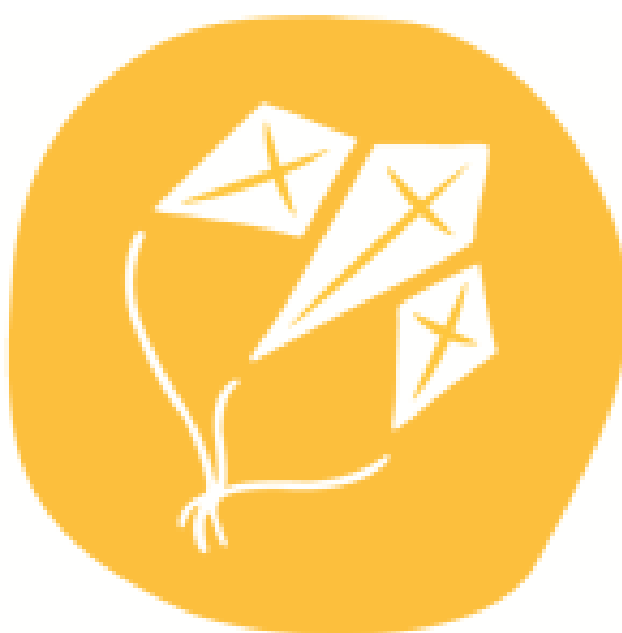


City Academy Whitehawk



Behaviour for Learning Policy

Updated April 2026

Review Date: April 2027

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Mission:

Our mission is to provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children’s aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.

Rationale

At City Academy Whitehawk, we strive for children to demonstrate outstanding behaviour at all times and work collectively with all stakeholders to achieve this.

CAW Qualities:

We are determined that, in and out of school, all children are able to adopt and then embody our CAW Qualities and their associated behaviours. We meet weekly as a school community to shine a light on our Qualities and what they look like in action, for example ‘respect looks like...’ This feedback policy can be used to help students achieve the CAW Qualities, for example in demonstrating resilience, excellence and respectful behaviour.



Our Belief

We believe that:

- Everyone has the right to feel safe at all times
- Everyone has the right to be treated with respect
- Everyone needs to have the highest of expectations of themselves and others regarding behaviour
- The highest behaviour expectations contribute to effective learning
- Every child has the right to learn without disruption from inappropriate behaviour
- Every teacher has the right to teach without the disruption from inappropriate behaviour
- Everyone needs to have a shared responsibility for ensuring that children behave well
- Everyone has a responsibility to consistently uphold the Behaviour for Learning protocols (Please see the flow diagram which outlines the procedures when inappropriate behaviours arise)
- A minority of children may require a differentiated approach with regards to behaviour management
- Our ‘Behaviour for Learning Policy’ should be read in conjunction with our ‘Physical Intervention by Staff Policy’.

This policy has been reviewed following careful consideration of the below:

- Behaviour and discipline in schools: Advice for Headteachers and School Staff January 2022 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Education and Inspections Act 2020
- Use of Reasonable Force in schools: Advice for headteachers, staff and governing bodies July 2013
- Screening, Searching and Confiscation: Advice for headteachers, staff and governing bodies January 2018
- Exclusions from maintained schools, academies and PRUs in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- SEN and disability code of practice 0-25 years January 2015
- Mental health and behaviour in schools November 2018
- Ofsted: Education Inspection Framework; Inspection Handbook
- DfE and ACPO (Association of Chief Police Officers) 'Drug advice for schools' 2012 (non-statutory)
- DfE 'Getting the simple things right: Charlie Taylor's behaviour checklist' 2011

Safeguarding

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE, please see the school Safeguarding Policy for full information.

Incidents of poor behaviour will be considered by staff as a potential safeguarding concern and consult with the Welfare Manager [DLS], Headteacher [DDSL] or Deputy Headteacher [DDSL] when necessary. All behaviour incidents are reported in writing and reviewed by the one of the aforementioned leaders and patterns can be identified to assess risk.

Inappropriate behaviour between peers will be challenged and considered using KCSIE 2024, section 48, to see if they are abusive in nature. Incidents pertaining to Child on Child abuse are categorised and monitored accordingly.

Pupil Expectations

The children are encouraged to understand the importance of appropriate behaviour from Early Years onwards and understand that positive behaviour will be rewarded and that sanctions will be put in place where behaviour is deemed inappropriate.

Consistent, relevant and regular feedback will be given to the children to promote an understanding of what appropriate and inappropriate behaviours are so that they are clear about what is expected of them.

Pupils will be taught and supported to make good choices about their behaviour which will help them to become responsible, respectful and proactive members of the community. Where children demonstrate inappropriate behaviours they will be encouraged to reflect upon their actions and think about what they could have done differently in order to make good behaviour choices.

In light of a 'Behaviour Alert 2' (see Appendix A) where a restorative approach is appropriate, leaders will facilitate for children and record on CPOMS.

Staff Expectations

All members of school staff share the responsibility to consistently uphold the school's Behaviour for Learning protocols and to treat all children with respect and fairness. They are also expected to model appropriate behaviour themselves to the children at all times. It will be the case that professional standards are met in all instances, in the best interest of the best possible outcomes for children's personal development, welfare and behaviour.

Behaviour Management protocols will be revisited frequently and staff will be consistent with their expectations, giving appropriate feedback to the children and where relevant, refer to the Behaviour for Learning protocols (see Appendix A). In light of inadequate behaviour choices, pupils will receive the appropriate Behaviour Alert and subsequent sanction. The staff member issuing the behaviour Alert is responsible for ensuring that the pupil attends the Room of Reflection during the subsequent break time.

In Early Years and Key Stage 1, the Behaviour Rocket will be used as a visual reminder of the behaviour protocols. In Key Stage 2, teachers will be offered the opportunity to create their own classroom visual representation of 'Reminder, Reminder, Warning, Behaviour Alert 1' linked to the 'rocket' imagery. This process is illustrated in Appendix A. A bespoke version for EYFS is illustrated in Appendix F.

Staff are expected to accurately record all incidents of inappropriate behaviour using CPOMS (online recording and reporting platform) so that behaviour can be monitored daily by the Behaviour Lead and subsequently reported to the Senior Leadership Team, LAB and Trust Board half termly. The member of staff who was primary witness is responsible for uploading the Alert. All Behaviour Alerts (see Appendices A and F) will be uploaded before 15:30 so that Leaders and the Admin Team can ensure effective communication with the pupil and their families.

Where an Individual Behaviour Plans (IBP) has been written, the pupil's key professional (either Behaviour Lead, Welfare Manager, SENDCo, Learning Mentor or Inclusion Mentor) will ensure that it is being fully implemented to support the pupil with their Social, Emotional and Mental Health (SEMH). Each key professional will ensure that the pupil's family is consulted in its construction, implementation and review.

Behaviour Alerts issued by Midday Supervisors will be reported on paper to their line manager and recorded on CPOMS before 15:30 by a member of the Office Staff.

Senior Leadership Expectations

SLT will model excellent personal and professional conduct at all times.

SLT and the Welfare Team will ensure that school staff receive all necessary training during the induction process; more specialist training will be given when an individual need arises. All school staff will receive appropriate levels of support and supervision from SLT when setting behaviour precedents and dealing with challenging behaviour choices.

Monitor the use of CPOMs daily and ensure that all records are accurate, objective and recorded only once. On monitoring all recording of Behaviour Alert 1s, ensure that text messages are sent home to families via the school office and on receipt of instant Behaviour Alert 2s, make a personal phone call home to discuss the nature of the incident and the importance of meeting school expectations.

Staff will ensure that the families of all recipients of Behaviour Alert 1s receive a text message containing this information and an invitation to discuss this further with staff.

At the Behaviour Lead's discretion, a child frequently receiving Behaviour Alerts across a two-week period will receive a letter from the Headteacher detailing the concerns around a pattern of behaviour forming. Should this letter not lead to a quantifiable reduction in Behaviour Alerts, a phone call from the Headteacher will follow to discuss approaches to support improvement in behaviour. Should this conversation not lead to a quantifiable reduction in Behaviour Alerts, the family will be invited to meet with the Headteacher to discuss ways forward to best support their child. Please see Appendix H for an example of the letter to be sent home.

Where a negative pattern of behaviour for an individual pupil, a 'Success Tracker' will be put in place – in discussion with class teacher and pupil's family – for a period of either one or two weeks, to ensure improved performance due to increased accountability and praise.

In light of a 'Serious Incident', whether leading to a Seclusion or a Suspension (formerly known as a Fixed Term Exclusion), SLT will ensure that all records and letters are recorded and circulated effectively, following the Serious Incident Action Plan (see Appendices). All decisions leading to a Suspension will be reached through objective discussion.

We understand that at times children's choices may put themselves or others at risk. In these circumstances, having exhausted all other appropriate options, it may be necessary that staff intervene physically. Where a Serious Incident has led to Physical Intervention by Staff, policy will be adhered to and all record keeping will be rigorous.

The Behaviour Lead will ensure that a half termly report is constructed, reporting on:

- The number of Behaviour Alerts issued
- The number of Suspensions issued
- The number of Seclusions issued
- The outcomes of any external visits
- Any incidents of bullying, prejudice-based incidents and online incidents

Attend the BAP to ensure frequent communication with the Local Authority pertaining to the needs of pupils who remain – or present as – at significant risk of permanent exclusion.

Family expectations

City Academy Whitehawk believes that we can achieve the best possible behaviour for our children when we work closely and effectively with families.

Families will be informed of all reported incidents of inappropriate behaviour and are made aware of the school's protocols via the website and at family meetings at the start of the year (see Appendices A and F).

We encourage families to contact the school if they have any issues regarding the behaviour of their children and can signpost them to appropriate agencies if they would like support with their child's behaviour at home.

Where an Individual Behaviour Plans (IBP) has been written, the pupil's key professional (either Behaviour Lead, Welfare Manager, SENDCo, Learning Mentor or Inclusion Mentor) will ensure that it is being fully implemented to support the pupil with their Social, Emotional and Mental Health (SEMH). Each key professional will ensure that the pupil's family is consulted in its construction, implementation and review.

Families will also be invited to attend any relevant meetings regarding their child including, where appropriate, those involving external agents.

If a child is receiving an uncharacteristic or accentuated number of behaviour alerts, a member of the Senior Leadership team will contact families to discuss the incidents in order to try to improve the situation. It might be appropriate that a 'Success Tracker' will be put in place – in discussion with class teacher and pupil's family – for a period of either one or two weeks, to ensure improved performance due to increased accountability and praise. Families will be expected to acknowledge this via signature each evening.

Rewards

Staff will positively reward children who demonstrate appropriate behaviour in a variety of ways which may include:

- Growth Mindset Tickets "Learning Tickets"
- Growth Mindset Animals (EY)
- CAW Quality Certificates
- Publishing online of certificate earning
- Verbal praise
- Written praise
- Stickers
- Subject specific certificates, celebrating achievement
- Attendance parties for best attending class (y1-3/y4-6) 6x per year
- Personalised text messages home to families from TMc following personal achievements

Our school cohort is organised in to four houses. Children from Y1-6 are rewarded for demonstrating the CAW qualities with learning tickets. These tickets are colour coded according to their house team. These tickets are collected and counted weekly and the winning class (Y1-3) and House is announced in a weekly assembly. The winning class will enjoy a 'Class Celebration' of their choice (promoting pupil voice and democratic voting system) and there will be a half termly 'House Celebration' for children to work towards.

Support for children with Social, Emotional and Mental Health Difficulties

We recognise that some children have difficulties maintaining appropriate behaviour at all times and this could be related to a Special Educational Need. Where this is the case, an Individual Behaviour Plan may be written to support pupils in this area of difficulty and a key professional will be nominated (SENDCo, Welfare Manager, Behaviour Lead, Inclusion Mentor or Learning Mentor). An IBP outlines the additional strategies that a child needs in order to support them to demonstrate appropriate behaviour and is reviewed on a regular basis. This is reflected in the Behaviour for Learning protocols – see flow diagram. All members of the school community will acknowledge the importance of any reasonable adjustments.

Due to their recognised SEMH needs, children with an IBP will have designated Learning Mentor/Behaviour and Inclusion Mentor time in order to support them with their difficulties. In addition, they will have an added support layer in the Behaviour for Learning Protocols so that if they reach a Behaviour Alert 2, then a mentor might be called and not a member of the Senior Leadership Team (SLT), in the first instance.

The mentor will record the action on CPOMs including contacting families. If behaviours escalate, the mentor will consult with SLT. The children might be expected to complete a 'Work It Out' form –where a restorative approach is appropriate (with support if required). These children may have an external agent/agency supporting their needs as well. This could include an Educational Psychologist, Children and Adolescent Mental Health service (CAMHS) or Behaviour and Inclusive Learning Team (BHISS). As an AAT school, we will continue to work closely with the Local Authority.

Bullying

Please see the CAW Anti-Bullying Policy for more information on our website.

Bullying is described as behaviours that are directed towards a child or a group of children with the aim of deliberately harming, hurting or causing upset or distress. Bullying is persistent and deliberate. It can take the form of physically hurting, harassing, verbally abusing or emotionally intimidating another. It also includes cyber-bullying. We encourage children to immediately report any bullying in order to provide swift and effective action including support for those subjected to bullying.

The following actions will then follow:

- Where appropriate, both parties will be brought together to allow the child who has been bullied to express how the behaviour has affected them
- Appropriate sanctions will be applied
- The child who has carried out the bullying behaviour will be expected to talk with a senior leader about the reasons why their behaviour is unacceptable.
- There will be supported opportunities for the child to apologise and make amends for their behaviour
- Advice and support may be sought where necessary
- Families of both parties will be informed and the incident recorded on CPOMS and reported to SLT/Governors/ Local Authority
- The children will be closely monitored and any further information communicated to families, staff and agencies
- Persistent bullying may result in an exclusion, following the school's exclusion procedures
- The school will participate in the Brighton and Hove 'Safe at School' survey to analyse the level and location of any bullying incidents. The results are used to inform our practice to continually strive to proactively prevent and deal effectively with bullying.
- All allegations of bullying will be recorded and rigorously investigated (including flippant or spurious allegations, as this may provide as valuable evidence at a later stage).
- The appropriate category 'tag' must be used when recorded on CPOMS.

Prejudice based Incidents

Prejudice based behaviour (in line with bullying behaviour) of any kind is totally unacceptable and will not be tolerated. All incidents of sexist, racist, homophobic, transphobic and religious discrimination behaviour are reported to the Local Authority, LAB and Trust who monitor such incidents. The appropriate 'tag' must be used when recorded on CPOMS.

Serious Incidents – Exclusions, Suspensions and Seclusions

The following sanctions may be applied by the Headteacher or other senior leader in their absence for extreme or persistent inappropriate behaviours:

- 'Seclusion' Supported sanction in isolation within school with a family member or member of staff to supervise
- Exclusion from lunchtime
- Fixed term suspension from school
- Permanent exclusion from school

Only Headteachers or Acting Headteachers can decide to exclude a pupil. In all cases, the decision to exclude will be lawful, rational, reasonable, fair, and proportionate. An exclusion can be for behaviour inside or outside school and can be fixed term (for a stated number of days) or permanent.

In light of a 'Serious Incident', whether leading to a Seclusion or Suspension, SLT will ensure that all records and letters are recorded and circulated effectively, following the Serious Incident Action Plan (see Appendices). All decisions leading to a Suspension will be reached through objective discussion.

Teachers have the legal power to discipline pupils for misbehaving outside of school premises, to 'an extent as is reasonable'

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. At CAW, seclusions are housed in a small room attached to our Inclusion suite, the room has a door with a window. During a seclusion, the child will be set learning and given resources. If the child has an INA to meet their needs, we will endeavour to allocate an adult to supervise in the seclusion room. It may be that the child is alone in the seclusion room but the health, safety and welfare of the pupil will come first and pupils will not be kept longer than necessary. During the internal exclusion lunch, toilet and movement breaks will be planned. Families may be asked to support us in facilitating seclusions. Internal exclusions are added to Arbor and reviewed internally and by the Trust Lead.

If a child receives the equivalent of 15 days of Suspensions in a term, the school may consider a permanent exclusion. We may reach an agreement with families around a Reduced Time Table (which could include out of hours provision) for a set period in order to reduce the risk of further exclusions and to maintain relationships with lead professionals/key colleagues. This will be clearly communicated to all stakeholders and BHISS [Brighton and Hove Inclusion Support Service] advice will be sought.

Families have the right to appeal decisions to permanently exclude pupils.

Following a Suspension, a reintegration meeting will be held. Where appropriate children and a family member will be present to collaboratively carry out a 'Risk Reduction Plan' with a school leader. See Appendix E.

Physical Intervention

The school physical intervention policy is not a 'no contact' policy. Staff may have to physically intervene in order to fulfil their duty of care towards a child. Legally members of staff in a school have the power to use this [reasonable force](#) to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. At CAW, we avoid physical intervention unless a pupil is a danger to themselves or others. Staff are expected to report incidents and details of physical handling in the behaviour report uploaded to CPOMS. In line with recent government guidance, please see below for further information on restrictive interventions.

1 Use of restrictive interventions¹ – General comments

- 1.1 All members of staff at the school have a legal power to use reasonable force² to prevent or stop a pupil from:

¹ **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

² **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

- 1.1.1 causing injury to themselves or others
- 1.1.2 committing a criminal offence
- 1.1.3 damaging property
- 1.1.4 causing disorder among pupils at the school, whether during a teaching session or otherwise
- 1.2 This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or Parents accompanying students on an Academy organised visit.
- 1.3 Reasonable force can be used for two main purposes:
 - 1.3.1 to control pupils; and / or
 - 1.3.2 to restrain them.
- 1.4 Reasonable force means using no more force than is needed.
- 1.5 Any use of reasonable force will be in accordance with the guidance [Restrictive interventions, including the use of reasonable force, in schools.](#)
- 1.6 The Academy does not require parental consent to use reasonable force.
- 1.7 Reasonable force will never be used as a sanction.
- 1.8 In deciding whether use of restrictive interventions is appropriate, staff should consider the following:
 - 1.8.1 Is it necessary?
 - 1.8.2 Is it proportionate?
 - 1.8.3 What is the impact on the pupil's welfare?
- 1.9 If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.
- 1.10 For the avoidance of doubt, the Academy will never use corporal punishment.

2 **Use of restrictive interventions - Prevention and de-escalation strategies**

- 2.1 Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.
- 2.2 Our whole-school approach includes:
 - 2.2.1 Consideration of how our school and classroom environment can support all pupils to achieve and thrive
 - 2.2.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
 - 2.2.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation

- 2.2.4 Development of working staff-pupil relationships and trust
- 2.2.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning
- 2.3 The individual approaches we use include:
 - 2.3.1 Working closely with parents/carers to support individual pupils
 - 2.3.2 Strategies to support individual pupils based on their identified needs, including:
 - (a) The development of Individual Behaviour Plans (IBPs)
 - (b) Strategies to help pupils calm down before their behaviour escalates
 - (c) Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible
- 2.4 **De-escalation when a situation arises** - When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:
 - 2.4.1 Having open body language and being aware of a pupil's personal space
 - 2.4.2 Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
 - 2.4.3 Using empathy – asking the pupil to help you understand their feelings
 - 2.4.4 Distraction techniques
 - 2.4.5 Offering a calm space for the pupil to go to so they can self-regulate
 - 2.4.6 Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

3 Use of restrictive interventions - Recording and reporting arrangements

- 3.1 We have a legal duty to record and report all:
 - 3.1.1 Significant incidents involving force³
 - 3.1.2 Seclusion incidents⁴

³ A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

⁴ **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

3.1.3 Restraint incidents⁵

3.2 Recording incidents

3.2.1 The process for recording the incidents listed above is to log them on CPOMS, using the tag “reasonable force” or “seclusion/non-force restraint”, as appropriate.

3.2.2 Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil’s behaviour support plan.

3.2.3 For **significant incidents involving force**, we will record:

- (a) The names of the pupil and staff members directly involved
- (b) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- (c) The time, date, location and approximate duration of the intervention
- (d) A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- (e) A brief explanation of why using force was assessed as necessary in that situation
- (f) Details of any support given after the incident, such as medical help or emotional support

3.2.3 For **seclusion incidents and restraint incidents**, we will record:

- (a) The names of the pupil and staff members directly involved
- (b) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- (c) The time, date, location and approximate duration of the intervention
- (d) A brief explanation of why the intervention was assessed as necessary in that situation
- (e) Details of any physical injuries sustained, if applicable

⁵ **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

- (f) Details of any support given after the incident, such as medical help or emotional support

3.2.4 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

3.2.5 Completed reports will be kept securely and retained in line with our data protection procedures.

3.3 Reporting incidents to parents/carers

3.3.1 When reporting an incident to parents/carers, we will take the following steps:

- Class teacher or a member of the senior leadership team will speak verbally to the parent or carer, on the phone or in person.
- A written record of the restrictive intervention used will be shared with parents via email after verbal communication has happened.
- Confirmation will be added to CPOMS that both the conversation and written communication has been completed.

3.3.2 We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

3.3.3 There is one exception to this: If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

3.3.4 When we report **significant incidents involving force** to parents/carers, we will include the following details as a minimum:

- (a) The time, date, location and approximate duration of the intervention
- (b) A brief explanation of why the intervention was assessed as necessary in that situation
- (c) A short description of the type and degree of force that was used
- (d) Details of any physical injuries sustained, if applicable

3.3.5 When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with the following details as a minimum:

- (a) The time, date, location and approximate duration of the intervention
- (b) A brief explanation of why the intervention was assessed as necessary in that situation
- (c) A short description of the type of intervention carried out (seclusion, or non-force restraint), including details

(d) Details of any physical injuries sustained, if applicable

3.3.6 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

3.3.7 When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

3.4 Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. For example, the discussion might include:

3.4.1 Any behavioural triggers or warning signs of an impending incident

3.4.2 Whether any agreed behaviour support plans (IBPs) and/or Individual Support Plans (ISPs) and/or any individual Risk Assessments were followed

3.4.3 What de-escalation strategies were used and how effective they were

3.4.4 What might be done differently in the future, including any amendments to IBP, ISP or Risk Assessments.

3.5 Reporting incidents to the local authority

3.5.1 In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

3.5.2 In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers.

Search, Screening and Confiscation

"Discipline in Schools – Teachers' Powers" (on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. At CAW we retain the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

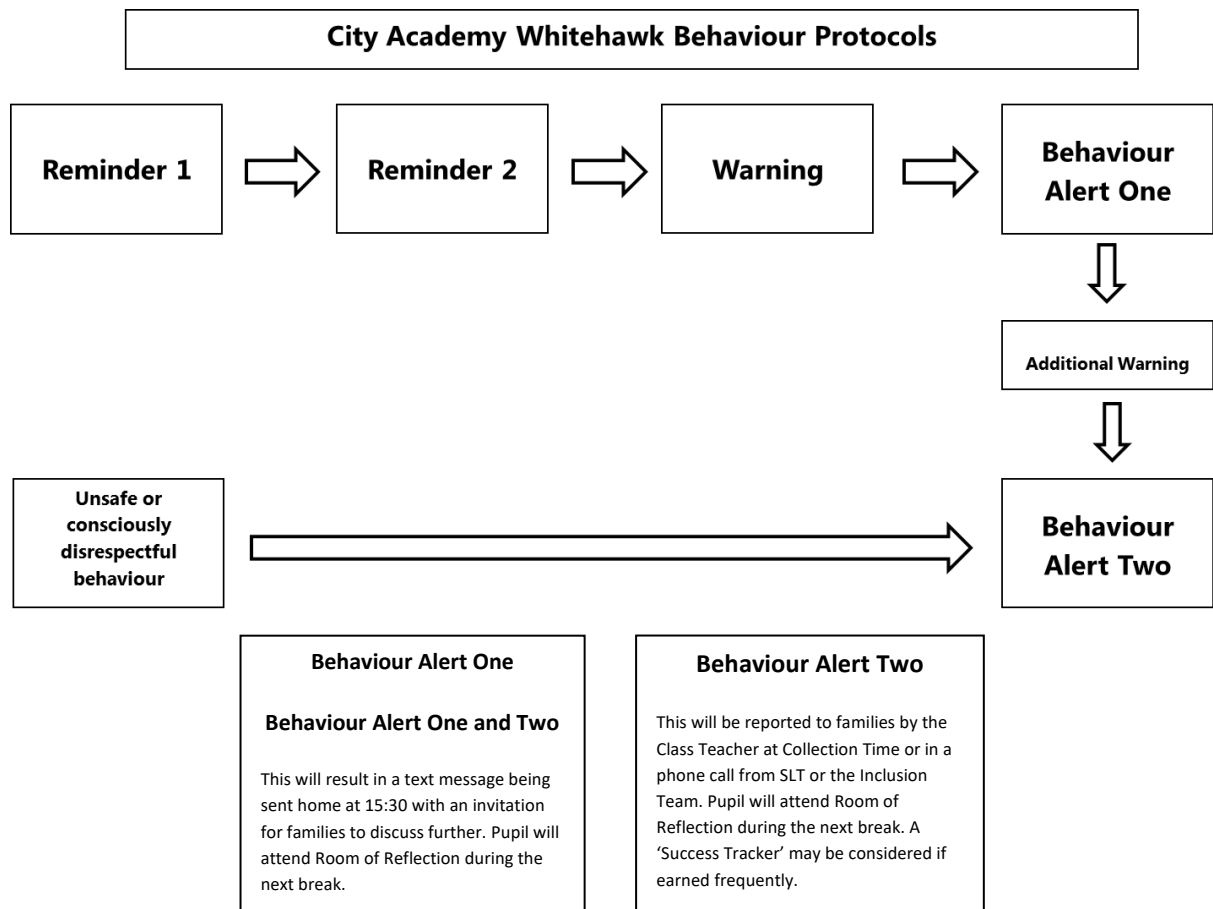
Confiscated items will be kept securely at school and passed on to the authorities or back to the family as appropriate.

AAT Equalities Statement

Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Families will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy and SEN Information Report for more information.

Appendix A [Behaviour For Learning Protocols](#)



Appendix B Serious Incident Protocols

1. Investigate the incident and take witness statements where necessary. Instruct all staff to write up on CPOMS ASAP.
2. Record the incident on CPOMS if/where necessary.
3. Avoid making an instant decision about the nature and duration of the sanction on your own. Speak to at least one other member of SLT. Please try to ensure Thomas McMorrin – Headteacher - is present, if he is not on site speak on the phone. If unavailable and a decision needs to be made, Interim Head Of School to make the final decision.
4. Phone call to inform families of the incident and collect the child as soon as possible. Notify the family of the length of the Exclusion or Seclusion; if the decision is not yet final give the family notice of when they will receive an update of the final decision later that day.
5. Ensure that the child stays either with the office, learning mentors or SLT in the meantime.
6. Where possible and safe to do so, meet with family representative and inform them of the incident, the exclusion and the letter that will be posted (unless already ready) that informs them of their rights and expectations.
7. Complete the Serious Incident Report
8. Where appropriate, ensure that Restraint Forms and necessary evidence has been completed, circulated and saved
9. Complete the Exclusion Letter.
10. Complete the Exclusion or Seclusion Tracker.
11. Complete the record on ARBOR (Focus/Pupil/Exclusions/Browse for name/New/Complete incident/SAVE).
12. Inform LAB Chair and BHISS by email, not including the name of the pupil.
13. Inform admin team of the name, year group, dates of exclusion for register purposes. Remember to [encrypt] the email.

Appendix C Record of Discussion for a Serious Incident

Record of Discussion for a Serious Incident				
Date:				
Pupil Name:		Class:		
Overview of Incident				
Adults In Decision Making Process				
Decision Made				
Sanction:	Exclusion/Seclusion	Period:	Days	
Rationale for Decision				
Eg. This behaviour warrants a xx day Suspension because				
Record Of Discussion With Guardian				
Protocol Check				
CPOMs Record	Restraint Form	Exclusion Letter	Comms Chain	Tracker
✓ x	✓ x	✓ x	✓ x	✓ x
Actions still to be taken				

Form Completed by		Date	Time
Name	Role		

Appendix E Reintegration Meeting – Risk Reduction Plan



Risk Reduction Plan

The purpose of this plan is to reduce the risk of a serious incident re-occurring.

Name of pupil:	
Year group & teacher:	
Date:	
Brief overview of incident:	

I agree to abide by my responsibilities from this plan to ensure this does not happen again.

	Name	Signature	Date
Pupil			
Parent/Carer			
SLT			



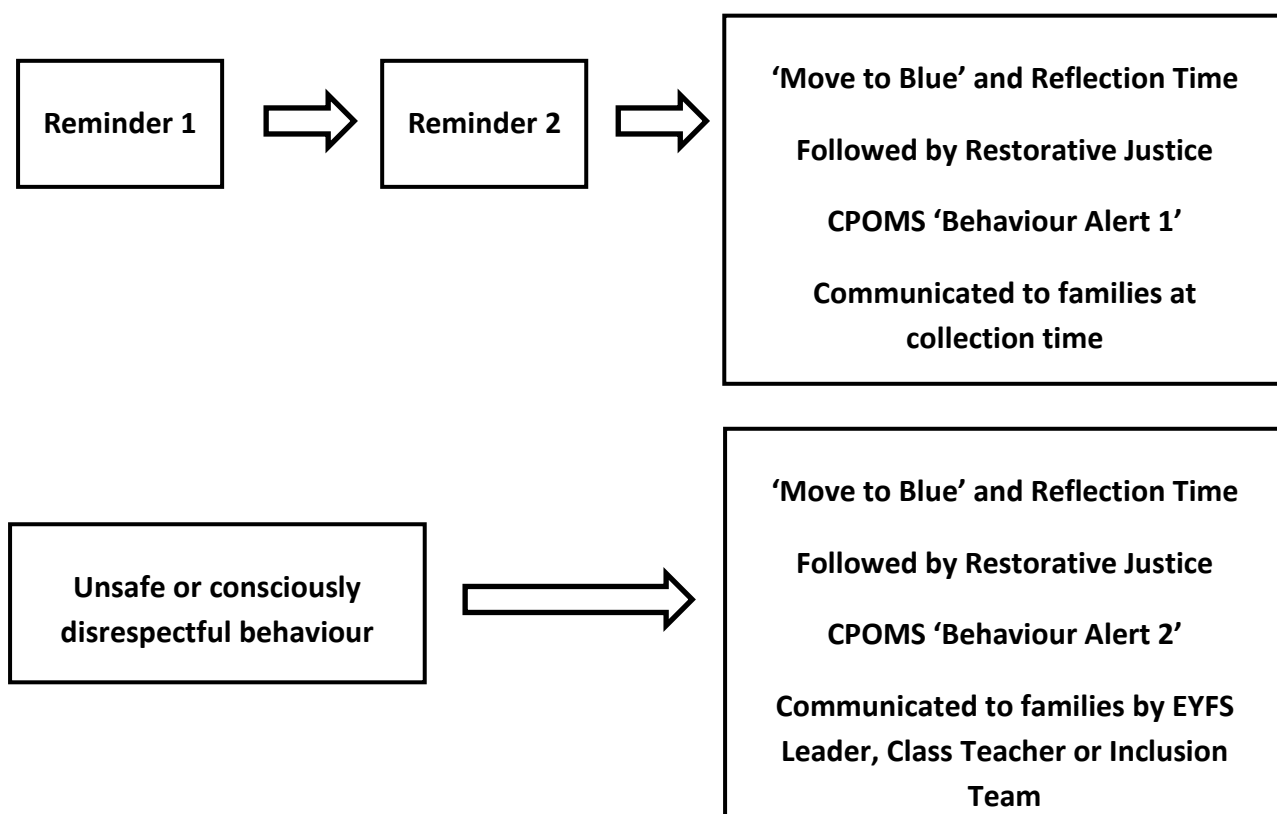
Risk Reduction Plan

The purpose of this plan is to reduce the risk of a serious incident re-occurring.

Actions to make sure the incident does not happen again			
Risk	What the pupil will do	What the parent/carers will do	What the school will do

Appendix F Early Years Foundation Stage (Nursery and Reception) tailored provision

The City Academy Whitehawk Behaviour for Learning Policy applies to all children in the school and is delivered consistently across all cohorts. However, it is important to recognise that, due to their young age, the children in Nursery and Reception deserve tailored provision which supports their learning and will allow them to adapt to Key Stage One when they join Year One.



- EYFS staff use a visual reminder on their hands to show children how they have progressed through the Behaviour Policy.
- 'Reflection Time' consists of a time out where children are silent and not engaged with activities. At the start of the year, this will last two minutes but will eventually build to five minutes. Consideration for a child's development and needs will need to be made when deciding the duration of a 'Reflection Time' session. A visual indicator (such as a sand timer) is used for the children to recognise how long they have left in which to reflect.
- Following Reflection Time, children will complete Restorative Justice. The outcome of this conversation may lead to making an apology to a child or staff member or, if appropriate, completing a task with support; for example, helping a grown up to tidy two items after refusing to engage in class Tidy Up Time.
- Once children have completed their Restorative Justice, they automatically return to the green section of the rocket.
- Families will be informed at collection time when a child has reached 'Move to Blue and Reflection Time'. This incident will be logged on CPOMS as a Behaviour Alert 1 incident. For

the first few weeks of the school year, as the children learn the school systems, staff should use their discretion in deciding whether to report all Behaviour Alert 1 incidents.

- Swearing at someone or intentionally hurting someone (verbally or physically) results in an automatic 'Move to Blue and Reflection Time'. For these incidents, a member of SLT should be informed via a Behaviour Alert 2 CPOMS, and they will make a phone call home.
- 'Rocket Resets', which see **all** children return to the green section take place at the start of the day and after lunch.
- Should the classroom need to be evacuated to keep the children safe, the phrase 'To help our friends, it's time to go' is used consistently by all adults.

Appendix G IBP (Individual Behaviour Plan)



City Academy Whitehawk IBP Individual Behaviour for Learning Plan

Child's Name		Year Group		Class teacher		Date of plan		To be reviewed		
Success Tracker		EHCP		Gender		PP		SEND		
Summary of need:	<ul style="list-style-type: none"> • • • • • 									
✓ Agencies involved	BHISS		Ed. Psych.		Seaside View		CAMHS		Other	
Strengths and interests	<ul style="list-style-type: none"> • • • • • 									
Triggers to challenging behaviour	<ul style="list-style-type: none"> • • • • • 									
Behaviours exhibited	<ul style="list-style-type: none"> • • • • • 									
Strategies in place (provide as much detail as possible)	<ul style="list-style-type: none"> • • • • • • 									
Signed by family member								Date shared		