect and the rule of law are embedded in a culture that supports a global outlook
- Aim for excellent behaviour to be an expectation for all
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied with equity and equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Roles and Responsibilities

### All Staff

- Staff are responsible for:
- Implementing the behaviour policy consistently
- Consistently modelling positive behaviour
- Planning learning that engages, challenges and meet the needs of all pupils
- Ensuring praise outweighs anything negative
- Providing a visible presence around the school.
- Sharing good practice with one another
- Never ignoring or walking past pupils who are not being respectful, responsible or safe.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and in a timely manner
- Ensuring all Stage 3 behaviour (and above) is recorded on CPOMS and that their phase leader is informed
- Treating all children fairly, with respect and unconditional positive regard

The **Principal** is responsible for:

- Reviewing this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied appropriately

**Designated SEND and pastoral staff** are responsible for:

- Ensuring that certain children are not at a disadvantage due to their identified needs (such as SEND)
- Making suitable adjustments to implement this Behaviour Policy
- Sharing these adjustments with all relevant parties

**Parents** are expected to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may impact their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of, support and uphold the school rules and expectations
- Maintain effective communication with the school regarding behaviour

**Pupils** are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect and kindness
- Take good care of property and the environment around the school
- Follow instructions of school staff
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced or witnessed, inside and outside of school

The **Governing Board** is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

## Managing Behaviour

**At Waterfield, children follow three core values (page 2) and five rituals/routines which support them in developing self-discipline and empower their emulation of the school's motto – Aiming High and Achieving Our Best:**

### **Rituals/Routines**

- *The Attention Bell*
- *Calm Transitions*
- *Manners Matter*
- *Moving around the school – silently, sensibly and safely*
- *Voice Levels – Independent, Partner, Table*

**In our Early Years Department, this is supported by 'SHOW ME FIVE' as a basic introduction to learning behaviours. We also support the children in using visual reminders to support positive behavioural choices.**

### **Pupil Transition**

At the start of each academic year, teachers, with the pupils, create a class set of expectations – to sit alongside the behaviour ladder (Appendix 1). Whole school behaviour expectations are consistently re-enforced along with positive rewards. The focus at the beginning of each year is on building trusting relationships in classrooms and setting high expectations in line with the three school values of **kindness, respect** and **hard work**. Children who join mid-year, are given an allocated classmate to buddy up with who acts as a peer mentor and ensures (alongside school staff) that the new pupil is aware of behaviour expectations and consequences.

### **Positive Behaviour – Highlighting Good and Acceptable Choices**

**At Waterfield, focus will always be placed on highlighting positive behaviour choices.**

To be kind and respectful at Waterfield, the adults **clearly communicate their expectations at key points through a lesson/academic day/week/term** and give pupils the opportunity to modify their behaviour by issuing reminders and/or allowing space for reflection time.

Each half term will start with re-visiting the 'Class Promise' – a document drawn up in conjunction with the children to create their own interpretation of the School Values.

At all times, positive praise is used to highlight good behaviour and reward children. This is verbally given with a 'thank you' and, when exceptional, awarded house points for showing one of the core school values.

Other Positive Behavioural Rewards:

- Stars of the Week – A reward presented relating to the school values (fortnightly in celebration assembly)
- House Points – Children collect house points for their house – promoting a sense of belonging and healthy competition/community
- Work presented and shared with middle and senior leaders
- Classes/teachers may also initiate other small reward techniques such as: table points, line leader, stickers etc
- Opportunities to model positive behaviour to other pupils
- Sharing positive messages with adult at home

## Behaviour management strategies

**At Waterfield Primary, adults act as excellent role-models and emulate the school's values by using these 'Five Pillars' as a guide for supporting children's behaviour:**

1. Calm and consistent approaches that uphold the school values
2. Positive re-enforcement through clear routines that support an orderly and respectful environment
3. Clear, planned reflective conversations
4. Communication of positive behaviour to parents and children
5. Early identification of 'Barriers to Learning' so the curriculum can be adapted accordingly

**At Waterfield, you will see/hear adults:**

1. using the least intrusive support interventions with non-compliant learners
2. praising pupils who have met the expectations with a, 'Thank you' and/or positive reinforcement
3. using a calm voice and scripted conversation when managing behaviour
4. using whole-class rewards to encourage positive behaviour from all learners
5. emulating the school values during every part of the day
6. supporting pupils in understanding how their behavioural choices go beyond the situation itself and may require a deeper level of pastoral support
7. allowing a 'fresh start' for each morning/afternoon/day except where a behaviour modification programme is in place or where it has not been possible to implement sanctions on the previous day
8. relentlessly following through with consequences and never giving up on pupils even when initial attempts to improve behaviour do not work.

Children are encouraged to reflect on their behaviour choices and to use strategies to reregulate themselves. These strategies are explicitly taught to children through PSHE sessions, with additional work being done in class, a group or individually if required.

## Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuous professional development. Staff are given regular opportunities to discuss effective practice and raise any issues or concerns they have about the behaviour of a pupil in school. Identified staff are fully trained in Positive Handling and this is renewed regularly.

## Responding to Incidents of Poor Behaviour

All incidents will be investigated by a member of staff and the response of the school will be:

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

Whilst we will not tolerate poor behaviour, we will endeavour to understand/recognise potential causes or triggers. We will support and listen to all of the pupils involved and the alleged perpetrators will be offered support so that they can change their future behaviour. We will also consider the age of the alleged perpetrator.

## Behaviour and Actions Chart

To ensure consistency across the school for all stakeholders, we use a Behaviour and Actions Chart which details a clear and graduated approach to ensuring that any sanctions are appropriate and fair based on the level of poor behaviour displayed. This guidance is always used with discretion and can be adapted by the Principal/SLT, if deemed appropriate. These are displayed in all classrooms and all staff and children are aware of the approach. The chart can be found in appendix 1 at the end of this policy.

## Alert Cards

At any point, adults may issue a red ALERT CARD to **SLT/Office** if they deem a child's behaviour is compromising the safety and welfare of others. Upon receiving an 'Alert Card', assistance will be directed to the location required and intervention will be used to alleviate/support the situation.

## Playtime/Lunchtime Behaviour Management Strategies

We extend these high expectations for behaviour in lessons to all areas of school life, including during all unstructured times, such as both play and lunch breaks, collective gatherings and movement around the school. See Behaviour and Actions Chart – Playtime and Lunchtime (Appendix 2)

- Verbal Warning – for a Stage 1 incident
- Time Out – following repeated Stage 1 incidents or in response to a more serious Stage 2 incident. Adults will send the child to sit out or stand by an adult for 3-5 minutes or if in the lunch hall, move and sit alone for minutes' reflection time

Should a child not take advantage of being given time out to reflect and regulate and instead chooses to make poor behaviour choices, SLT will be alerted

- A Stage 3 incident will result in SLT be alerted, who will bring the child inside for reflection time.

## Reflection Time

Reflection Time is used as a strategy to help children to reflect on their behaviour and to help them understand the consequences and impact of their behaviour on others. Reflection Time may take place with the class teacher, or a partner class, or may be overseen by SLT. See Appendix 3, for the prompts to use in Reflection Time.

## Liaison with Parents and Other Agencies

A positive partnership with parents is crucial to supporting children to learn to manage their behaviour positively. Positive behaviour will be recognised and celebrated as everyday classroom practice. Parents and carers will always be informed at an early stage if there are any concerns around a child's behaviour. We recognise that there are many reasons underlying a child's behaviour, such as relationship difficulties within the family unit, hunger, feeling unwell, bereavement, abuse, friendship problems, SEN, medical conditions etc. Such issues are best investigated with parental support so that the school can choose the best approach to take. We always try to work with parent support. Parents are expected to attend a reintegration meeting following any fixed period suspension.

## Reasonable Adjustments

Every child and every situation are unique. Waterfield Primary fosters an inclusive environment and therefore acknowledges that support programmes and interventions may be required to support some children who require additional education and support regulating their behaviours. This will take place with the Inclusion Manager and may result in:

- additional pastoral support through the Learning Mentor Team, SLT and/or teachers
- behaviour incentive programmes with a positive behaviour focus
- liaison and support work with families/carers
- external support through Childhood Mental Health Services
- elevation of support requirements/SEN status through the SENDCo
- other solution-based actions resulting in a 'Behavioural Support Plan' that is shared with parents/carers

The school recognises its legal duty under the Equality Act 2010 to prevent certain pupils from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Therefore, Waterfield is an inclusive school, which prioritises the need for an equitable education. We recognise that some pupils may, at times, require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges.

Some may have attachment difficulties and may have heightened anxiety when presented with certain situations.

Examples of such students might include:

- Students experiencing SEED (Social, Emotional, Economic Disadvantage)
- Students with SEND
- Looked After Children and Previously Looked After Children
- Students with English as an additional language
- Students who act as Young Carers
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students with an assigned social worker

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as an excuse for significantly inappropriate behaviour. All students are expected to adhere to the behaviour policy at all times and will be supported to do so by all adults within the school.

Where it has been identified that a child's behaviour is directly affected by their additional needs, designated staff will be responsible for creating bespoke behaviour adjustments to support these children. 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, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

### Regulation Spaces

The school utilise the following spaces to enable children to regulate:

- The Sensory Room - an area which combines a range of stimuli to help children develop and engage their senses as part of a calming strategy
- The NEST -This is room used to enable children to de-escalate and then regulate in a secure and safe place. The NEST is a space for children to reflect on their behaviour and to help them understand the consequences of this behaviour. It is staffed by a member of the Nurture Team. While they are in the NEST, children will be supported to reflect on their behaviour and consider: - Why they made the behaviour choice; the impact on them and the people around them; how they could make a better choice going forward.
- Break – Out rooms and seating areas outside classrooms to allow time and space to reregulate their behaviour.
- The school Community Garden (only if supervised by an adult).

### Managing Serious Misbehaviour

Where a pupil's behaviour becomes more serious (e.g. aggressive towards other pupils or staff, swearing, fighting etc) or is an on-going concern, the class teacher will refer to the Senior Leadership Team / SENDCo, who may refer to the Pastoral Lead.

Actions may include:

- Meeting with parents/carers to discuss support and strategies.
- Pupil being placed on a Positive Behaviour Plan or Report.
- Referral to Pastoral Lead (which may lead to further referrals to outside agencies as required)
- Fixed-term or permanent exclusion, in the most serious cases.

**Positive Behaviour Plan (PBP)** – up to 3 targets set and agreed between the child (if age appropriate), a member of the SLT and the parent/carer. Regular monitoring, a time limit set and rewards agreed.

**Purpose:** In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

**Who:** It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging.

**What:** A maximum of three targets are agreed between the teacher and the pupil.

**Process:** Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks.

**Report** - with parental involvement, a contact sheet between Home and School instigated for a fixed period. Behaviours causing concern would be significant and include repeated disruption in class (including regular low-level disruption), physical or verbal violence towards peers or adults, and other very inappropriate behaviours.

**Purpose:** To engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

**Who:** It is for those pupils who have not been successful with a PBP or where behaviour has deteriorated very quickly and seriously. For those who are at risk of being excluded.

**What:** A two-week report record will be put in place that records behaviour on a session-by-session basis. One target is set and agreed between the child, and the class teacher. The parent/carer is informed. This is signed by parents daily.

**Process:** The pupil must get their report card/book signed by the teacher at the end of each lesson, then counter signed by a member of the SLT daily. Parents should sign the report daily. A member of SLT and the teacher discuss the pupil's progress at the end of each week. SLT will meet/speak to the parent/s at the end of the process to give a progress report/outcome.

## Exclusions

For continuous poor behaviour or serious misbehaviour a child may be suspended, either internally or for a fixed term. The final sanction is a permanent exclusion.

- **Internal Suspension** – the suspended child will be in school, overseen by an adult, but will be unable to have contact with other pupils. This may be used when a child is at risk of a fixed term suspension or permanent exclusion. This is an intermediary step with the aim of modifying behaviour and preventing the need for further sanctions.
- **External Suspension** – this will be implemented if the incident is of a severity that warrants this serious consequence. On occasion this will also be used when there is a prior history of serious behaviour incidents that have been repeated, despite all efforts by school to support the child in making good behaviour choices.
- **Permanent Exclusion** – in the most serious cases, a child may be permanently excluded.

Reasons for Suspension/Exclusion may include but are not limited to:

- Physical assault against a pupil/staff member: fighting, violence, wounding, obstruction, jostling,
- Verbal abuse/threatening behaviour against a pupil: threatened violence, aggressive behaviour, swearing, homophobic abuse harassment, verbal intimidation,
- Bullying: verbal, physical, homophobic bullying, racist bullying,
- Racist abuse: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti,
- Sexual misconduct: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti,
- Drug and alcohol related incidents: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse,
- Damage: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti,
- Theft: stealing school property, stealing personal property (pupil or adult), on a school outing,
- Persistent disruptive behaviour: challenging behaviour, disobedience, persistent violation of school rules,
- Other: incidents which are not covered by the categories above but this category should be used sparingly,
- Possession of an offensive weapon

## Exclusion/Suspension Process

- Whenever a pupil is suspended from school, the parent/carer is notified immediately by phone and will be given documentation recording the incident and the suspension.
- Work is set by the school for the pupil to complete
- The Chair of Governors, The Collegiate Trust and West Sussex are informed that a suspension has occurred
- A re-integration meeting (parents and child) is held when the pupil returns to school
- The Principal will follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency. This can be found at and the [TCT Suspension and Exclusion Policy](#).

## Citizenship – Anti-Bullying

Waterfield fosters positive citizenship both physically and digitally through the School Values and this Behaviour Policy.

Waterfield School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect.

Bullying is defined as: **consistent, repeated and targeted action** against an individual/group with a desired/premeditated outcome that physically hurts, intimidates, excludes or negatively impacts emotionally on the targeted party. The school community are encouraged to use the acronym.



Bullying is, therefore:

- Deliberately hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying is **not**:

- The odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone
- When children fall out or say things because they are upset

When occasional problems of this kind arise it is not classed as bullying, it is an isolated incident. **It is an important part of children's development to learn how to deal with friendship breakdowns and develop social skills to repair relationships.**

Whole school initiatives and proactive teaching strategies, (primarily through our PSHE and RHE curriculum) will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

Anti-bullying ambassadors are part of the whole school approach to prevent bullying and to educate children in how to respond to bullying. They have received training as part of the Diana Awards and are supported by the PSHE lead. The ambassadors are visible to the school community. The PSHE lead works with the anti-bullying ambassadors to lead whole school work on preventing bullying and promoting positive relationships.

Additionally, through the curriculum, pastoral support and upholding our school values, Waterfield Primary teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in person and online.

**Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:**

**1: Say 'Stop – I don't like that/that is unkind to me'.**

**2: Put up their hand to gesture a stopping sign and move away from the situation. (Blocking in the digital world, followed by step 3 - reporting).**

**3: Find an adult to tell/discuss what has happened.**

Knowing what acceptable behaviour is, as friends or from peers, and when repeated behaviour becomes bullying are all taught at school through 'keeping yourself safe' and 'positive friendship' assemblies, lessons and circle times.

When bullying is identified, this is immediately elevated to SLT. The child/group/person who has suffered the negative effects of this behaviour are supported. If appropriate, mediation and restorative justice approaches are utilised between the 'bully' and the 'targeted recipient'. An assessment of school life is conducted by the Inclusion Team and teachers to alleviate fears and support re-establishing the feeling of safety for the 'targeted recipient'. All support mechanisms are discussed with parents. Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Principal to consult with the Child Protection Team and/or the Police.

Pastoral support is also offered to the 'bully' to establish reasons for the anti-social behaviours exhibited. Waterfield Primary will endeavour to support and re-educate the child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the 'bully'. (Please see below: Behavioural Support).

Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Principal and Governing Board as appropriate.

**At Waterfield, we believe our entire community should SPEAK UP and TELL SOMEONE  
if incidents of bullying have occurred.**

## **Positive Handling, Restrictive Interventions and Training**

The Collegiate Trust and Waterfield Primary school are committed to creating a safe, supportive and inclusive environment where pupil behaviour is managed through positive relationships, early intervention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, must only be used in exceptional circumstances, where other strategies have been exhausted or are not practicable, and where there is an immediate risk of harm.

Any use of restrictive intervention must be lawful, proportionate, necessary, reasonable and in the best interests of the child.

### **Legal Framework**

In accordance with the Education Act 1996 and associated guidance, school staff may use reasonable force to prevent a pupil from:

- committing a criminal offence
- causing personal injury to themselves or others
- causing damage to property
- engaging in behaviour that seriously prejudices the maintenance of good order and discipline

This applies on school premises and during any school-led activity.

### **Definition of Positive Handling and Restrictive Interventions**

Positive handling refers to a carefully considered physical intervention used to support a pupil where there is a risk of harm, with the primary intention of protection and de-escalation, not punishment.

Restrictive interventions may include:

- physical restraint
- non-physical restriction of movement
- separation or removal from a situation to reduce immediate risk

### **Seclusion (preventing a pupil from leaving a space alone)**

This must only be used in line with statutory guidance and must never be used as a disciplinary sanction.

All restrictive interventions must:

- be used for the shortest possible time
- aim to restore safety and re-establish verbal control
- be carried out as an act of care and safeguarding, never as punishment

### **Prevention and De-escalation**

Staff are expected to prioritise:

- early identification of behavioural triggers
- reasonable adjustments for pupils with SEND
- trauma-informed approaches
- clear behaviour plans and risk assessments
- verbal and non-verbal de-escalation strategies

Where pupils are known to be at increased risk of distress or dysregulation, restrictive interventions must form part of a planned, reviewed and proportionate approach.

## Authorisation and Training

All members of school staff have a legal power to use reasonable force in certain circumstances. Specifically, to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use restrictive interventions must be authorised by the Principal and appropriately trained in their safe and lawful use.

Training must be proportionate to the staff member's role and the likelihood of involvement, and must include:

- the lawful use of reasonable force
- safe physical techniques
- prevention and de-escalation strategies
- safeguarding responsibilities and post-incident support

No member of staff is expected to place themselves or others at risk.

The absence of training does not prevent staff from taking reasonable action in an emergency to prevent serious harm.

The Principal is responsible for ensuring that training needs are identified, recorded and reviewed, and that appropriate oversight arrangements are in place.

## Recording, Reporting and Monitoring

Any incident involving positive handling or other restrictive intervention must be recorded on the school's safeguarding system as soon as practicable.

Records must include:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has identified a special education need or disability and their SEN status code
- the time, date, location of the incident
- the approximate duration of the intervention
- an account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force and details of any physical injuries sustained.
- a brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- confirmation of when and how parents were notified and what follow-up has taken place

The DSL must be notified of all such incidents and is responsible for:

- ensuring appropriate safeguarding review
- parental notification as soon as practicable, unless this would place the child at additional risk
- identifying patterns or concerns requiring further action

A report of the incident made to parents should include the following details:

- time, date, location and approximate duration of the intervention
- an account of why the intervention was assessed as necessary in that instance
- an account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Schools should ensure that parents are notified verbally and ensure this is followed up in writing using the Trust's Positive Handling Incident Report Form. Parents should be invited to have a follow-up discussion about the incident where appropriate.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Incidents are tracked, monitored and reviewed by senior leaders to inform training, policy development and safeguarding assurance.

### **Post-Incident Support**

Following any restrictive intervention:

- the pupil must be supported to regulate and reflect
- staff involved must be offered appropriate support and supervision
- behaviour plans and risk assessments must be reviewed where necessary

### **Further Guidance**

This policy has regard to Department for Education guidance: Restrictive interventions, including use of reasonable force, in schools (Statutory guidance effective from 1 April 2026) Supporting documents:

[Working together to safeguard children 2023: statutory guidance](#)

[Use of reasonable force and other restrictive interventions guidance](#)

### **Searching, Confiscation and Banned items**

If school staff have reason to believe or suspect a pupil has a banned item (see list below) in their possession – SLT will follow the latest DfE guidance on searching and confiscation ([Searching, Screening and Confiscation](#)) to ensure the safety of everyone in school. Any banned items found in pupils' possession will be confiscated. These items will not be returned to pupils. Banned items may include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes and related items
- Tobacco
- 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)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Use of Mobile Phones**

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure.. Yr5 and Yr6 pupils are permitted to bring a mobile phone to school if they walk home alone. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- Pupil phones are not allowed to be used during the school day.
- The phone must be switched off when entering the school grounds

- The phone must be placed in the class mobile phone box at the start of the day.
- The phone is left at the owner's own risk and school is not responsible for loss or damage
- Phones should not be taken on school trips/visits
- Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher/DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

If mobiles phones are on site and have not been handed in, they will be confiscated.

In cases of misuse of mobile phones, staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows the school to search a pupil's phone if we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury. Certain types of conduct, bullying or harassment involving mobile phones can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Up-skirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

### Behaviour Outside the School Premises

At Waterfield Primary, we believe our School Community Agreement extends beyond the classroom and school premises. As a member of the Waterfield community, we expect the children to behave with kindness and respect even outside school. As per Section 89(5) of the Education and Inspections Act 2006, the Headteacher/Principal may support the regulation of children's behaviour to 'such extent that is reasonable'.

Behaviour outside of School Premises Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. We expect pupils to act as positive ambassadors for our school and to be considerate members of the local community. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be investigated by a member of the Senior Leadership Team and sanctions issued following investigation, including suspension and exclusion.

### Monitoring

Behaviour is diligently and carefully monitored at Waterfield, so that we can best support the children in our care. All occurrences of Stage 3 (and above) behaviour (see behaviour action chart) are recorded on CPOMS. This allows patterns and trends to be identified and analysed. Consequently, further support strategies can be implemented.

The Behaviour Policy will be regularly reviewed in line with behaviour and contextual data.

***This policy has been outlined to ensure that Waterfield Primary School is a happy, safe and inclusive institute of learning where everyone can 'Aim High and Achieve their best'.***







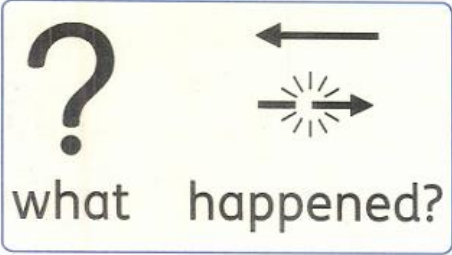








## Appendix 1 – Behaviour and Action Chart







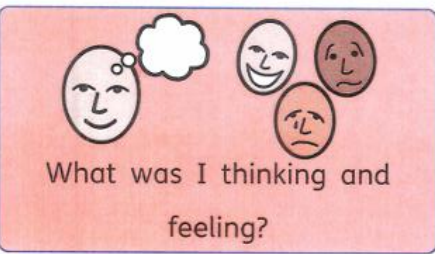








Lesson Behaviour and Actions Chart		
Stage	Behaviour	Action
1  Teacher and Learning Coach Managed	<p><b>Low level disruption e.g.</b></p> <ul style="list-style-type: none"> <li>• Calling out/constant chatting</li> <li>• Interrupting/ silly noises</li> <li>• Ignoring instructions</li> <li>• Being silly/pushing in line</li> <li>• Throwing/flicking small objects</li> <li>• Wandering around the classroom</li> </ul> <p>Not following any other established classroom rule</p>	<p><b>Reminder</b> - A reminder of the three school values–kindness, respect and hard work– privately delivered wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</p> <p><i>Remember our values about being kind, respectful and hard working please. You need to stop...(calling out, talking, answering back)</i></p> <p>SEND: Sensory break/room in line with SEN Support Plans. Application of agreed SEN support strategies.</p>
2  Teacher and Learning Coach Managed	<p><b>Repeat occurrence of stage 1 behaviour after a reminder or more serious behaviours e.g.</b></p> <ul style="list-style-type: none"> <li>• Rude/threatening gestures or intimidating body language</li> <li>• Name-calling</li> <li>• Repeated refusal to follow instructions from an adult</li> <li>• Verbal aggression</li> </ul>	<p><b>Caution</b> - A clear verbal caution, delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p><i>You have chosen to carry on... (calling out/talking/answering back). If you continue you will have to... (see me at break/complete the work at home/go to another classroom.) Think carefully about your next step.</i></p> <p><i>I noticed you are ... (having trouble getting started/wandering around the classroom/calling out). It was our rule about .... (not getting out of your seat without asking/ putting your hand up to answer a question) that you broke. You have chosen to (have to finish your work at break time/move to the back of the class). Remember last week when you (remembered to put your hand up every time/ sat still each lesson). That (child's name) is who I need to see today...thank you.</i></p> <p>It is important not to respond to any secondary behaviours at this time but note them to be discussed later on.</p> <p>Parents contacted by class teacher to discuss/inform of behaviour.</p> <p><b>Repair</b> - This might be a quick chat at breaktime or a more formal meeting.</p> <p>SEND: Sensory break/room in line with SEN Support Plans. Application of agreed SEN support strategies.</p>
3  Involvement of Phase Lead  Incident should be recorded on CPOMS.	<p><b>Continued repetition of any of the above, or serious behaviours e.g.</b></p> <ul style="list-style-type: none"> <li>• Deliberately aiming and throwing objects at someone to cause harm</li> <li>• Deliberately harming someone</li> <li>• Intimidating others</li> <li>• Purposeful damage to property</li> <li>• Swearing (physical or verbal)</li> <li>• Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand</li> <li>• Absconding in school (leaving class)</li> </ul>	<p>Time Out - Time out might be a short time outside the room, on the thinking spot etc. It is a few minutes (max. 10) for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>Phase Leader informed – if a repeated pattern of poor behaviour is emerging (two or more incidents within a week) This may result in:</p> <ul style="list-style-type: none"> <li>• Loss of Lunchtime - (led by senior leaders)</li> <li>• Loss of privileges – including after school activities, representing school at team or school outings.</li> <li>• Logged on CPOMS</li> <li>• Parents informed by Class Teacher or Phase Leader</li> </ul> <p><b>Repair</b> – Formalised use of reflection time</p> <p>SEND: Use of a De-escalation plan and/or contact with LA SEN Caseworker if necessary.</p>
4  SLT involvement  Recorded on CPOMS	<p><b>Continued repetition of any of the above, or:</b></p> <ul style="list-style-type: none"> <li>• Discriminatory Behaviour, including: Racism, Anti-LGBTQ+ language</li> <li>• Sexualised behaviour</li> <li>• Fighting/biting/serious harm to others</li> <li>• Throwing dangerous objects</li> <li>• Serious damage of property</li> <li>• Threatening physical violence</li> <li>• Stealing</li> <li>• Bullying</li> <li>• Extremely violent behaviour</li> <li>• Serious physical abuse to children</li> <li>• Verbal/physical abuse to staff</li> <li>• Leaving school premises (absconding)</li> </ul>	<p>Taking into consideration age and additional needs of perpetrator:</p> <p>SLT Involvement – likely to lead to further sanctions or support</p> <ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Positive Behaviour Plan implemented</li> <li>• Pupil placed on Report</li> </ul> <p>May lead to Internal Suspension or External Suspension</p> <p><b>Repair</b> - A more formal meeting.</p> <p>SEND: Use of a De-escalation plan; Referral to Fair Access Panel and/or contact with LA SEN Caseworker if necessary.</p>
5  SLT involvement  Recorded on CPOMS	<p><b>Continued repetition of any of the above or:</b></p> <ul style="list-style-type: none"> <li>• Extremely violent behaviour</li> <li>• Harmful Sexual Behaviour (HSB)</li> <li>• Serious physical abuse to pupils or staff</li> </ul>	<p>SLT involvement Internal or External Suspension</p> <p><b>Repair</b> - A more formal meeting. In the most serious cases Permanent Exclusion could follow.</p>














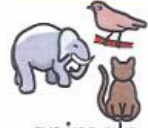

## Appendix 2 – Behaviour and Consequences Chart – Playtime and lunchtime
















Playtime and Lunchtime Behaviour and Actions Chart		
Stage	Behaviour	Actions
<b>Stage 1</b>  <b>Managed by Midday Supervisors and Learning Coaches</b>	<b>Low level disruption e.g.</b> <ul style="list-style-type: none"> <li>Not responding to bell or whistle</li> <li>Choosing not to tidy away play equipment</li> <li>Disruptive lining up</li> <li>Deliberately leaving others out to cause to distress</li> <li>Refusing to listen to adult instructions</li> <li>Pushing in the line/talking in the line</li> <li>Answering back to an adult</li> <li>Not playing fairly</li> <li>In the building without permission</li> <li>Shouting across the lunch hall</li> <li>Throwing/dropping food at others or on the floor</li> <li>Bad table manners – spitting food etc</li> <li>Ignoring adult instructions in the lunch hall</li> </ul>	Verbal reminder  <i>Remember our values about being kind, respectful and hard working please. You need to stop... (pushing, shouting) or You need to start...(listening to instructions sharing, using your table manners)</i>  <i>If you continue you will have to spend some time in time out.</i>  <i>Remember last week when you (shared kindly, looked at the equipment). That (child's name) is who I need to see today...thank you.</i>
<b>Stage 2</b>  <b>Managed by Midday Supervisors and Learning Coaches</b>  <b>Report on CPOMS</b>	<b>Repeat occurrence of Stage 1 behaviour after warnings or:</b> <ul style="list-style-type: none"> <li>Walking away from an adult/arguing with an adult</li> <li>Repeated refusal to follow instructions from an adult</li> <li>Rude/ inappropriate responses</li> <li>Taunting/teasing/winding up</li> <li>Name-calling</li> <li>Use of swear words</li> <li>Misuse of equipment, causing it to break</li> <li>Rough play</li> <li>Deliberately not telling the truth (lying)</li> <li>Rude/threatening gestures or intimidating body language</li> <li>Seeking out peers to deliberately antagonise</li> <li>Deliberately spreading untruths</li> <li>Verbal aggression towards adults</li> </ul>	Taking into consideration age and additional needs of perpetrator:  <b>Caution</b> - A clear verbal caution, delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences.  <i>You have chosen to carry on... (pushing, playing roughly) You now need to come and take some time out.</i>  Time Out - an adult sends the child stand by them for 5mins or if in the lunch hall, move and sit alone.  <i>Now you have finished time out, I would like you to...</i>
<b>Stage 3</b>  <b>Involvement of SLT</b>  <b>Record on CPOMS</b>	<b>Continued repetition of any of the above following time out or:</b> <ul style="list-style-type: none"> <li>Purposeful damage to property</li> <li>Physically hurting someone with malicious intent</li> <li>Deliberately aiming and throwing objects at someone with malicious intent</li> <li>Deliberately harming someone</li> <li>Fighting</li> <li>Intimidating others</li> <li>Swearing (physical or verbal)</li> <li>Sexist discrimination</li> <li>Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand</li> </ul>	One of SLT should be informed  Taking into consideration age and additional needs of perpetrator: Taken to reflect with SLT this may roll over the next day
<b>Stage 4</b>  <b>Involvement of SLT</b>  <b>Record on CPOMS</b>	<ul style="list-style-type: none"> <li><b>Continued repetition of any of the above, or:</b></li> <li>Discriminatory Behaviour, including: Racism, Anti-LGBTQ+ language</li> <li>Sexualised behaviour</li> <li>Fighting/biting/serious harm to others</li> <li>Throwing dangerous objects</li> <li>Serious damage of property</li> <li>Threatening physical violence</li> <li>Stealing</li> <li>Bullying</li> <li>Extremely violent behaviour</li> <li>Serious physical abuse to children</li> <li>Verbal/physical abuse to staff</li> <li>Leaving school premises (absconding)</li> </ul>	Taking into consideration age and additional needs of perpetrator:  SLT Involvement – likely to lead to further sanctions or support <ul style="list-style-type: none"> <li>Loss of privileges</li> <li>Positive Behaviour Plan implemented</li> <li>Pupil placed on Report</li> </ul> May lead to Internal Suspension or External Suspension  Repair - a more formal meeting.  SEND: Use of a De-escalation plan; Referral to Fair Acc Panel and/or contact with LA SEN Caseworker if necessary.
<b>5</b>  <b>SLT involvement</b>  <b>Recorded on CPOMS</b>	<b>Continued repetition of any of the above or:</b> <ul style="list-style-type: none"> <li>Extremely violent behaviour</li> <li>Harmful Sexual Behaviour (HSB)</li> <li>Serious physical abuse to pupils or staff</li> </ul>	SLT involvement  Internal or External Suspension  In the most serious cases Permanent Exclusion could follow.


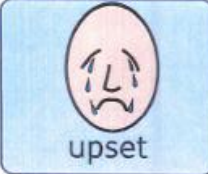




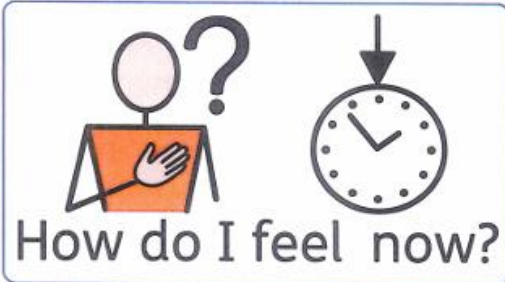

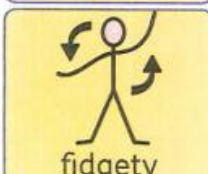
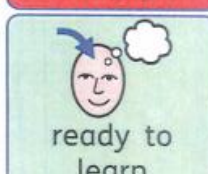
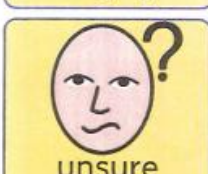
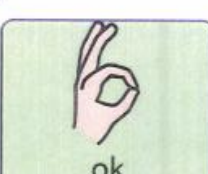
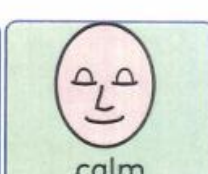

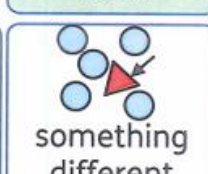
Appendix 3 – Reflection Booklet






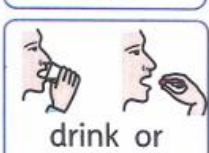

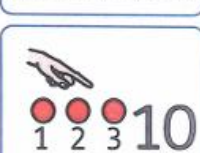

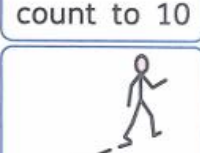


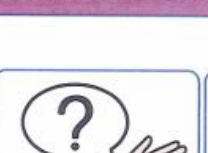


 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 hurt myself	 what happened?			 wasn't respectful
 said bad words				 wasn't ready
 didn't listen	 threw something	 ran off	 ripped my work	 something different

 confused	 tired	 ill	 sad	 upset
 worried	 What was I thinking and feeling?			 angry
 excited				 scared
 silly	 fizzy	 fidgety	 distracted	 something different

 me	 a friend	 a teacher	 a grown up	 my class
 family	 who or what has been affected?			 other children
 object				 group
 display	 escort	 mini bus driver	 animals	 someone else

 write it down	 draw a picture	 talk with someone	 say sorry	 fix something
 count to 10	 what needs to happen?			 tidy up
 thinking time				 clean something
 make a plan	 practice	 finish my work	 get dressed	 something different

 sad	 upset	 worried	 tired	 scared
 fizzy	 How do I feel now?			 angry
 fidgety				 ready to learn
 unsure	 ok	 calm	 happy	 something different

 talk to an adult	 go outside	 run	 calm room	 read a book
 drink or snack	 Next time I could...			 count to 10
 bubbles				 walk away
 bounce	 squeeze or hug	 ask for help	 deep breaths	 something different