

# Cloughwood Academy

## Behaviour policy and statement of behaviour principles



Author	Committee Responsible	Approved By	Review Date
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# 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying policy

As an academy this policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Using inappropriate language including swearing

**Serious misbehaviour** is defined as:

- Repeated breaches of the Cloughwood Way (Appendix 3)
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Overtly offensive, aggressive and intimidating language
- Violence
- Theft
- Being under the influence of alcohol or illegal drugs
- Absconding
- Smoking/vaping

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Mobile phones or other personal devices which can be used to communicate or access the internet
  - Knives or weapons
  - Alcohol
  - Illegal or prohibited drugs
  - Stolen items
  - Tobacco, filters and cigarette papers
  - E-cigarettes or vapes
  - 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of Cloughwood Academy’s approach to preventing and addressing bullying are set out in our anti bullying policy

## 5. Roles and responsibilities

### 5.1 The Local Governing Board

The Local Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Local Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour and that there are adequate numbers of staff available throughout the school day to provide pastoral support for pupils who require it.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data relating to behaviour, recorded on Arbor, is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Providing pastoral support for pupils
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school expectations and routines
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations and maintain routines

The senior leadership team (SLT) will support staff in responding to behaviour incidents and there will always be a senior member of staff on duty throughout the school day.

#### **5.4 Parents and carers**

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour
- Be available to discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending meetings to discuss behaviour)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### **5.5 Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy (Cloughwood Way)
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in-year arrivals.

## 6. School behaviour curriculum

At Cloughwood Academy our mission is to: **Create a school where all are safe, enjoy learning and leave equipped with the skills to succeed in life, education, work and their communities.**

Our shared values are:

### **Safety, Learning, Respect, Integrity and Determination**

We display a copy of the Cloughwood Way (a one page behaviour policy) in all teaching areas and communal spaces. This acts as a quick guide to pupils, staff and visitors. A copy can be found in Appendix 3.

Pupils are expected to:

- Behave in a safe way
- Show respect to members of staff and each other
- In taught sessions, make it possible for all pupils to learn
- Demonstrate honesty and integrity
- Demonstrate determination when undertaking challenging tasks
- Move quietly and safely around the school
- Treat the school buildings, property and resources with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

### **6.1 Mobile phones**

Pupils are not permitted to have mobile phones or other personal digital devices which can be used to communicate or gain access to the internet during school hours. If your child chooses to bring a mobile phone or device with them, they will hand it in at the start of the day. Mobile phones and other devices will be kept in a safe and secure location until the end of the day when they will be handed back to

pupils. All mobile phones and devices are brought in at your own risk, the school is not liable for any damage or loss.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Cloughwood Way in their classrooms or teaching areas
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning and at the start of lessons
  - Establishing and upholding clear routines
  - Modelling good behaviour
  - Highlighting and promoting good behaviour, by giving their first attention to best conduct
  - Concluding lessons positively and starting the next lesson afresh with an unconditional positive regard for all pupils
  - Having a plan for dealing with low-level disruption in keeping with the Cloughwood Way
  - Completing the points spreadsheet (Appendix 5) with pupils at the end of each lesson so that all pupils understand how well they have met school expectations

### 7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- The awarding of 3s for Respect, Learning, Safety, Determination and Integrity (Points Appendix 5)
- Publicly acknowledging good behaviour and performance in the daily Values Plenaries
- A positive phone call or text home to parents or carers
- Awarding praise certificates in Celebration Assembly – Values Superstar
- Nominating a pupil for the Caught Being Good Award: Pupils who win the Caught Being Good award receive a £5 credit into their Cloughwood Bank
- Nominating a pupil for a Governor's Award
- Termly Points Prizes – Pupils who are in the Top 20 in Secondary and Top 10 in Primary receive a £20 credit into their Cloughwood Bank
- Pupils who receive 5 Values Superstar awards in Primary and 10 Values Superstar awards in Secondary receive a £5 credit into their Cloughwood Bank
- Pupils who win the Outstanding Homework award receive a £5 credit into their Cloughwood Bank

#### **7.4 Responding to misbehaviour**

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

Staff will endeavour to create a predictable and safe environment by always challenging behaviour that falls short of the school's expectations, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, detailed in pupil Safety Plans (Appendix 6), can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the misbehaviour identified and taken into account when issuing behaviour consequences.

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

The school may use one or more of the following consequences in response to unacceptable behaviour. In most cases we follow a graduated response when issuing consequences (as detailed

below), however in some circumstances of serious misbehaviour it will be necessary to jump to a more serious consequence:

- 1) A verbal reprimand and reminder of expectations**
- 2) Reflecting misbehaviour in the points awarded to the pupil at the end of the lesson (Appendix 5)**
- 3) Sending the pupil out of the class for a short period, into the care of another member of staff, to regulate**
- 4) Sending the pupil out of class, with appropriate work, for the remainder of the lesson**
- 5) Issuing a breaktime catch up session (Recorded on Arbor by the member of staff issuing)**
- 6) Phone call home to parents/carers to report misbehaviour (Recorded on Arbor by the member of staff making contact)**
- 7) Issuing an after school catch up session (Recorded on Arbor by the member of staff issuing)**
- 8) Issuing the pupil with a conduct card (if deemed appropriate for the aptitude and age of the pupil)**
- 9) Issuing a letter home to parents / carers to express concern that their child's behaviour had not improved despite the school adhering to points 1 to 8 above.**
- 10) Inviting parents/carers/Local Authority/Social Worker to a meeting to discuss their child's behaviour and to review their safety plan**
- 11) Removal from the classroom (Bespoke timetable)**
- 12) Suspension (see Exclusions Policy)**
- 13) Permanent exclusion, in the most serious of circumstances (see Exclusions Policy)**

Personal circumstances of the pupil will be taken into account when issuing consequences and decisions will be made on a case-by-case basis, with regard to the impact on perceived fairness. Staff members should always consult with a member of the SLT if they are unsure of which consequences they should use.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book, on Arbor and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. For more information please refer to our Positive Handling Policy.

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

#### On arrival:

At Cloughwood Academy all pupils are screened using a metal detector on arrival. This screen aims to find any prohibited items such as mobile phones, vapes or weapons. Where necessary pupils are also padded down on arrival.

Screening and searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

#### Searches in response to an incident during the school day:

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to the DSL or another member of the safeguarding team.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or DDSL). During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school expectations for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your coat”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher, deputy head, DSL or DDSL, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school expectations.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Bags
- Suitcase
- Pencil case
- Lunch box

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school expectations.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher, unless requested by the pupil
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue consequences to pupils for online misbehaviour when:

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

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

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

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The pupil's safety plan will also reflect the fact that the pupil has made malicious or false allegations and will set out the measures in place to mitigate the risk that this presents.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **7.12 Pastoral Support: A System for Well-being**

At Cloughwood Academy, we are committed, in conjunction with pupil safety plans, to providing high-quality pastoral support throughout the entire school day. We believe that a strong support system helps pupils to effectively regulate their emotions and behaviour.

To ensure assistance is available, a member of the senior leadership team will always be on duty, accompanied by at least one other colleague, and two whenever staffing levels permit. This ensures a swift and effective response to any situation requiring support.

### **Urgent Support**

If any staff member requires urgent support, they should call **555** on their classroom phone. This direct line connects immediately to the senior leadership team, who will respond to the incident and organise the necessary assistance.

### **Encouraging Pupil Engagement**

We strongly encourage all pupils to actively engage with and accept the pastoral support offered. We firmly believe that openly discussing issues and problems is the most effective way for pupils to develop self-regulation skills and manage their emotions and behaviour constructively. Our dedicated team is here to listen, guide, and support every pupil in their journey towards emotional well-being and positive behaviour.

## **8. Serious consequences**

### **8.1 Catch-up**

**The purpose of a catch up session is three fold:**

- An opportunity to address/discuss the behaviour which led to the consequence.
- An opportunity to repair and strengthen the relationship between the staff member(s) and the pupil.
- An opportunity for the pupil to catch up on the work he has missed in the lesson and thus keep pace with his peers.

Pupils can be issued with catch-up sessions during break and after school.

The school will endeavour to inform the pupil's parents/carers of an after school catch-up, but in the event where this is not possible, they may still issue after school catch-up without parental permission or contact. The length of an after school catch-up will be determined by the seriousness of the misbehaviour and/or the amount of schoolwork that has been missed. It should not normally last more than one hour. However, the session cannot begin until good order and a commitment to complete necessary restorative work is observed.

When imposing after school catch-up, the school will consider whether doing so would:

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

## 8.2 Removal from the classroom

In response to serious or persistent breaches of this policy, the Headteacher may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education. This education will be meaningful, but it may differ from the mainstream curriculum. The school will consider the following approaches to education when a pupil has been removed from the classroom:

- Educating the pupil after other pupils have gone home – Afternoon School
- Sourcing an alternative provision
- Utilising a part time timetable

Removal is a serious consequence and will only be used in response to serious and persistent misbehaviour. Pupils will only be removed from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in an alternative environment
- Give the disruptive pupil an opportunity to improve his behaviour

Pupils will not be removed from classrooms without the explicit agreement of the Headteacher.

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

All incidents of removal from the classroom will be recorded on Arbor, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

## 8.3 Conduct Card

### Conduct Card:

Where a pupil has persistently displayed misbehaviour, and consequences 1 to 7 have not proven to be effective in improving his behaviour, the SLT may deem it necessary to issue the pupil with a Conduct Card for a fixed period (no more than 6 weeks).

Each Conduct Card will be bespoke to the pupil that it is issued to and will specifically target the type of misbehaviour that he is displaying. The data collected from the Conduct Card system will be used to analyse the pupil's progress towards improving their behaviour and will be reviewed regularly.

The aim of the Conduct Card is to ensure good communication between school and home, provide targeted support for the individual and to positively reinforce improvements in behaviour.

Parents / Carers will be notified if their child is to be issued with a Conduct Card. Parents / Carers are expected to sign the Conduct Card at the end of each school day and ensure that their child brings it to school to be handed in to their form tutor. At the start of the school day the pupil will hand in their signed Conduct Card from the previous day, the form tutor will then issue the pupil with their new Conduct Card.

The pupil will carry the Conduct Card with them at all times throughout the school day. All staff who work with the pupil are expected to record feedback on the Conduct Card at the end of any session they complete with the pupil.

#### **8.4 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **9. Recognising the impact of SEND on behaviour**

As a specialist provision for children with SEMH we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

To proactively support positive behaviour, our school will anticipate potential triggers for misbehaviour and develop individual Safety Plans to minimise these occurrences. However, it is important to understand that while we give consideration to a pupil's SEND, serious or persistent breaches of this policy, such as extreme violence or behaviours that could cause significant harm or disruption, will not be excused or mitigated by a pupil's SEND. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned as referenced in their EHCP. Some examples of these measures are:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Adjusted seating plans to improve the social dynamics of a class
- Adjusted uniform requirements for pupils with sensory issues
- Specialist training for staff to aid their understanding of conditions such as autism and ADHD
- Reasonable adjustments to the learning environment, including concrete resources such as ear defenders and overlays
- Adequate staffing to allow pupils to be withdrawn from lessons if they are experiencing sensory overload or dysregulation
- Regular pastoral check ins for pupils who require them
- Personalised meet and greets for pupils who require them

## 10. Pupil transition

### 10.1 Inducting incoming pupils

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

### 10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) at the end of the summer term. In addition, staff members hold transition meetings to gather information.

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

## 11. Training

As part of their induction process and annual CPD program, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding
- The proper use of restraint
- The needs of the pupils at the school
- How SEND needs can impact behaviour

- Behaviour management

A staff training log can be found in appendix 2.

## 12. Monitoring arrangements

### 12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and part time timetables (Removal from the classroom)
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders via surveys

The data will be analysed every term by the Senior Leadership Team (Led by the Pastoral Manager)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1).

## 13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Anti-bullying policy
- Staff code of conduct
- Attendance policy

#### Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Board annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

## Appendix 3: The Cloughwood Way

# The Cloughwood Way

### Your Rights

To be treated with respect.  
To be able to learn.  
To be safe.

### School Expectations

You will treat everybody with respect.  
You will try your best in lessons.  
You will demonstrate safe behaviour.  
You will act with honesty and integrity.

### Consequences for not meeting school expectations

Losing points.  
Catching up on your class work during break time.  
Catching up on your class work after school.  
Contact made with parents / carers  
Removal from the classroom for a fixed period

### Rewards

(All money earned is added to your account)  
A Positive Phone Call Home  
Termly Points Prizes - Top 10 = £20  
10 Certificates in Praise Assembly = £5  
Caught Being Good = £5  
Outstanding Homework = £5  
100% Attendance for the Term = £20  
Weekly 100% Attendance Prize Draw = 6 x £5

### The Points System

Safety  
Learning  
Respect  
Integrity  
Determination

### What you can expect from the adults who work with you.

Adults will welcome you every lesson.  
Adults will give their first attention to the best conduct.  
Adults will create a nurturing and calm learning environment.  
Adults will plan exciting and enjoyable lessons and activities.  
Adults will award points at the end of each lesson.  
Adults will apply rewards and consequences consistently.

### School Routines

We walk around school.  
We put our hands up for quiet.  
We line up for lessons.  
We put our hand up to ask or answer a question.  
We take a mindful minute after break time and lunch.

"Be your best possible self"

## Appendix 4

### The Points System

At Cloughwood Academy everything we do is underpinned by our shared values. We have constructed a points system based on these values, pupils can earn from 0 – 3 points for each of our values in every lesson. We use Class Dojo in our Primary and Complex Needs classes and an Excel based system in Secondary.

**Safety** – Every member of the school community has the right to feel safe and secure. If a pupil has displayed safe behaviours in lessons they can be awarded up to 3 points.

**Learning** – Every member of the school community has the right to learn and develop their skills and knowledge. If a pupil has engaged in learning and contributed towards a calm and conducive learning environment in lessons they can be awarded up to 3 points.

**Integrity** – We believe that being honest and consistently upholding strong moral principles, both internally and externally are qualities which are essential for citizens in modern Britain. If a pupil has demonstrated integrity in lessons they can be awarded up to 3 points.

**Determination** – Developing the ability to adapt to challenges and show a determination to achieve personal goals and overcome difficulties is essential in order to be successful. If a pupil has demonstrated determination in lessons they can be awarded up to 3 points.

**Respect** - Respect is a value at the heart of our school because it fosters a safe, inclusive, and positive learning environment where everyone feels valued and heard. Every member of our school community has the right to be respected. If a pupil has shown respect to themselves and others in lessons they can be awarded up to 3 points.

**Uniform** – We believe that uniform is an important part of school life at Cloughwood Academy, because it fosters a sense of inclusion and belonging. We have worked in conjunction with our Student Council to provide a uniform that pupils want to wear and which is both practical and affordable. Pupils can earn up to 10 points each day for wearing the correct uniform.

The maximum number of points which can be earned in a day is 100.



**Appendix 5 -Safety Plan**  
**Cloughwood Academy**  
**Safety Plan 2024-2025**

<b>Name of Pupil:</b>	<b>Year Group:</b>
<b>Form Tutor:</b>	
<b>Original Date:</b>	
<b>Reviewed:</b>	
<b>Reviewed with parent/carer:</b>	
<b>Reviewed with pupil:</b>	

<b>Health Needs</b>
<b>Pupils Diagnosis:</b>
<b>Any known medical conditions:</b>
<b>Details of any medication:</b>
<b>Administered daily:</b>

<b>Pupil Trigger information:</b>
-----------------------------------

<b>Pupil Behaviour stages</b>
<b>Stage 1:</b>
<i>Response &amp; Supportive Strategies:</i>

**Stage 2:**

*Response & Supportive Strategies:*

**Stage 3:**

*Response & Supportive Strategies:*

**Physical intervention holds adopted for this pupil**

<b>Interventions</b>	<b>Number of staff</b>
Prompting and Escorting – Front	
Prompting and Escorting – Back	
<i>Standing/ Sitting/ Kneeling</i>	
Humerus Contact and Control Principle (regularity of Contact)	
Cupped First Hold	
Double Wrist Hold	
Momentary Control/ Self-Protection	
Overarm Wrap with Frame	

**Additional Physical Intervention Comments:**

**After Physical Intervention/ De- brief:**

**Therapeutic Interventions:**

## Recording

All Positive Handling incidents are recorded in the bound and numbers reasonable force book.

Low Risk    Medium Risk    High Risk

Description of the young person's behaviours likely to lead to risk:	Persons at risk	Risk Level	Action to take:	Residual risk rating	If action 1 fails, what are the next steps to take:
		L- Low M- Medium H- High	Action 1	L- Low M- Medium H- High	
Violence towards to peers or others					
Self harm					
Sexualised behaviour					
Transport					
Offsite activities					
Physical intervention					
Missing without permission					
Drugs, alcohol and tobacco					
Practical subjects					
Online activity in school					

## Safety Plan Guide

Safety plans are essential tools designed to ensure the safety and well-being of both pupils and staff members. These plans exist to manage and mitigate potential risks, allowing for proactive steps to be taken in situations where a pupil's behaviour, health, or circumstances may pose a safety concern. It is important to note that even with a robust safety plan in place it is not always possible to prevent dangerous incidents from occurring. The safety plan documents are not fail safe but do act as an aid for staff to alleviate as much risk as possible. They also do not replace the need for staff to dynamically risk assess situations as they occur.

Safety plans are regularly updated to reflect any changes, such as shifts in a pupil's behaviour, identified triggers, medication adjustments, or following an incident. This ensures the most accurate and effective strategies are in place to address new or evolving challenges. Additionally, when a pupil's risk level is reassessed—whether moving from high risk to low risk—safety plans are adjusted accordingly to ensure the appropriate level of care and supervision.

It is important to remember that safety plans aren't only about protecting pupils; they are also in place to safeguard the school community and public. By being aware of and following these guided plans, help create a safe environment where everyone can work and learn without unnecessary risks. Regular updates and thorough reviews ensure that everyone remains protected and that responses are always appropriate to the circumstances at hand.

When any changes are made to a safety plan, it is essential that this information is shared with staff. To this end, when a safety plan has been updated the member of staff will email all staff to make them aware that it has changed. Updates are also given during staff briefings. This ensures that all relevant staff members are informed and prepared to respond appropriately to any situations that may arise.

Remember, safety plans are a team effort, and it's vital that every member of the school community is informed and involved in maintaining a safe space.

Incidents that involve physical intervention (where reasonable force has been used) must be recorded in the bound and numbered book and on Arbor. This must be completed on the same day as the incident. Parents/carers must be informed on the same day if a physical intervention has taken place.

## What to do when an incident has occurred

Complete all documentation (Arbor, PI Book, Accident report)

Inform parents/ carers

Review the pupil's safety plan

Share information with the staff team

## Important Information for Staff Following a Safety Plan Review

If you have recently updated a pupil's safety plan following an incident, please ensure the following steps are taken:

### 1. **Review and Update Behaviours:**

Re-visit the safety plan and update the listed behaviours if:

- a. There has been an escalation in behaviour.
- b. The pupil is no longer displaying the behaviours previously identified.

### 2. **Time Away from Lessons:**

If a pupil requires time away from a lesson (e.g. due to physical, practical, or emotional regulation needs), a **restorative session must follow**. During this session:

- a. Discuss the incident and help the pupil reflect on what happened.
- b. Outline the next steps and actions you will take to **mitigate further risk** when they rejoin the class.
- c. Ensure the pupil understands the **consequences and support measures** that are in place.

### 3. **Staff Support:**

Seek support from a member of SLT where necessary—particularly if you need help facilitating the restorative conversation or managing re-entry into class.

### 4. **Documentation:**

Evidence of the restorative session should be clearly logged:

- a. Either via **Arbor** (incident follow-up)
- b. Or in the **Physical Intervention Book**, where appropriate.

### 5. **Capturing the Pupil's Voice:**

Restorative conversations are key in understanding the pupil's perspective. Use this opportunity to:

- a. Revisit the safety plan with the pupil.
- b. Identify any new **triggers or responses** they recognise.
- c. Adjust the plan as needed to better support the pupil and ensure a safer environment.

## Updating/ Reviewing Safety Plans

**Name of Pupil:**

**Year Group:**

**Form Tutor:**

**Original Date:**

**Reviewed:** Change the date when the plan has been reviewed/ updated

**Reviewed with parent/carer:** Yes/No - To be reviewed after an incident/ annual review

**Reviewed with pupil:** Yes/No - To be reviewed with pupil following a PI or serious incident – This can be any member of staff

**Pupils Diagnosis/ Health Needs:** Cloughwood Profile

**Details of any medication:** Gather information from Medical Tracker

<p><b>Pupil Trigger information:</b></p> <p>List of triggers ideally gained from conversations with parents/pupils.</p> <p>Triggers observed by staff</p> <p>Link behaviours with physical intervention book</p> <p>Refer to Cloughwood Profile/ EHCP</p>
<p><b>Pupil Behaviour stages</b></p> <p><b>Stage 1:</b></p> <p>What stage one behaviours have been witnessed/ been informed - List</p> <p><i>Response &amp; Supportive Strategies:</i> List de-escalation strategies for stage 1</p> <p><b>Stage 2:</b> What stage 2 behaviours have been witnessed/ been informed – List</p> <p><i>Response &amp; Supportive Strategies:</i> List de-escalation strategies for stage 2</p> <p><b>Stage 3:</b> What stage 3 behaviours have been witnessed/ been informed – List</p> <p><i>Response &amp; Supportive Strategies:</i> List de-escalation strategies for stage 3</p>

**Physical Intervention Comments:** *E.g. Any complications, response during physical intervention, any health needs, e.g. Asthmatic, behaviours displayed during physical intervention.*

**After Physical Intervention/ De- brief:** *When can a de-brief take place? Comments to be added in physical intervention write up. How do they present after a physical intervention? E.g. Time out, risk of further escalation. Are there any specific actions after a physical intervention?*

## Recording

All Positive Handling incidents are recorded on Arbor and the Reasonable Force Book

Low Risk    Medium Risk                  High Risk

<b>Description of the young person's behaviours likely to lead to risk:</b>  Do not date incidents  If a pupil is high risk in your area – Add into actions what you will do to minimise risk/ restorative work.	<b>Persons at risk</b>	<b>Risk Level</b>  Low  Medium  High	<b>Action to take:</b>  <b>Action 1</b>  Information for this section should be what we do to try and prevent behaviour escalating and to mitigate risk.  Responses to stages of behaviour will support this section.	<b>Residual risk rating</b>  Low  Medium  High	<b>If action 1 fails, what are the next steps to take:</b>  Responses to stages of behaviour will support this section.
<b>Violence towards peers or others</b>  Add behaviours observed/ informed	Child name  Pupils  Staff  Public  Visitors	Fill with risk level	De-escalation techniques and mitigation here	Fill with risk level after de-escalation techniques used	SLT support 555, Physical Intervention, Contact Police or other emergency services
<b>Self- harm</b>  Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used	
<b>Sexualised behaviour</b>  Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used	
<b>Transport</b>  Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used	
<b>Offsite activities</b>			De-escalation techniques	Fill with risk	

Add behaviours observed / informed			here	level after de-escalation techniques used	
<b>Physical intervention</b> - Intervene when safe to do so Add behaviours observed / informed			De-escalation techniques here SLT support 555 Contact parent/carer Complete the physical intervention book	Fill with risk level after de-escalation techniques used	Contact Police or other emergency services
<b>Missing without permission</b> Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used	
<b>Drugs, alcohol and tobacco</b> Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used	
<b>Practical subjects</b> Add behaviours observed / informed			De-escalation techniques here	Fill with risk level after de-escalation techniques used – red, amber, green	
<b>Online Behaviour</b> Add behaviours observed / informed			Mitigation here	Fill with risk level after de-escalation techniques used – red, amber, green	

### De- escalation techniques - Add strategies specific to the pupil

#### Stage 1

- Prompts
- Reassurance

- Clear instructions – Give time to process these
- Success reminders
- Give direct support
- Ear defenders (when required)
- Offer time out
- Refer to the Cloughwood Way E.g. Hand up for quiet
- Change of face

### **Stage 2 - Add strategies specific to the pupil**

- A quiet space
- Time out for reflection when disrupting the learning of others
- Model calmness
- Give next step options
- Direct time out for reflection or re-set
- Firm, clear instructions
- Change of face
- Be an active listener
- Keep requests simple
- Be empathetic and non- judgemental
- Reduce stimulation – Escort to a quiet space and explain why you're supporting
- Re-arrange seating plans if required
- Support from SLT
- Offer food (If the trigger is hunger)

### **Stage 3 – Crisis – Add strategies specific to the pupil**

- Physical intervention to take place if safe to do so
- Physical intervention to take place if there is risk to pupil/others
- Support from SLT 555
- Continue with stage 2 de-escalation techniques

## Important Information for Staff Following a Safety Plan Review

If you have recently updated a pupil's safety plan following an incident, please ensure the following steps are taken:

### 6. Review and Update Behaviours:

Re-visit the safety plan and update the listed behaviours if:

- a. There has been an escalation in behaviour.
- b. The pupil is no longer displaying the behaviours previously identified.

### 7. Time Away from Lessons:

If a pupil requires time away from a lesson (e.g. due to physical, practical, or emotional regulation needs), a **restorative session must follow**. During this session:

- a. Discuss the incident and help the pupil reflect on what happened.
- b. Outline the next steps and actions you will take to **mitigate further risk** when they rejoin the class.
- c. Ensure the pupil understands the **consequences and support measures** that are in place.

### 8. Staff Support:

Seek support from a member of SLT where necessary—particularly if you need help facilitating the restorative conversation or managing re-entry into class.

### 9. Documentation:

Evidence of the restorative session should be clearly logged:

- a. Either via **Arbor** (incident write-up)
- b. Or in the **Physical Intervention Book**, where appropriate.

### 10. Capturing the Pupil's Voice:

Restorative conversations are key in understanding the pupil's perspective. Use this opportunity to:

- a. Revisit the safety plan with the pupil.
- b. Identify any new **triggers or responses** they recognise.
- c. Adjust the plan as needed to better support the pupil and ensure a safer environment.

Thank you for your ongoing support in maintaining a safe and supportive learning environment for all.