

Behaviour policy



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The Oaks – Behaviour policy

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For information on Bullying, please see our Anti-Bullying policy.

For information on Suspensions and Exclusions, please see our Suspensions and Permanent Exclusions policy.

This policy is written to comply with the Independent School Standards and is based on the National Curriculum and Ofsted framework.

ISS 9(a)(b) Is there a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving.

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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. Principles

At The Oaks, we want to create an environment which is conducive to learning and promotes mutual respect between staff and young people. Our aim is to create a relaxed, fun, and positive atmosphere that enables learning to take place.

The Oaks believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

The Oaks seeks to create a caring, calm, and supportive learning environment at school, which will encourage and foster good behaviour. This will promote the understanding that all staff and pupils are entitled to work in a safe, fair, and orderly environment, with appropriate access to support, guidance, and training on behavioural matters.

This will:

- Raise individual standards
- Promote self-discipline and positive relationships
- Support Social and Emotional development
- Develop aspiring, confident, independent and resilient young people
- Encourage pupils to reflect on their learning, behaviour, and personal growth to promote self-awareness and continuous improvement
- Prepare young people for a successful transition to the next phase in their lives

The Oaks promotes the welfare, personal development, and enjoyment of all pupils through clear, consistent, and positive behaviour management strategies that foster a culture of respect and high expectations. Staff model positive relationships and respond to behaviour with empathy and consistency, supporting pupils to regulate their emotions and make positive choices. Where appropriate, we work collaboratively with parents, carers, and external agencies to ensure a cohesive approach that enables every young person to feel safe, valued, and ready to learn.

The Oaks actively promotes equality of opportunity and anti-discriminatory practice across all aspects of school life. We do not tolerate or support discrimination towards pupils or staff on any grounds, including gender, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy or maternity, religion or belief, race, ethnicity, age, or disability.

For every pupil at The Oaks, equality of opportunity underpins everything we do. We value and respect diversity, celebrate individuality, and seek to build a cohesive, inclusive school community where everyone feels safe, valued, and empowered to succeed.

These principles are embedded through our combined therapeutic and holistic approaches, which:

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- Promote positive, socially acceptable behaviour, self-esteem, and mutual respect, irrespective of race, gender, ability, age, or religion
- Ensure consistency and fairness of treatment for all
- Encourage early intervention through proactive and targeted behaviour support
- Help pupils understand their behaviours and make positive changes
- Establish firm, clear boundaries within which learning and aspirations can flourish
- Develop pupils' independence and self-discipline through supported reflection
- Ensure all members of our school community act with courtesy and respect at all times
- Guarantee that every pupil has the right to learn and grow in a safe, nurturing environment

This policy sets out the guiding principles and strategies through which The Oaks supports pupils to understand and manage their behaviour effectively, enabling meaningful engagement in both education and the wider community. It embeds anti-discriminatory practice and ensures fair and consistent treatment for all pupils by providing a clear, positive framework for promoting desirable behaviours and responding appropriately to those that challenge.

3. Legislation 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 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- 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 require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- This policy is written so it complies with the Independent School Standards and the Ofsted framework.

4. Roles and Responsibilities

4.1 The proprietary body

The proprietary body is responsible for:

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

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4.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the proprietary board.
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

4.3 Head of School

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

4.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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 rules and expectations
- Recording behaviour incidents promptly (see Appendix 3 for a Behaviour Log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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4.5 Parents and carers

Parents and carers, where possible, should:

- Engage with and understand the school's behaviour policy, supporting its implementation by reinforcing shared expectations and values at home where appropriate.
- Support their child in understanding and adhering to the school's behaviour policy and value.
- Inform the school promptly of any changes in circumstances that may influence their child's behaviour or wellbeing
- Communicate openly with the class teacher regarding any behavioural concerns or challenges
- Engage with pastoral support or review meetings following incidents of misbehaviour to promote positive change
- Raise any concerns about the management of behaviour directly with the school, maintaining a spirit of collaboration and partnership
- Actively participate in the wider life and culture of the school to support their child's sense of belonging and community

The school is committed to building positive and collaborative relationships with parents and carers by maintaining open communication, keeping them informed about their child's behaviour and progress, and working together to address any behavioural concerns in a constructive and supportive manner.

4.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The standard of behaviour expected of them while in school and when representing the school community
- Their responsibility to follow the school's behaviour policy and contribute to a positive learning environment
- The school's key rules, routines, and expectations that support safety, respect, and learning
- The rewards and recognition available for meeting behaviour expectations, and the consequences that may follow if these standards are not met
- The pastoral and wellbeing support available to help them make positive choices and manage their behaviour effectively

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to meet the school's behaviour standards through consistent guidance, positive reinforcement, and appropriate levels of support. The school recognises that some pupils may require additional time, differentiated strategies, or tailored interventions to understand and meet expectations.

Pupils will receive repeated induction sessions where appropriate, and teaching staff will use individualised approaches to help pupils develop a clear understanding of the school's behaviour policy and wider culture. Reasonable adjustments will be made to ensure that pupils with SEND are able to engage fully and successfully with behaviour expectations.

5. School Behaviour Curriculum

At The Oaks, we have two key behaviour management systems within our classrooms, each designed to meet the individual needs of our pupils. These systems promote positive behaviour, encourage self-reflection, and ensure consistency across the school while allowing flexibility to support different levels of understanding and need.

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1. Six Key Behaviour and Learning Statements

Pupils use six clear and accessible statements to understand and reflect on behaviour expectations throughout the school day. These are revisited regularly to promote self-awareness and responsibility.

Behaviour:

- I have kind hands and feet
- I have made good choices
- I have used my manners

Learning:

- I have tried my best with my work
- I have listened carefully to my teachers
- I have had a positive attitude towards learning

These statements provide simple, visual, and consistent expectations that pupils can understand and use to reflect on their conduct and approach to learning.

2. 'Working For' System

The 'Working For' system supports pupils who benefit from more immediate and visual reinforcement. Pupils work towards a reward of their choice by completing a set number of tasks or activities, which are individualised according to their needs.

For some pupils, this takes the form of a 'Now and Next' structure, providing short-term, achievable steps to help maintain focus, motivation, and success. This approach is more immediate and tangible than golden time or reflection statements, ensuring all pupils can experience success in real time.

At The Oaks, we place great importance on recognising, celebrating, and reinforcing positive behaviour. Our behaviour management systems are rooted in positive reinforcement, ensuring that pupils are motivated by success and encouragement — for example, pupils earn golden time rather than lose it.

At the end of each session (four times daily), pupils engage in reflection using the school's six behaviour statements. This structured reflection encourages pupils to consider their actions, take responsibility for their choices, and recognise the impact of their behaviour on themselves and others. Through this consistent approach, pupils develop self-awareness, accountability, and a deeper understanding of how positive behaviour contributes to a respectful and supportive school community.

ISS 5(b)(iii) encourages pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

Where appropriate and reasonable, adjustments will be made to classroom routines and curriculum delivery to ensure that all pupils, including those with additional needs, are supported to meet the school's behavioural expectations and engage successfully in learning.



Equality, Community, Growth

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Independent Primary School

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6. Behaviour within the curriculum

ISS (3)(h) Teaching effectively utilises strategies for managing behaviour and encouraging pupils to act responsibly

At The Oaks, positive behaviour is reinforced and embedded through our curriculum and the development of pupils' knowledge, understanding, and personal values. Our PSHE curriculum incorporates British Values and citizenship education, ensuring that pupils are taught to respect others, celebrate diversity, and understand the impact of their actions on the wider community.

Through the curriculum, pupils:

- Contribute to a strong anti-bullying culture that is embedded throughout the school
- Explore themes of anti-bullying, friendship, and positive relationships through PSHE, Social skills lessons and RE amongst other areas of the curriculum.
- Engage in discussions about prejudice and prejudice-based bullying, supported by learning in PSHE, Social skills lessons and RE amongst other areas of the curriculum.
- Learn about the different forms of teasing and bullying, recognise that such behaviour is unacceptable, and understand how to seek help and support
- Discuss the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities
- Develop an understanding of the nature and consequences of racism, teasing, bullying, and aggressive behaviour, and learn appropriate strategies to respond and seek assistance
- Build awareness and respect for different people, cultures, and disabilities through PSHE and British Values learning
- Are explicitly taught about the protected characteristics as outlined in the Equality Act (2010), ensuring understanding of equality, inclusion, and respect for all

This approach supports pupils' spiritual, moral, social, and cultural development and underpins The Oaks' commitment to promoting respectful relationships, equality of opportunity, and a safe, inclusive school environment.

ISS 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act

Mobile phones and devices

All mobile phones and electronic devices are handed to the staff on arrival to school. These are kept in reception until the pupil goes home.

Smartwatches are wristwatches with smart technology in them, can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smart watches have wellness and health-related features. Pupils are not permitted to wear Smartwatches while at school. If worn, these will be removed and returned to the pupil at the end of the school day.

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7. Responding to behaviour

7.1 Classroom management

Teaching and support staff play a vital role in setting the tone, culture, and expectations for positive behaviour across the school. At The Oaks, we promote a proactive and positive approach to behaviour management, ensuring that pupils are recognised, praised, and rewarded for positive conduct rather than penalised for mistakes.

Staff are expected to:

- Create and maintain a stimulating, safe, and inclusive environment that encourages engagement and learning
- Display and consistently follow the school's agreed behaviour management systems
- Model respectful and professional behaviour at all times
- Develop positive and trusting relationships with pupils, which may include:
 - Greeting pupils warmly each morning and at the start of lessons
 - Establishing and maintaining clear, consistent routines
 - Communicating expectations for behaviour through both verbal and non-verbal strategies
 - Highlighting, celebrating, and reinforcing positive behaviour
 - Concluding each day positively and ensuring every new day begins with a fresh start
 - Implementing a clear plan for responding to low-level disruption
 - Using praise, encouragement, and positive reinforcement to motivate pupils and promote self-regulation

Through this approach, staff contribute to a calm, respectful, and purposeful learning environment where all pupils feel valued and are supported to succeed.

7.2 Safeguarding

The school recognises that changes in a pupil's behaviour may be an indicator that they are experiencing, or are at risk of, harm. Staff will always consider whether a pupil's behaviour may be a sign of underlying needs or a safeguarding concern.

Where a pupil's behaviour gives cause for concern, staff will follow the school's Child Protection and Safeguarding Policy, and consider whether additional support is needed — such as pastoral intervention, early help, or a referral to children's social care.

All concerns will be recorded and reported in line with safeguarding procedures, ensuring that pupils receive timely and appropriate support.

Further details can be found in the school's Child Protection and Safeguarding Policy.

7.3 Responding to good behaviour

When a pupil's behaviour meets, or goes above and beyond, the school's expected standards, staff will recognise and celebrate this through positive reinforcement and reward. This approach provides consistent opportunities for all staff to reinforce The Oaks' culture, ethos, and shared expectations.

Positive reinforcement and rewards are applied consistently, fairly, and transparently to strengthen the routines, expectations, and values that underpin our behaviour culture.

Positive behaviour may be recognised and rewarded through:

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- Verbal praise and acknowledgment of achievement
- Use of visual systems and prompts to help pupils understand, track, and celebrate their success (for example, visual reward charts or ‘working for’ boards)
- Communicating praise to parents and carers via phone call, email, or written note
- Certificates, stickers, and in-class recognition
- Headteacher certificates or awards for exceptional effort, behaviour, or contribution
- Opportunities for increased responsibility, such as representing the school council or supporting peers

Through these approaches, pupils are motivated to demonstrate positive behaviour, take pride in their achievements, and contribute to a respectful and aspirational school community.

7.4 Responding to misbehaviour

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

Staff will work to create a calm, consistent, and predictable environment by modelling positive behaviour, using praise and reinforcement effectively, and addressing all behaviour that falls short of expectations. Responses will always be fair, proportionate, and consistent, ensuring that pupils understand that misbehaviour will be challenged and that positive choices are valued and recognised.

To ensure consistency across the school, all staff receive regular training and guidance on behaviour management strategies, de-escalation techniques, and positive communication. The Senior Leadership Team monitors behaviour patterns, supports staff through coaching and feedback, and ensures that the school’s behaviour policy is implemented fairly and effectively in every classroom. Regular discussion and reflection within staff meetings and daily debrief promote a shared understanding of expectations, enabling a cohesive and confident approach to maintaining high standards of behaviour.

De-escalation techniques are an important part of our approach to supporting pupils and preventing behaviour from escalating. Staff use calm, proactive, and individualised strategies to help pupils regulate their emotions and make positive choices before a situation develops further. These may include:

- The use of pre-agreed scripts, key phrases, or consistent language to provide reassurance and predictability
- Allowing time and space for pupils to calm, including the use of agreed ‘time away’ areas within or outside the classroom
- Access to sensory toys, calming activities, or regulation resources tailored to individual needs
- Adjusting tone, body language, and physical proximity to reduce tension and maintain a sense of safety
- Offering choices to restore a pupil’s sense of control and responsibility
- Using visual supports or emotion regulation tools (such as zones of regulation or behaviour scales) to help pupils communicate their feelings appropriately
- Redirecting attention to positive behaviours or tasks to help re-engage the pupil in learning
- Engaging in restorative conversations once calm has been re-established to promote reflection and repair relationships

Staff are trained to apply these strategies consistently, with sensitivity to each pupil’s individual needs, triggers, and emotional regulation plans.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them meet behaviour standards in the future.

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The Oaks promotes a restorative and educational approach to behaviour management. However, when a pupil's behaviour does not meet the expected standards, staff will respond consistently, fairly, and proportionately, taking into account the individual pupil's needs, circumstances, and understanding.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning and clear reminder of behaviour expectations
- Time away from the classroom to enable reflection and regulation
- Completing unfinished work during break or lunchtime
- Loss of reward opportunities, such as points or minutes of golden time
- Referral to a senior member of staff for further discussion or intervention
- Contact with parents or carers through a phone call, meeting, or written correspondence
- A fixed-term exclusion, where behaviour is deemed serious or poses a risk to others
- A permanent exclusion, used only in the most serious circumstances and in line with statutory guidance

All sanctions are applied with the aim of helping pupils reflect, repair, and make better choices in the future. Staff are expected to consider the pupil's individual needs and make reasonable adjustments, particularly for pupils with SEND or those experiencing emotional regulation difficulties.

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable Force and Restrictive Physical Interventions

It is important to remember that children at the school have complex Special Educational Needs and Disabilities, Communication and Interaction Needs and Social, Emotional and Mental Health difficulties, and that under certain circumstances they do not manage their own behaviour effectively or safely. The use of physical intervention may, therefore, on occasions, be necessary in order to prevent the following:

- injuring themselves or others
- significantly damaging property
- negatively affecting the good order and discipline of the school

The School is a Registered Special School and the 2011 Education Act clarifies that staff may also use "reasonable force" to prevent children from acting in a way that is counter to maintaining good order and discipline at the school or committing a criminal offence. The DfE guidance (Use of Reasonable Force in Schools, July 2013) has also been fully considered. The above does not just apply to the school, but also when staff have "lawful control or charge of the child", for example, on an outing.

Please note: There is no legal definition of "reasonable force". Reasonable force can only be determined in the circumstances of the particular incident, and the degree to which force is employed is proportionate to the consequences of the challenging behaviour it is intended to prevent. The following points, in line with DfE Guidance 'Positive environments where children can flourish (2021)', relate to physical intervention by staff working with children who display extreme behaviour:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate, but this should be proportionate and no more than necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under no circumstances should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a child in a way that might be considered indecent

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- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be recorded and reported to parents/carers

The School has adopted the Team Teach approach which promotes a gradual and graded response from least intrusive to more restrictive interventions. All except the most recently appointed staff are trained and follow an annual programme in Team Teach skills, and are expected to be able to apply these skills should the situation arise. The school has two in-house trained Team Teach trainers to provide regular training, refreshers, and guidance for all staff, ensuring a consistent, safe, and therapeutic approach to positive handling and de-escalation across the school. New staff are trained as quickly as is practical. Every instance of physical intervention is reviewed with colleagues to determine whether it could have been avoided and whether the techniques used were appropriate. An agreed method (a Team Teach method) will be used where necessary and will be included in the behaviour plan of any pupil for whom this may be required.

The training provided for staff is BILD-approved. Although only those principles and interventions covered in the training are considered acceptable for general use, each situation must be risk-assessed accordingly, in order to maintain the safety of all involved.

Training on physical intervention given to staff includes sections on the background, theory and rationale behind the Team Teach approach. Conflict resolution, de-escalation and other behaviour strategies are taught as part of the Team Teach process. Any physical interventions used take account of age, cultural background, gender, stature and medical history of the child involved.

When considering the use of reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions, in assessing the risks.

7.6 Searching, Screening and Confiscation

Searching, screening and confiscation are 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 be returned to the parents/carers at the end of the school day.

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

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School or Executive Headteacher, or by the Head of School or Executive Headteacher themselves.

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 a 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 another member of staff and make sure a written record of the search is kept.

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If the authorised member of staff considers a search to be necessary but not urgent, they will seek the advice of the Head of School, Executive Headteacher or the designated safeguarding lead (or their deputy), who may have more information about the pupil. 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 rules 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 school premises or where a member of staff has lawful control or charge of the pupil, for example, during 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 scarf”
- 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 behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher 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 from 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 rules.

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, possessions, desk or locker.

‘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:

- Trays
- Bags

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 conduct a search for prohibited items (listed in Section 3) and items identified in the school rules.

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

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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 in 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 sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as a 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 (i.e., removing more than the outer clothing). 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 the school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical well-being against 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 well-being of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for the pupil's well-being 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 1 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

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appropriate adult. If the school can't get in touch with the parents/carers or they are unable to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information on 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 maintain records of strip searches conducted on school premises and monitor them for any emerging trends.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 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 2 people other than the pupil and the 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 to be the headteacher
- 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

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

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- 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

Sanctions 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

Sanctions 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 behaviour sanctions 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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, the headteacher will make the report. In the case that the Headteacher is unavailable, the Deputy Designated Safeguarding Lead 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 sanctions, as long as it does not conflict with police action.

If a report is made to the police, the designated safeguarding lead (DSL) will submit a concurrent 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

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- 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 well-being. 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 school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for allegations against staff, which outlines procedures for dealing with allegations of abuse against staff, as well as information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Missing breaks

If pupils have missed learning due to behaviour, staff may keep pupils in at breaktime to catch up on their learning. During these times, pupils will be supported through reflective practice to reflect on their behaviour and help them minimise future behaviour incidents by providing alternative strategies to cope with their emotions.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

At The Oaks, the use of removal from the classroom is a supportive and restorative strategy, not a punishment. For short periods of time, pupils may be offered, or directed to take, time away from the classroom to help them regulate their emotions and re-engage positively with learning. In some cases, pupils may choose to take this time themselves as part of an agreed self-regulation strategy.

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All removals from class are recorded in the Removal from Classroom Log to enable monitoring, reflection, and review of patterns over time. This process supports early intervention and ensures that appropriate adjustments are made where needed.

Due to the school's carousel system of teaching, pupils rarely miss out on core learning opportunities and are supported to catch up on any activities they may have missed. The focus remains on helping pupils to return to learning calmly, safely, and successfully.

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. The DfE defines removal as a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful and follow our curriculum, which is adapted to suit the needs of the individual pupil. (See Curriculum Policy)

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils 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:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time 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.

Parents/carers will be informed if the pupil is removed from the classroom for a prolonged period of time.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Nurture interventions
- Use of teaching assistants
- Support for the class team regarding behaviour management and strategies
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the removal from classroom log, along with details of the incident that led to the removal. (Appendix 4) If required, an incident report will also be completed.

8.3 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 sanctions and interventions.

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

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Please refer to our Suspension and Permanent Exclusions policy for more information.

9. Supporting pupils following a sanction

Following any sanction, the school will consider appropriate strategies to help the pupil reflect on their behaviour, understand its impact, and identify ways to meet the school's expectations moving forward. The aim is always to support improvement rather than to punish.

As part of our graduated approach, The Oaks offers a range of in-school interventions such as nurture sessions and Lego Therapy, which provide pupils with opportunities to develop emotional regulation, communication, and problem-solving skills. Where patterns of behaviour are identified, these interventions may be introduced as an early layer of support.

Following a suspension or exclusion, parents and carers (and the pupil, where appropriate) are invited to attend a reintegration meeting. This meeting focuses on reflection, rebuilding relationships, and identifying any additional support needed to help the pupil succeed.

In cases of more serious or persistent behaviour, the school may seek advice or involvement from external agencies, such as the Youth Offending Service or other relevant professionals, to ensure that the pupil receives the most appropriate guidance and support.

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). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, pupils' behaviour support plan and risk assessments are shared with all staff.

For reintegration and transitions around suspensions and permanent exclusions, please see our Suspensions and Permanent Exclusions Policy.

ISS 32(3)(a) Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions

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11. Recording behaviour

ISS 9(c) is a record kept of the sanctions imposed upon pupils for serious misbehaviour

11.1 Incident reports

Incident report forms (Appendix 2) are completed by staff when there is an incident of behaviour and a physical intervention form is not completed. Incidents of behaviour include:

- Attempted and actual physical abuse of peers
- Attempted and actual physical abuse of staff
- Damage to property
- Theft
- All forms of discrimination (also logged where appropriate on the school bullying log)
- Bullying (also logged where appropriate on the school bullying log)
- Dangerous behaviour
- Absconding
- Low-level, non-restrictive Team Teach guide.

The School incident record is based on the behaviourist theory of Antecedent, Behaviour and Consequence. This document provides a record of significant behaviours and the consequences applied. The information collected is entered into a second, computerised data analysis system, which generates reports for the Senior Leadership Team. This alerts the Senior Leadership Team to patterns of negative behaviour, enables a study of antecedents, and is a useful way of monitoring the consistent application of consequences. Children needing additional support are identified and an action plan is established.

11.2 Restrictive Physical Intervention records

Physical Intervention Records must be completed following the use of any safe-hold or physical intervention. The accurate reporting and monitoring of such incidents are of paramount importance for several reasons:

- The protection of both staff and pupils in the event of any allegation or concern
- To provide a clear record of the frequency, nature, and context of incidents, allowing patterns to be identified and proactive strategies implemented
- To provide a record of any injuries sustained by pupils or staff, ensuring that appropriate follow-up action is taken

This requirement is in line with Section 93 of the Education and Inspections Act 2006, which permits the use of reasonable force to prevent harm, and reflects the updated Department for Education guidance (2024) on *“The Use of Reasonable Force and Restrictive Practices in Schools.”*

The guidance makes clear that all incidents involving restrictive physical intervention must be formally recorded, reported to the designated safeguarding lead, and monitored by senior leaders to ensure transparency, accountability, and the ongoing safety of pupils and staff.

All Physical Intervention Records are reviewed and signed off by the Executive Headteacher (DSL) and the Head of School (DDSL) when required. The school's Team Teach Lead and trained intermediate trainers

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monitors all entries to ensure that interventions are used safely, appropriately, and in line with individual behaviour plans and risk assessments.

Patterns and trends are analysed termly (or more frequently if required) to identify emerging concerns, evaluate the effectiveness of de-escalation strategies, and inform staff training and practice.

Any patterns indicating a safeguarding concern, disproportionate use, or recurring need for intervention will be escalated immediately to the Senior Leadership Team and, where appropriate, discussed with parents/carers and relevant external professionals.

This systematic monitoring ensures that all use of restrictive physical intervention remains lawful, proportionate, necessary, and in the best interests of the pupil, fully reflecting the principles of the Education and Inspections Act 2006, KCSIE 2025, and the DfE Guidance on the Use of Reasonable Force and Restrictive Practices (2024).

Following the use of any Team Teach physical interventions, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 1) as soon as is practical (but certainly within 24 hours), with a Body Map diagram if injuries to any party have occurred
2. Debrief with all staff involved.
3. Email the document to the Executive Headteacher, who will quality assure the document and number it within 24 hours
4. The document will then go to the staff involved to be signed within 48 hours
5. The document will be scanned onto the school drive
6. The reflective log will be completed to track physical interventions and patterns of behaviour.

The school incident records and safe hold data are audited regularly, analysed, and reported to the proprietors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies. Physical Intervention is never seen in isolation. Its use is dependent upon professional risk assessment and should always be seen as a last resort when attempting to prevent injury or significant property damage. Other de-escalating techniques should always be applied to any potentially volatile situation.

12. Training

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

- Team Teach training.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Certificate in Equality, Diversity and Inclusion
- Safeguarding level 2

Behaviour management will also form part of continuing professional development.

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13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, proprietors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the behaviour lead.

The data will be analysed from a variety of perspectives, including:

- At school level
- By vulnerable groups
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive Headteacher and proprietor at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the proprietor.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by the proprietary board annually.

Links to other policies

Curriculum Policy

SEND Policy

Anti-Bullying Policy

Suspension and Permanent Exclusions Policy



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Appendix 1: RPI form

Physical Intervention Record

Within 24 hours					
Name of person completing the record	Name of the child	Date	Time incident began		Specific location incident began
					hrs

Has the child got additional needs or hold an EHCP?	Yes, pupil holds and EHCP.
---	----------------------------

Nature of incident: <i>please underline any descriptions appropriate</i>		
Physical assault to staff	Discriminatory abuse	Disruption of others' learning
<u>Physical assault to peers</u>	Running away	Not following instructions
Targeting of staff	Dangerous Behaviour	Substance misuse
Bullying of peers	Theft	Self-harm
Sexualised behaviour	Vandalism	Attention seeking
Other:	Contextual physical aggression to staff	Verbal abuse to staff

Description of incident leading up to the physical intervention: <i>incl. antecedents and how the child responded</i>

De-escalation and diffusion techniques used: <i>please underline which techniques used:</i>		
Verbal advice and support	Diversion	Calm Script
Options offered	Planned ignoring	Contingent touch
Quiet time offered	Quiet time directed	Consequences reminder
Reassurance	Appropriate humour	Persuasion
Success reminders	Take up time	Praise
Staff changeover	Choices reminder	Step away
Other: <i>(please specify)</i>		

Description of de-escalation strategies: <i>incl. what de-escalation strategies were used and how the child responded.</i>

Reason for use of restrictive physical intervention <i>please underline reasons from the boxes below.</i>		
Restraint in relation to a child is only permitted for the purpose of:		
Preventing potential injury to any person (including the child)	Preventing potential serious damage to property of any person (including the child's)	Maintaining the good order and discipline of the school

Starting location of the physical intervention:	Starting time of Physical Intervention				
					hrs

Nature of restrictive physical intervention used	
Description of Measure	Duration



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	<p><i>Single Elbow standing alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder</i></p> <p>Intervention number 1: 2-person single elbow guide, with ** on the left and ** on the right</p>	
	<p><i>Figure of Four standing alongside the person with the hand of the outer arm holding underneath the person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.</i></p> <p>Intervention number 2: 2 person figure of four in a ** position with ** on the left and ** on the right</p>	
	<p><i>Double Elbow Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.</i></p> <p>Intervention number **: 2 person double elbow hold in a ** position, with ** on the left and ** on the right</p>	
	<p><i>Two person seated hold holding both forearms drawn back, hands in a seatbelt position on the hips, arms/elbows drawn out towards adults back. Seated in an upright position to ensure correct posture preventing elevated risks.</i></p> <p>2 person seated hold, with ** on the left and ** on the right</p>	
	<p><i>Two person response to deadweight in kneeling position holding both forearms drawn back, hands in a seatbelt position on the hips, arms/elbows drawn out towards adults back. Seated in an upright position to ensure correct posture preventing elevated risks.</i></p> <p>2 person response to deadweight hold in a kneeling position, with ** on the left and ** on the right</p>	
 <p>Single Person Double Elbow</p>	<p><i>Double Elbow Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.</i></p> <p>Intervention number **: 1 person double elbow hold in a ** position, with ** supporting both arms.</p>	



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	<p><i>Half Shield - contact in a T shape stance with their hip to the small of the person's back. The arm nearest is posted in front of the arm of the client, to prevent it from punching forward, with the back of the member of staff's hand flat along the person's back. The members of staff gather the other arm with a Caring C, aiming to secure just above the elbow, maintaining contact at the hip. The member of staff should walk forward as the person crabs sideways.</i></p>	
	<p>Intervention number **: Half shield with ** linking left/ right arm</p>	
	<p><i>Help hug – low restriction physical intervention with one hand using a caring C just above one elbow, with the other hand bandaging the other elbow and drawing it into the pupils side.</i></p>	
	<p>Intervention number **: Seated Help Hug with ** supporting left and right arm.</p>	
	<p>Leg support ** provided leg support by wrapping their arms around the legs from a position seated below the child.</p>	

<p>Changes, releases, re-engages include information why changes, releases and re-engages happened</p>

<p>Description of de-escalation, calming process and release</p>

Name of person who used the measure		Name of person who used the measure	
Name of person who used the measure		Name of person who used the measure	
Other person present		Other person present	
Other person present		Other person present	

<p>Was the measure effective?</p>

<p>Consequences for any behaviour prior to physical intervention (if applicable)</p>		
Behaviour points not earned	Loss of Trip	Home communication
Full Reward Time not earned	Computer Ban	Police Contacted
Complete unfinished task	Repair damage / clear mess	Other



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Description of any injury to the child		
Did the intervention result in injury to the child?	Yes/No	
Was this self-injurious?	Yes/No	
If injury occurred, has this been recorded in the accident book?		Accident Number
Detail of any injuries, (please mark on the body map)	Body Map	
	<p>Front Back</p>	
Description of any medical treatment administered		

Safe and well check – Post incident		
During / Immediately post incident	1 hour post incident	Follow up

Description of any injury to any other person		
Did the intervention result in injury to another person?	Yes/No	
Was this self-injurious?	Yes/No	
If injury occurred, has this been recorded in the accident book?		Accident Number
Detail of any injuries, (please mark on the body map)	Body Map	
	<p>Front Back</p>	
Description of any medical treatment administered		

Discussion and Reflections – Child
What happened?
Why were you held?
Could you have dealt with the issue in a different way?
How can we help each other move forward?



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Have you sustained any injuries?		
Staff Signature	Staff name	Child Signature

Discussion and Reflections – Staff	
How could you have acted differently?	
Was the intervention in line with the child’s behaviour plan and risk assessment?	
Have you discussed and reflected upon the safe-hold with your colleagues?	
Have you sustained any injuries?	
Are amendments to risk assessments or behaviour plans necessary?	
Risk Assessment	Behaviour Plan

Record of any damage <i>all damage should be reported to the headteacher and admin.</i>

Further Information <i>incl. date, time and name of individuals to whom information has been reported incl. copies sent</i>						
<i>Please put a 'X' where appropriate</i>	N/A	Date	Time	Names	Nature of communication	Who communicated
Member(s) of SLT						
Parents or Guardians						
Social Worker						
Placing Local Authority						
Ofsted Notification						
Safeguarding Referral						

Signatures – after being discussed with, and agreed by, all parties involved		
Staff directly involved	Signature	Date
Staff directly involved	Signature	Date



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Staff directly involved	Signature	Date
Staff directly involved	Signature	Date
Other person present	Signature	Date
Other person present	Signature	Date

Summary of SLT Reflections			
Senior Leader	Signature	Date	Please confirm details of any injury to a child or other person



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Appendix 2: Incident record

Incident Record No:
Incident Record

Within 24 hours					
Name of person completing the record	Name of the child	Date	Time incident began		Specific location incident began
Key staff involved			Number of other pupils involved		
			Male:		Female:

Nature of incident: <i>please underline any descriptions appropriate</i>		
Physical assault to staff	Discriminatory abuse	Disruption of others' learning
Physical assault to peers	Running away	Not following instructions
Targeting of staff	Dangerous Behaviour	Substance misuse
Bullying of peers	Theft	Self-harm
Sexualised behaviour	Vandalism	Attention seeking
Other:	Contextual physical aggression to staff	Verbal abuse to staff

Description of antecedent leading up to the incident: <i>incl. antecedents and how the child responded</i>

Description of incident: <i>incl. what de-escalation strategies were used and how the child responded.</i>

Consequences for any behaviour prior to physical intervention (if applicable)		
Behaviour points not earned	Loss of Trip	Home communication
Full Reward Time not earned	Computer Ban	Police Contacted
Complete unfinished task	Repair damage / clear mess	Other

Discussion and Reflections – Child		
What happened?		
Could you have dealt with the issue in a different way?		
How can we help each other move forward?		
Staff Signature	Staff name	Child Signature

Are amendments to risk assessments or behaviour plans necessary?	
Risk Assessment	Behaviour Plan



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Signatures – after being discussed with, and agreed by, all parties involved

SLT:	Signature:	Date:
Staff name:	Signature:	Date:
Staff name:	Signature:	Date:

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Appendix 3: 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, sanctions 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
- Promote early intervention via proactive and targeted behaviour work with pupils
- Ensures everyone will act with courtesy and respect for each other at all times and all pupils have the right to learn in a safe environment

The proprietary 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 proprietary board annually.



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Appendix 4: Removal from Classroom Record

DATE	TIME	DURATION	REASON	STAFF INITIALS