Waterton Academy Trust

Behaviour and Relational Practice Policy

Cherry Tree Academy

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 Cherry Tree Academy, 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.

Principles Governing Behaviour Decisions

All behaviour decisions within Waterton Academy Trust will be made in accordance with the principles of administrative law and the Trust's statutory duties relating to safeguarding, SEND, equality, and pupil welfare. This applies to all behaviour-related actions and responses, including but not limited to sanctions, suspensions, permanent exclusions, removal from classrooms, internal removal, safeguarding separation, restrictive intervention, and decisions relating to pupil safety and conduct.

The Trust expects that all behaviour decisions will be:

- Lawful and in accordance with relevant legislation, statutory guidance, and Trust policies.
- Reasonable, taking account of the circumstances and information available at the time.
- Fair, impartial, and free from unlawful discrimination.
- Proportionate to the nature, seriousness, frequency, and impact of the behaviour.
- Individually considered, taking account of the pupil's age, developmental stage, individual needs, SEND, disability, vulnerabilities, and personal circumstances.
- Informed by safeguarding duties and the need to protect the welfare, safety, dignity, and rights of all pupils and staff.
- Evidence-based, with decisions informed by available facts, professional judgement, and, where appropriate, the views of pupils, parents, carers, and relevant professionals.
- Recorded appropriately to ensure transparency, accountability, oversight, and effective review.

The Trust recognises that consistent practice does not require identical responses in every circumstance. Staff are expected to apply professional judgement within the framework of this policy to ensure that behaviour decisions are responsive, defensible, and in the best interests of the wider school community.

Where appropriate, schools will consider whether supportive, preventative, or restorative approaches, including reasonable adjustments and pastoral support, are required alongside or instead of sanctions. Decisions relating to behaviour will always seek to balance the rights, safety, welfare, and education of the individual pupil with those of other 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.

Cherry Tree Academy Approach

At Cherry Tree Academy, intrinsic motivation is developed through our school values:

- Considerate
- Resilient
- Honest
- Inclusive
- Healthy

These values are explicitly taught through the Cherry Tree Academy Behaviour Curriculum, RSHE curriculum, assembly curriculum and daily interactions. Staff seek to build pupils' sense of belonging, responsibility and pride so that positive behaviour becomes self-motivated rather than reward-driven.

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.

Schools should set out their specific behaviour expectations below. This may include, but is not limited to:

- Core school rules or values.
- Expected standards of behaviour in classrooms, social times, and around the school.
- Expectations for behaviour on school transport, educational visits, and online.

Cherry Tree Academy Rules

- Be Ready
- Be Respectful
- Be Safe

Cherry Tree Academy Values

Considerate – We think about other people.
Resilient – We have the courage to keep going.
Honest – We always tell the truth.
Inclusive – No outsiders – we welcome everyone.
Healthy – We look after ourselves – mind and body.

Cherry Tree Routines

At Cherry Tree Academy, we understand the importance of clear, predictable routines and structure to cultivate a calm and orderly environment where children feel safe. We use consistent routines which are embedded across the school. Our routines and expectations are clearly set out in our CTA behavior curriculum which is actively taught to all children:

- Team stop signal to gain the children's attention (2 claps and a hand raised in the air)
- 1, 2, 3 to transition between parts of the lesson or between lessons:

1. Children stand up
2. Children put their chair under
3. Children move to where needed

- Children are expected to put their coat on and take it off outside the cloakroom in order to avoid congestion in the cloakrooms.
- Water bottles are placed by the sink for ease of access and children are sent one table at a time for a drink to avoid overcrowding.
- Children are encouraged to move to different areas one table at a time.
- Walking through school and to and from the playground is in an agreed line order and should always be calm and quiet with children showing 'smart walking' – hands behind backs.
- Walking to and from assembly and sitting in assembly in agreed places in rows on six.
- Clearly defined timetables with expectations of lessons, structure of the day within each classroom.

Playtime and Lunchtime Routines

At CTA, the school rules and values are promoted by all members of staff, including lunchtime supervisors. Additional staff members supervise at different points during lunchtime and there is a strong SLT presence. A lunchtime club and outdoor play equipment are provided to ensure that children have successful social times.

Routines:

- Teaching staff accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- Lunchtime staff are aware of and follow the school rules and values.
- At the end of playtime and lunchtime the lunchtime adults will blow the whistle to signal the children to stand still.
- On the second whistle the children will walk to line up on the playground where the class teacher is waiting for them.
- Members of staff on playground duty are outside promptly at the start of playtime and additional support is provided through support staff being on duty.
- A range of activities are provided for pupils during lunchtime.
- Adults are expected to model interaction and play with children to demonstrate positive place.

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.

Proud Points

To reward and reinforce positive behaviour and learning choices, all children earn proud points which are awarded for following the school rules and actively demonstrating our 5 core values. All adults can award proud points to children to promote a consistent and whole school approach to embedding our school rules and values. Points are represented visually within each classroom. To celebrate positive behaviour, children earn certificates which are presented weekly. When children earn a certificate, this is recorded on Bromcom.

Certificates

Accumulation of proud points for each certificate

Certificate	Number of proud points achieved
Bronze	50 points
Silver	150 points
Gold	250 points
Platinum	400 points
Diamond	600 points

Celebration Assembly – Stars of the Week

At Cherry Tree Academy, we actively seek to celebrate, value and share the successes of our children. A weekly celebration assembly is a dedicated time for the school community to come together to acknowledge and praise achievements. Each class teacher selects two children to receive a 'Star of the Week' award; the children are chosen because they meet our high expectations for behaviour and learning and demonstrate our school values. Parents are also invited to attend the assembly to celebrate and the achievement is logged on Bromcom.

Our 'Stars of the Week' are considered to be role models and therefore we raise their profile across school in a number of other ways:

- A certificate to take home which is celebrated by the whole school community.
- Receiving a golden ticket from the headteacher which invites them to attend a special event – 15 mins on a Friday to enjoy a hot chocolate and sweet treat.

- A group photograph which is published on the school's social media page and names published in the weekly newsletter.

Whole school rewards

To encourage whole school co-operation and links between phases and classes, we have a whole school reward system in place that links to the five key values. Every member of staff in school has a weekly allocated number of coloured tokens (representing the five values). Throughout the week staff can present a token to a child who demonstrates that value. The child can then take the token to the whole school rewards display and post it into the correct tube linked to the value they have demonstrated.
When enough tokens have been collected, the whole school receives a reward.

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.

Step	Examples of Behaviours may include – **not an exhaustive list**	Responses
R1 – Verbal Warning	Not meeting school rules or values.	None
R2 – Pay back	Continuing to ignore school rules and values despite further reminders and take up time.	Miss 5 minutes of the next break time. If behaviours continue further minutes will be added. EYFS 5 minutes on thinking spot.
R3 – Reflection Time Record on Bromcom.	Significant disruption to others' learning. Indirect inappropriate language including discriminatory terms Leaving the classroom without permission.	Reflection time within the classroom. Parents informed by class teacher / HLTA.
R4 – Step Out Time with a member of SLT	Aggression or intimidation (threats).	Go to work with a member of SLT for a minimum of 20 minutes.

(Minimum 20 minutes) Record on Bromcom.	Direct Inappropriate language including discriminatory terms Theft.	Parents informed by class teacher / HLTA.
R5 – Step Out Time with a member of SLT (Minimum 30 minutes- can be in free time) Record on Bromcom.	Bullying. Significant and intentional damage of property. Violence.	Go to a member of SLT (Minimum 30 minutes- can be in free time) Parents informed by class teacher / HLTA.

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.

Behaviour logs and monitoring

Behaviour is monitored weekly by the SENCO and members of the senior leadership team. Any behaviour from a C3 and beyond is recorded on a reporting form (See Appendix 7) which is given to SLT to record on Bromcom so that we can identify trends and patterns in order to be proactive and put positive behaviour plans in place as a preventative strategy. Behaviour data is analysed every half term.

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.

Cherry Tree Academy Practice

- Positive Handling Plans may be used for identified pupils.
- Individual Risk Assessments may be implemented.
- Team Teach approaches are used.
- Parents are informed the same day.

- Incidents are investigated by a senior leader and are recorded on CPOMS.
- RPIs are reviewed every half-term.

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. Pupils will remain under continuous supervision at all times and will not be locked in a room or prevented from accessing assistance. 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. This is distinct from suspension or permanent exclusion and will be managed in accordance with safeguarding duties, risk assessment processes, and relevant statutory guidance. Such decisions will involve the Designated Safeguarding Lead and be reviewed regularly.

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. Any such intervention must be lawful, proportionate, time-limited, and subject to continuous review.

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. Searches without consent will be carried out in accordance with statutory guidance, including requirements relating to same-sex searching and the presence of a witness, except where statutory exceptions apply. Intimate searches will not be conducted by school staff.
- 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 drugs, 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.

Any part-time timetable arrangement must:

- Be agreed with parents/carers unless exceptional circumstances apply.
- Have a clear educational rationale.
- Specify intended duration and review dates.
- Be reviewed regularly.
- Remain in place only for the shortest period necessary.
- Not be used as a disciplinary sanction or informal exclusion.

School Attendance and Part-time timetables at Cherry Tree Academy

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package. A part-time time table will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by eighth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

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 Permanent Exclusions

Waterton Academy Trust is committed to creating calm, safe, respectful, and inclusive learning environments. While preventative, relational, and supportive approaches are prioritised, the Trust recognises that suspension and permanent exclusion are lawful disciplinary sanctions available to Headteachers and may be necessary in some circumstances to protect the safety, welfare, and education of pupils and staff.

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. Detailed procedures relating to suspension, permanent exclusion, governor review processes, Independent Review Panels, reintegration, notification requirements, and statutory timescales are set out in the Trust's Exclusion and Suspension Policy.

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 where allowing the pupil to remain in school would seriously harm the education or welfare of others or the pupil.
- After appropriate consideration of context, safeguarding, SEND, and proportionality.

- In accordance with statutory guidance and the Trust's Exclusion and Suspension policy.

Permanent exclusion will only be used as a last resort.

A decision to permanently exclude will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of others or the pupil.

Further detail regarding exclusion procedures and statutory processes is contained within the Trust's Exclusion and Suspension Policy.

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.

The Trust will not use unlawful or informal exclusions. Any decision requiring a pupil to leave school site for disciplinary reasons will be formally recorded and managed in accordance with statutory guidance and the Trust's Exclusion and Suspension Policy.
The Trust will not:

- Direct pupils to remain at home without formally recording a suspension.
- Use part-time timetables as a disciplinary sanction.
- Pressure parents to remove a child from roll or electively home educate.
- Exclude pupils solely due to unmet SEND needs or disability.

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:

- Cosistency 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.

Behaviour Plans

Some children will be identified for needing additional support and reasonable adjustments to manage their behaviour. These children have a positive behaviour plan, which is an agreement between staff, children and parents. These plans are in place to identify need, bring about change and to ensure a consistent response. Plans identify the following:

- Specific behaviour targets broken down into small, manageable steps.
- Triggers and behaviours displayed.
- Supportive strategies to regulate.
- Unhelpful strategies that do not work for the child.
- Rewards and sanctions.

Alongside this children may have an individual risk assessment, an individual positive handling plan and a bespoke hierarchy of support that clearly outlines how behavior should be managed at each point for this child.

Some children will be supported through the use of behavior contracts and Individual Behaviour Trackers. These documents support children to take ownership of and reflect on their choices on a session by session basis.

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.

Appendix 1

Graduated response Thresholds

Step	Examples of Behaviours may include – **not an exhaustive list**	Responses
R1 – Verbal Warning	Not meeting school rules or values.	None
R2 – Pay back	Continuing to ignore school rules and values despite further reminders and take up time.	Miss 5 minutes of the next break time. If behaviours continue further minutes will be added. EYFS 5 minutes on thinking spot.
R3 – Reflection Time Record on Bromcom.	Significant disruption to others' learning. Indirect inappropriate language including discriminatory terms Leaving the classroom without permission.	Reflection time within the classroom. Parents informed by class teacher / HLTA.
R4 – Step Out Time with a member of SLT (Minimum 20 minutes) Record on Bromcom.	Aggression or intimidation (threats). Direct Inappropriate language including discriminatory terms Theft.	Go to work with a member of SLT for a minimum of 20 minutes. Parents informed by class teacher / HLTA.
R5 – Step Out Time with a member of SLT (Minimum 30 minutes- can be in free time) Record on Bromcom.	Bullying. Significant and intentional damage of property. Violence.	Go to a member of SLT (Minimum 30 minutes- can be in free time) Parents informed by class teacher / HLTA.

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

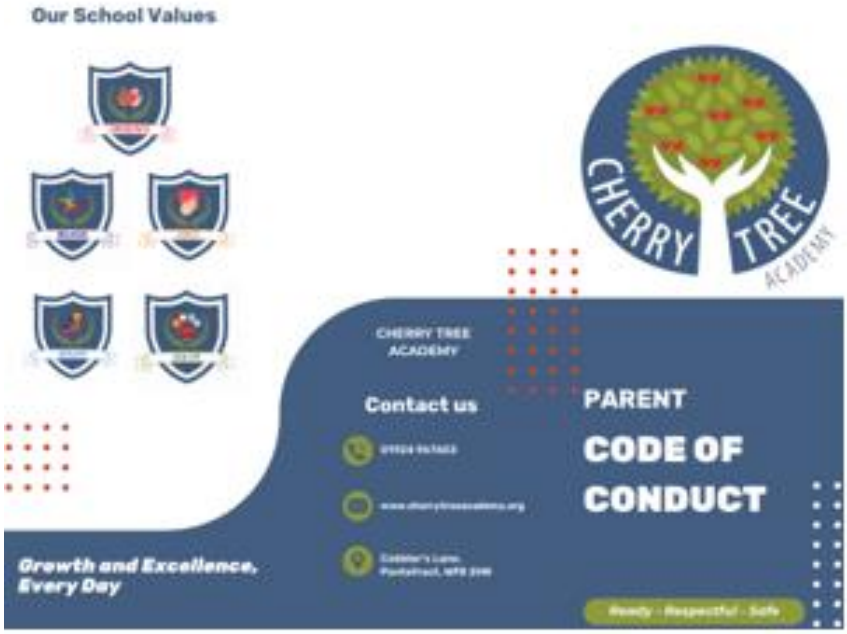
- Behaviour in Schools (2022, updated 2024)
  Sets out statutory expectations for behaviour policies, staff authority, sanctions, removal from the classroom, and internal removal.
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2026)
- Provides 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)

Appendix 5

Parent code of conduct



INTRODUCTION

At Cherry Tree Academy, we believe that a strong partnership between parents, carers, and the school is essential in creating a positive learning environment that extends from school to home. As a partnership, we understand that a strong, respectful relationship between home and school is essential in equipping children with the skills they need for adulthood. For these reasons, we continue to welcome and encourage parents and carers to participate fully in school life.

To maintain a welcoming and safe learning environment for all, we have established a clear set of expectations regarding behaviour and conduct. By working together in a spirit of mutual respect, we can ensure that Cherry Tree Academy remains a place where all children flourish, progress, and achieve their full potential.

The purpose of this policy is to provide a clear reminder to all parents, carers, and visitors about the expected standards of conduct when engaging with our school community. By adhering to these principles, we can foster a positive and supportive atmosphere where everyone feels valued and respected.

AT CHERRY TREE ACADEMY, WE EXPECT ALL PARENTS, CARERS, AND VISITORS TO:

- Respect the caring ethos and values of our school. Understand that teachers and parents work together for the benefit of the children.
- Treat all members of the school community with respect, setting a positive example in speech and behaviour, particularly in front of children. Work collaboratively with staff for the benefit of their child and engage constructively to resolve any concerns.
- Support the school in reinforcing positive behaviour, especially in public, to prevent conflict, aggression, or unsafe situations.
- Approach the school directly to resolve any concerns rather than escalating issues through social media or other informal channels.
- Show consideration for local residents by adhering to road safety rules and local access arrangements, including not parking on double yellow lines, zigzag markings, or across driveways, to ensure the safety of all members of the school and wider community.

TO MAINTAIN A SAFE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE CHERRY TREE ACADEMY COMMUNITY, WE CANNOT TOLERATE THE FOLLOWING BEHAVIOUR FROM PARENTS, CARERS, OR VISITORS:

- Disruptive behaviour that interferes with school operations, including classrooms, offices, and sports events.
- Using loud, offensive, or profane language, swearing, or displaying temper, including on the phone.
- Threatening behaviour or physical aggression towards staff, governors, visitors, parents, or pupils.
- Damaging or destroying school property.
- Sending abusive, threatening, or inappropriate messages via email, text, voicemail, or other communication.
- Posting defamatory or offensive comments about the school, pupils, parents, or staff on social media. Concerns should be raised appropriately with school staff.
- Approaching another child or parent to reprimand or discuss a concern—issues must be handled by staff.
- Smoking, drinking alcohol, or using drugs on school property.
- Bringing dogs onto school premises, except for assistance dogs.

Breaches may result in authorities being contacted and individuals being banned from the premises.

Thank you for supporting a positive, respectful school environment.

Parent/Carer Agreement:

I/we will do my/our best to:

- Work in partnership with the school.
- Accept the school's aims, policies, and procedures, and positively support the school.
- Ensure that your child attends school punctually every day, unless there is a valid reason for absence (e.g., illness), and notify the school by calling the school number and informing the admin team.
- Support the school's policies on learning, behaviour, attendance, and uniform.
- Ensure your child wears the correct school uniform and follows the school dress code. Make sure they have everything they need for the day, including their PE kit, book bag, and reading record.
- Keep the school informed of any changes to personal information, such as address, phone numbers, or emergency contacts.
- Promptly inform the school of any concerns or issues that may affect your child's learning, behaviour, or happiness at school.
- Support the school in teaching your child safe and secure internet use at home.
- Respect all members of the school community and abide by the policy of zero tolerance towards rude or aggressive behaviour, as outlined in the Parent Code of Conduct.
- Regularly check school communications (e.g., website, MCAS, Class Dojo) to stay updated on important information, policies, events, and your child's progress.
- Support and encourage your child's home learning, including regular reading at home to support their development.
- Promote and support active travel to and from school, encouraging walking, cycling, or scooting.

Signed: _____

Child's Agreement

I will:

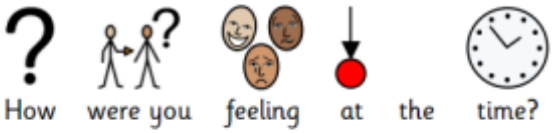
- Follow the school rules by being 'ready, respectful and safe.'
- Demonstrate the school values considerate, honest, resilient, inclusive and healthy.
- Come to school on time, prepared for the day and wearing the correct uniform.
- Take responsibility for my school and home learning, completing tasks to the best of my ability, and asking for help when I need it.
- Work to the best of my ability and show a positive attitude to learning.
- Reflect on my behaviour and learning and learn from my experiences.
- Use the internet safely, following what I've been taught in class.
- Talk to an adult if I have a problem or need help.
- Demonstrate the school values of friendship, teamwork, perseverance, honesty, respect, and responsibility.

Signed: _____

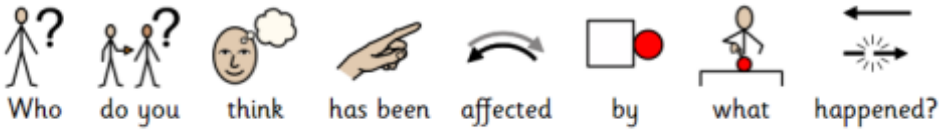
2+3=5
maths
break time
sensory
time
2+3=5
maths
ABC
English
ABC
spelling
reading
Calm
time
hool
home time
story
computing
history
geography
sensory
time
reading

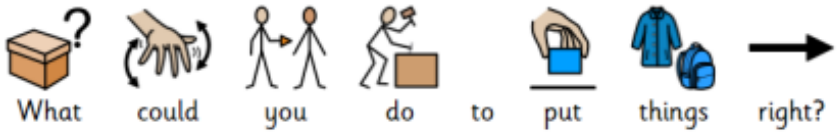
considerate honest inclusive healthy resilient

Behaviour Reflection Sheet



Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other




What
could
you
do
to
put
things
right?

What
could
you
do
differently
next time?

Name:
Date:

Ready, Respectful, Safe

I stay in the classroom.

I do not disturb other children from their learning.

I use respectful words.

I do as adults ask.

I do not damage property.

I do not climb on or jump from furniture or fences.

I do my learning to the best of my ability.

I come in at the end of breaktimes calmly and in the right way.

Signed: _____ Date: _____

Hierarchy of Support for ***

created _____ V3____

*** becomes aggressive towards adults or other children.
*** puts himself in danger.
*** leaves the classroom and climbs or runs through school

1. **Direct** *** to the pod for the opportunity to calm down and then discuss behaviour. Do not talk to *** until he is ready to do this. Adult to remain and supervise.
2. *** to stay out of the class for at least 15 minutes or until he shows he is regulated.
3. *** to complete work out of class.
4. Sanctions given – miss minutes from next playtime. No sticker on chart.
5. De-brief by using emotions/ actions cards to discuss the event and complete reflection sheet (Communication in print).
6. Discuss behaviour event at the end of the day as part of daily behaviour review
7. Positive Handling to be used as a last resort if at risk to self, others or safe environment.

*** begins to distract others.
*** becomes very loud within the classroom (e.g. shouting)

1. Acknowledge ***'s feelings 'I can see that you're feeling really angry or upset' but emphasise that the behaviour is not acceptable
2. Provide clear instruction for *** to go to the regulation area (reading corner) for 5 minutes. Not a choice now this is directed.
3. Offer for an adult to remain in the reading area with him – co-regulation.
4. If not stopping, take him out of the room to the pod outside to calm down. (timed and resulting in a consequence of missed social time)
5. Explain why the behaviour is unacceptable if calm enough to listen.
6. No sticker on chart.
7. Review of behaviour at the end of day. Reflect using reflection sheet (communication in print).
8. Do not get drawn into conversations. *** will try to do this. Ignore secondary behaviours and ensure consequence is linked to the original behaviour. .

*** refuses to complete work

If he shows more overt signs of not taking part in the activity then we should:

1. Use 1:1 support to explain the task
2. Use language of challenge to encourage *** to his activity. Offer use of "You say – I Write" to start the task then set timed challenge to continue – check in again within 5 mins.
3. Set a small target for the work with a time-scale, e.g. complete 3 questions in 5 minutes with the use of a digital timer. Provide instant reward.
4. Remind him he can choose to spend 5 mins in the regulation area within the classroom (reading corner).
5. Offer the chance to change one of his regulation toys to a different one.
6. Explain that he can do the activity now or during his free time and give him the choice. Give option of working outside.
7. Direct him to take his class pass and take his chart to Mr Dawson.

*** comes into class and his manner suggests he is agitated or worried. He does not want to engage in activities and may begin to wander around the room or walk straight out.

If *** demonstrates any signs that he is struggling to manage his emotions such as body language, minor attention seeking signs (e.g. fiddling with items around the room, tapping, swinging on chair, verbally calling out) or comes into school showing an agitated or worried manner, then we should undertake the following:

1. 1:1 support to explain the task
2. Use 'First' and 'Then' strategy. (First 5 mins job then movement break)
3. Conversational distraction – engage in conversation about his interests. (Sports, Lego, Home)
4. Provide an area in the classroom for him to stay to calm down/feel better (regulation station in reading corner – *** to be reminded and he chooses to go, or use of fiddle toys at his own workstation)
5. Provide an opportunity for him to talk about his feelings dependant on mood (check in). Use emotional coaching language and give him a way out.
6. Feeling chart on his barrier board
7. Praise him for positive behaviour (inc. all minor behaviours e.g. how he is sitting) and instant reward (e.g. sticker).

*** is calm within the classroom and partaking in regular activities.

All staff in school to follow agreed school polices and behaviour management systems. Positive praise and encouragement are given to encourage his positive behaviour.

1. Explanation of the task prior to starting.
2. Praise positive behaviour with instant reward – stickers, verbal praise
3. On completion of tasks reward with individual reward system (sticker on chart)
4. Ensure positive relationships with all members of staff who he interacts with, provide time for *** to interact with all adults within the classroom.
5. Encourage games at break with *** as appropriate. Adults on duty to look for *** and engage in play – he loves sport. **Offer indoor option.**
6. *** to sign and talk through contract at the start of the day.
7. *** to take chart and contract to Mr Dawson at the agreed times – break, lunch and end of the school day.
8. Use emotional coaching language with ***. Always acknowledge feelings.

Clarifies schools' duties in relation to attendance, inclusion, and the use of partial timetables

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	Kirsty King	Localised to Cherry Tree Academy