



‘Working together to succeed’

Behaviour Policy

Including Exclusions, Suspensions, Seclusions, Restraint, Anti-Bullying and Biting

Oakridge School and Nursery

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Owner	Stella Kalamaj AHT Inclusion
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Oakridge School Behaviour Policy

Rationale and Principles



“Working together to succeed”

We come to Oakridge School to learn and therefore we maintain a safe calm and orderly environment that enables high quality learning for every pupil. We are **kind and respectful** to ourselves, other pupils and all adults in line with statutory expectations for respectful relationships and positive behaviour culture. We are **ready to learn** and act with **integrity**; doing the right thing even when no one is looking. We aim to foster a sense of both **individual and collective responsibility** through individual and group awards. Children and staff understand that there are **clear consequences for poor behaviour** and these are allocated taking children's individual needs into consideration. At Oakridge, we recognise that regular **engagement with parents** is key to improving pupil behaviour. Adults believe that **all children can make the right choices** and use a **three-pronged approach**:

- 1) We avoid poor behaviour in the first place by delivering a **stimulating curriculum through engaging teaching strategies**.
- 2) We aim for a ratio of **10:1 (positive to negative)** to reinforce the behaviours that we want to see.
- 3) We follow up **consistently and fairly in the event of poor behaviour choices** to ensure children receive **clear consequences** for their poor choices.

OUR RULES

At Oakridge School, we have three rules that we expect all our children to adhere to:

- 1) We use positive language and actions
- 2) We follow instructions from all adults
- 3) We keep our hands and feet to ourselves

CLASS AGREEMENTS

On transition day, the new teacher will create a class agreement with their new class. This needs to be done in collaboration with the pupils and displayed for when the children return in September. Teachers often get pupils to sign the agreement.

REASONABLE ADJUSTMENTS

At Oakridge, we accept and celebrate the uniqueness of our pupils and therefore believe in 'reasonable adjustments' within a policy. Reasonable adjustments are a statutory duty under the Equality Act 2010 and ensure pupils with SEND or protected characteristics are not disadvantaged by behaviour systems. Before issuing sanctions, staff must consider whether behaviour may be a manifestation of need and whether additional support or adjustments are required. Such incidents would be planned for and discussed with the child (or class if appropriate) to avoid any confusion or frustration. For example, some children may respond better to not receiving a physical green, orange or red card and clear verbal instruction may suffice.

PERSONAL INTERVENTION PLANS (PIP)

Following the theme from the previous section, and the importance of reasonable adjustments for individuals, we may have a small minority of children who need a bespoke plan known as a PIP. PIPs must now include a behaviour risk assessment where appropriate, inline with statutory guidance effective 26th July 2026. Parents will be informed if there is a need for their child to have a PIP and the plan will be shared with parents for their input. The Assistant Headteacher for Inclusion and SENDCo will facilitate the creation of a PIP with support from the class teacher and will ensure that viewpoints are taken from those who know the child best. We will also take into consideration reports from any external agencies that have been involved with the child. The PIP will be reviewed regularly and amended as and when is necessary, including after any incidents of suspension. The PIP will be shared with all relevant staff, including cover teachers, supply teachers, dining room staff etc.

Teaching and Learning

REWARDS

At Oakridge School, we strive to develop intrinsic motivation in children and help our children to learn to do the right thing because it is the right thing and not because they are receiving something in return. This links to our focus on integrity, which we define as 'doing the right thing even when no one is looking.' However, we acknowledge that extrinsically motivating factors, e.g. house points and stickers can help to develop this. We believe that over time children should require fewer and fewer concrete rewards to encourage positive actions.

Our reward systems include:

- Primarily verbal praise and acknowledgement
- House points
- Celebration Assembly certificates: Achievement Awards and values shout outs
- Individual postcards from teachers and leaders
- Group verbal celebrations
- Golden Cards for positive group behaviours
- Stickers

House System

We have four houses at Oakridge School: Harmony (yellow), Unity (blue), Alliance (green), Collaboration (red). We believe that it is important for children to feel a sense of community and we must help them to understand the importance of making a positive contribution to that community.

House Points (coloured tokens) are to be awarded for positive, measurable actions and achievements. They are to be given out one at a time to ensure consistency across the houses. Children are to put the token into the respective coloured box in the classroom. These are collected by Year 6 house captains every Friday and added to the containers in the Entrance Hall. Once the container is full, the house is awarded a non-uniform day, the container is then emptied, and the process starts again.

Possible reasons for awarding house points might include:

- Having correct PE kit all week
- Regularly wearing correct uniform
- Reading every night at home for a week
- Moving up a reading colour/level

Celebration Assembly Certificates

These certificates are awarded to pupils for actions that go beyond what we expect of pupils or for something that is exceptional for that child. Adults keep records of certificates awarded to ensure that all children are celebrated. Adults are specific with the reasons given to enable constructive dialogue during assemblies and to reinforce with the child what it was that they did well.

Golden Cards

We encourage our children to make good choices to the benefit of the whole group or team. We therefore award Golden Cards for positive group effort. Some examples may include the class that is sitting the best in assembly or if every member of the class brings in their homework/PE kit that week. The Golden Cards are to be displayed in the classroom and once the class receives twenty-five, there is a group award. Teachers decide this in advance with the children and may include additional ICT/Forest School/PE time.

SANCTIONS

See Appendix 2 for diagram outlining systems and procedures. Classrooms will display the visual representation of the steps for the children to see.

Step 1 (Reminder)

The emphasis here is on redirecting the pupil towards positive choices and behaviour. We are reminding the child of our school rules and of their responsibilities. We are helping them to refocus on their learning rather than 'telling them off.' Explain why not desired behaviour

"This is your first warning. At Oakridge School, we follow instructions from all adults. You were asked to begin your work. Have a look at what is on the board and see if this helps you begin."

Playground: Talk to the child but explain they will have to spend some of their break time with an adult if you have to speak to them again.

Step 2 (Green Card – Adult on scene)

If the behaviour persists or if the same child is addressed in the same lesson, this is a Step 2. A physical green card is given to the child as a visual reminder if helpful to that child. **The child will then move to a different position in the classroom for fifteen minutes.** It is important that the child has everything they need to be successful with their learning, e.g. the correct equipment, clear view of the board, etc. to prevent further negative choices.

"This is your second warning. In school, we keep our hands and feet to ourselves. You need to move to this table for 15 minutes as a consequence for your choice."

Playground: Explanation that this is now a Green card situation. Child to spend a time out with adult managing the situation. This may be at the side of the adult or in a quieter area of the outside space as appropriate. It may not be possible to do this for 15 minutes as outlined above. The adult managing the situation will decide how long is appropriate. There is **no need** for a Green Card incident to be recorded on CPOMS, however it should be mentioned to the class teacher if likely to impact on the child's learning.

Step 3 (Orange Card – Adult on scene)

If the behaviour persists or if the same child is addressed for the third time in the same lesson, an orange card will be given. The pupil spends fifteen minutes in a partner room and completes their work there. Removal from class must always be supervised, time-limited, and allow access to appropriate learning materials. Removal must not constitute seclusion or isolation. Adults will ensure that children have all the necessary materials to be successful. Wherever possible, the pupil is removed to the parallel class, as the children are likely to be doing a similar task. These incidents are recorded on CPOMS and the class teacher will notify the parents.

Playground: Child to spend a time out with adult managing the situation. This may be at the side of the adult or in a quieter area of the outside space as appropriate. It may not be possible to do this for 15 minutes as outlined above. The adult managing the situation will decide how long is appropriate. This **should** be added to CPOMS and the class teacher informed so they can speak to parents at the end of the day.

Step 4 (Red Card – Phase Lead)

If the behaviour persists once the child has returned from the partner room or if the behaviour deteriorates in the partner room, the child receives a Step 4 and a red card. The child spends the rest of the lesson in the **phase leader's room**. Parents must be informed on the same day as any Step 4 incident,

in line with statutory guidance. These incidents are recorded on CPOMS to alert the Leadership Team and the **phase leader** will notify the parents that day. If the child receives more than one Step 4 in a week, a member of the Leadership Team will contact the parents.

Playground: Child to spend a time out with adult managing the situation. This may be at the side of the adult or in a quieter area of the outside space as appropriate. It will be for the remainder of the break period. The adult managing the situation will decide how long is appropriate. This **should** be added to CPOMS, mentioned to the **class teacher, and phase lead** informed so they can speak to parents at the end of the day.

Straight to Red (CLT)

In the event of a serious incident, it is appropriate for a child to go straight to red or Step 4. These incidents may include:

- Extreme foul language
- Physically hurting someone with intent
- Behaviour of a homophobic/racist/extremist nature

All prejudiced or harmful behaviours must be recorded and monitored for patterns under the Equality Act 2010.

Adults in school will use their professional judgement to best determine what constitutes a 'straight to red' scenario.

Playground: Child to be accompanied inside to meet with a member of CLT immediately. Staff should ensure they have walkie talkies to hand in case support is required for this step.

Restorative Conversations

A restorative conversation will be held with the child, in line with the Step Up training staff receives, after each step. This should be when the child is regulated and able to engage meaningfully. This could be the following day if necessary.

BEHAVIOUR IN EARLY YEARS

We have the same high expectations of our children in Early Years as we do further up the school, and believe that by instilling these expectations early, we can support our students to be successful further into their school careers.

We follow a similar behaviour routine as the rest of the school, but with adjustments made to suit the social and emotional needs of the children. This process is designed to help children learn how to follow rules and routines, rather than simply telling them off.

EYFS

Step 1 (Reminder)

The Practitioner who witnesses the behaviour will provide an explicit and clear explanation of what behaviour is expected and how the child's actions are not in line with this. Practitioners will assist children to interact in a more purposeful way; this may be through co-regulation or co-play as appropriate.

Step 2 (Timeout)

If the same behaviour occurs within a short time frame where the child could reasonably be expected to have remembered the first warning, a child may be given a time out. This will be 1 minute per year of the child (i.e., 3 years = 3 mins time out). Before the child sits down, they are asked to explicitly reflect on the action that has led to the time out itself. The practitioner who gives the time out will hold a restorative conversation with the child after the time out.

If the behaviour was a significant event, it will be recorded on CPOMS by the relevant practitioner and parents informed.

Reception

In Reception we follow the same steps as for the rest of the school, but we do not hand out physical cards.

PREJUDICED INCIDENTS

At Oakridge School, we actively celebrate diversity and promote equality for all. We will not tolerate racist or prejudiced comments or actions and we work with children to educate them about this. All prejudiced incidents must be recorded, monitored for patterns and responded to in line with KCSIE 2025. Victims must be supported and safeguarding thresholds considered and depending on the circumstances, and at the Head teacher's discretion, a fixed term suspension may be issued. This also applies to any of the incidents listed as a 'Straight to Red' scenario.

BULLYING, CYBERBULLYING AND PREJUDICE-BASED BULLYING

Oakridge School is committed to providing a safe, caring and inclusive environment where every pupil is treated with dignity and respect. Bullying of any kind is unacceptable and will not be tolerated.

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual either physically or emotionally.

Bullying can include:

- Physical bullying including hitting, kicking, pushing or damaging belongings.
- Verbal bullying including name-calling, teasing, intimidation or threats.
- Social bullying including exclusion, spreading rumours or humiliating others.
- Online or cyberbullying including the misuse of social media, messaging platforms, gaming platforms, websites, mobile phones or other digital technology.

Oakridge School recognises that some bullying may be motivated by prejudice or discrimination. This includes bullying related to:

- Race, ethnicity or culture.
- Religion or belief.
- Disability or special educational needs.
- Sex.
- Sexual orientation.
- Gender reassignment.
- Family circumstances or any other perceived difference.

All reports of bullying will be taken seriously and investigated promptly. Staff will:

- Listen to and support the victim.
- Record concerns and outcomes on CPOMS.

- Speak with all parties involved.
- Consider safeguarding implications.
- Apply appropriate sanctions in line with this Behaviour Policy.
- Work restoratively where appropriate.
- Inform parents/carers.
- Monitor the situation to ensure the bullying has stopped.

Incidents of prejudice-based bullying will be recorded separately and monitored by leaders to identify patterns and trends. Appropriate support will be provided to both victims and perpetrators.

Bullying that takes place outside school, including online, will be addressed by the school where it affects the safety, wellbeing or education of pupils.

BITING

The school recognises that biting is a behaviour which requires investigation and support rather than consequence alone. The aims of the policy are to protect staff and children from injury, respond promptly, support children who have been bitten and those who bite, and identify underlying causes as well as working collaboratively with parents to reduce the likelihood of repeated incidents.

Children may bite for a range of reasons including frustration, communication difficulties, sensory processing, anxiety, lack of impulse control, attention seeking, SEND or ASD needs, or developmental factors

Preventative Measures

Oakridge School will seek to minimise the likelihood of biting through positive relationships, early identification, SEND support if necessary, and teaching and learning.

Responding to a Biting Incident

Where a biting incident occurs, staff will respond immediately to ensure that all children are safe, check for injuries, provide first aid.

Managing the Behaviour

Staff will remain calm and professional, use age-appropriate language and support the child to understand why the behaviour is unacceptable, and encourage reflection and restorative conversations where appropriate.

- Remain calm and professional.
- Avoid shaming, humiliating or publicly reprimanding the child.
- Use age-appropriate language.
- Support the child to understand why the behaviour is unacceptable.
- Encourage reflection and restorative conversations where appropriate.

Supporting the Child Who Has Been Bitten

The school will:

- Provide first aid immediately.

- Offer emotional reassurance.
- Monitor any injury.
- Inform parents/carers on the same day.
- Record the incident in accordance with school procedures.

Where a bite has broken the skin, parents/carers will be advised to seek medical advice.

Supporting the Child Who Has Bitten

Following an incident, staff will:

- Explore the trigger or cause.
- Support the child to express emotions appropriately.
- Consider whether additional support is required.
- Develop strategies to prevent recurrence.
- Liaise with parents/carers.

Repeated incidents may result in behaviour monitoring, support plans, SEND assessment and support and the involvement of external agencies where appropriate.

Recording and Reporting

All biting incidents will be recorded on CPOMS, following CPOMS reporting protocols.

Communication with Parents and Carers

Parents or carers of both pupils involved will normally be informed on the day of the incident.

When communicating with families, staff will:

- Maintain confidentiality.
- Avoid disclosing personal information about other pupils.
- Focus on the actions taken by the school.
- Discuss preventative strategies moving forward.

The school aims to work collaboratively with families to support positive outcomes

While most biting incidents are developmental or behavioural in nature, staff should remain alert to safeguarding concerns.

NON COMPLIANCE

Step 1 A child leaves the class for the first time without permission/is not in class when they should be or is non-compliant.

- Member of the Core Leadership Team/Family and Welfare Officer/Pastoral lead will be notified.
- Staff will support the child with the aim of returning them to class/ them beginning requested tasks within 30 minutes. This will be 2 members of staff if the child is displaying aggressive behaviour.
- If the child is still out of class after 30 minutes or still non-compliant, a parent will be called to collect the child. This will be a suspension for the rest of the day. This may be extended if there has been verbal or physically aggressive behaviour. Before issuing a suspension for non-compliance, staff must consider whether behaviour may be linked to SEND, trauma or unmet need, and whether reasonable adjustments have been exhausted. Pupil voice must be recorded before any suspension decision.

Step 2 A child leaves the class for a second time on the same day without permission/is not in class when they should be or is non-compliant.

- Member of the Core Leadership Team/Family and Welfare Officer/Pastoral lead will be notified.
- Staff will support the child with the aim of returning them to class/ them beginning requested tasks within 15 minutes. This will be 2 members of staff if the child is displaying aggressive behaviour.
- If the child is still out of class after 15 minutes and non-compliant, a parent will be called to collect the child. This will be a suspension for the rest of the day. This may be extended if there has been verbal or physically aggressive behaviour.

Step 3 A child leaves the class without permission for the third time on the same day without permission/is not in class when they should be or is non-compliant.

- Member of the Core Leadership Team/Family and Welfare Officer/Pastoral lead will be notified.
- Oakridge staff will support the child with the aim of returning them to class/ them beginning requested tasks within 5 minutes. This will be 2 members of staff if the child is displaying aggressive behaviour.
- If the child is still out of class after 5 minutes and non-compliant, a parent will be called to collect the child. This will be a suspension for the rest of the day. This may be extended if there has been verbal or physically aggressive behaviour.

ABSCONDING FROM THE CLASSROOM / SCHOOL SITE / SCHOOL LED ACTIVITY OFF SCHOOL SITE

Under section 3 of the Health and Safety at Work Act 1974, and in common law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Control measures and procedures to prevent absconding

- Site security
- The site has a secure perimeter and gates which are locked during the school day.
- External doors around school are locked
- CCTV in place at external school gates.
- Where there is a foreseeable risk of absconding, there should be a PIP (see Section 5: Personalised Intervention Plans) in place for that child. This should clearly detail the individual control measures required to reduce the risk of absconding.

Actions to be taken in the event of a child absconding

- Notify CLT immediately via walkie talkie
- If necessary, a member of WLT will monitor CCTV to establish if / how the child has left the school grounds
- All members of staff who can support to find the child to make themselves known to reception

- As soon as a child is known to have left the school grounds / school led activity offsite, staff will call 999
- A member of CLT will notify the parents / carers immediately if a child is known to have left the school site.
- If the child is missing but thought to be on the school site, a 20 minute timer will be started. If the child isn't located within this time, then the police and parents will be notified.
- When a child leaves the school site / school led activity offsite, keep the child within sight and use mobile phones/ walkie talkies to keep in contact with CLT. At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example. Staff must consider whether absconding behaviour may be linked to SEND, trauma or safeguarding concerns and adapt support accordingly. Staff should not put themselves in a situation where they are likely to be hurt themselves.
- The CLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone/walkie talkie to contact school.
- If the whereabouts of the child is unknown or staff lose sight of the child, staff will immediately call the police
- If a child is ever out of sight, or if they become aggressive towards staff, police will be called immediately.
- If a child is putting themselves or staff in danger staff will follow the PIP and restraint may be used to keep the child/ others safe.*
- Parents will be given regular updates.

*In accordance with our policy physical restraint is used as a last resort when a child is a danger to themselves or others. Physical restraint must never be used to prevent absconding, in line with DfE Use of Reasonable Force (2023). Staff will attempt to block exits if possible, however if a child manages to leave site they will follow at a distance and make continued attempts to engage as outlined above.

After the incident

Once a pupil has been found, the lead CLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.

A review of the PIP will be completed or one created if a first incident, and meeting held with parents.

The incident will be recorded on CPOMS.

REASONABLE FORCE

As far as possible, all staff will be Step On trained. Step On training is designed to equip individuals with the knowledge and skills to understand and respond to behaviour. It promotes positive behaviour strategies and early intervention and encourages a school wide approach of implementing suitable adjustment to a child's routine and building effective relationships with students. The training emphasises understanding behaviour as communication, promoting positive behaviours, and using de-escalation techniques.

It trains staff how to guide students away from situations that may be of danger to themselves or others.

Some members of staff will be Step Up trained, which focuses on teaching staff how to manage challenging behaviours proactively and de-escalating situations before they escalate to a point requiring physical intervention (restraint).

In the rare event that a member of staff is required to positively handle (restrain) a child, the details of the event will be recorded in both the Bound and Numbered Book and on CPOMS as a 'positive handling' incident. A member of the Leadership Team regularly monitors these records.

Any staff member can engage in positive handling, however if possible, a trained member of staff should be called to assist. If the child is deemed to be in danger to themselves, likely to cause danger to others or cause significant harm to property, any staff member – trained or not – is able to restrain a child. However, restraint will always be the last resort and must be proportionate, necessary and used only to prevent immediate harm, in line with statutory guidance effective 26th July 2026. Restraint will never last longer than required for the immediate danger to pass and trained staff will always be the preferred option. Parents must be informed on the same day of any incident involving reasonable force.

This is in line with the [DfE Publication: Use of Reasonable Force](#)

EXTREME NEGATIVE BEHAVIOUR

At Oakridge School, we treat our pupils as individuals and therefore address any serious situations on a case-by-case basis. If a child has shown extremely aggressive behaviour which has resulted in an unsafe situation for our pupils and/or staff, a suspension may be issued at the Head teacher's discretion. Upon return to school, the child and their parents shall attend a reintegration meeting with the most senior member of staff available. During that meeting, the child should reflect on their choices leading up to the incident and reflect on what they will do going forward. It will be made clear to the child during the meeting that unless they are taking responsibility, showing contrition for their actions and willing to apologise to the pupils/staff involved, the child will not be going outside for playtimes or if necessary, the suspension may be extended.

If a parent does not attend the reintegration meeting, the child will not be allowed back to school until it has been completed.

SECLUSIONS AND RESTRICTIONS (Statutory from 26th July 2026)

Oakridge School does not use seclusion as a behaviour management strategy. Seclusion is defined as supervising a pupil in a room or area from which they are unable to leave. This practice is prohibited under current guidance and becomes explicitly unlawful under statutory guidance from July 2026.

Any removal from class must remain supervised, time-limited, and allow the pupil access to appropriate learning materials. Removal must never involve locking a pupil in a room, blocking exits, or preventing them from leaving. Where a pupil requires a quiet or low-stimulus space to regulate, this must be voluntary, supervised and part of a planned support strategy such as a PIP or SEND provision. Pupils must be able to leave freely.

Restrictions on movement or access may only be used as part of a planned intervention or risk assessment. All restrictions must be formally documented, justified and regularly reviewed.

Physical restraint will n ever be used to keep a pupil in a particular place or prevent them from leaving, except where necessary to prevent immediate harm.

RECORDING REQUIREMENTS

All incidents involving supervised removal, restrictions, or physical intervention must be recorded on a Restrictive Intervention form and saved on CPOMS on the same day (see Appendix 3)

Records must include

- Reason for the intervention
- Duration
- Staff involved
- Pupil voice
- Injuries
- Safeguarding concerns
- Parental notification
- SEND considerations

Leadership will monitor all restrictive practices and report termly to governors.

A copy of the form must be shared with parents.

MOBILE PHONES AND SMART DEVICES

Please refer to our Mobile Phone policy.

BREAK AND LUNCH TIMES

Break times in school are crucial for students' well-being and academic success. They offer a chance to de-stress, recharge, and improve focus, leading to better engagement and performance in the classroom. Breaks also facilitate social interaction, allowing students to develop crucial social skills and build relationships with peers, which contributes to a sense of belonging and positive school experience. Therefore, at Oakridge School, we endeavour to protect these times as far as possible. Break times will be 15 minutes and spent outside in all but the worst weather. Lunchtimes will be split, with 25 minutes for eating and 25 minutes outside.

Children may need to lose break as a sanction to their behaviour, but this will be used only in line with our sanctions policy as outlined above.

There will be no incidents of the whole class losing their breaktimes and will be lost on a case by case only.

The Woodland Diner

At Oakridge, we acknowledge that our children work hard and need a break at lunchtime. We therefore encourage our children to relax and have fun whilst maintaining high standards of behaviour in the dinner hall. We also acknowledge that not all our children will experience family dining or visit restaurants. We have therefore rebranded our dinner hall 'The Woodland Diner,' which was the winning competition entry from a pupil at school. We encourage adults to sit with the children and model constructive conversation as well as positive table manners and eating habits.

Break Time

The playground is a good place for our children to practise valuable social, as well as a range of physical, skills. All adults maintain high standards of behaviour at the same time. As far as possible, our behaviour steps should be applied as they would be in the classroom however, this may not always be possible. With the exception of 'straight to red' incidents, all playground issues are dealt with outside by the adults present (see section 2: Sanctions). If a child makes a wrong choice, they will receive a warning. If a child behaves in a way that endangers themselves or others then immediate time out is required. This will happen on the playground or field. If the child continues to make a dangerous choice, the child is to be removed from the playground to sit with a member of the Leadership Team. All incidents requiring a time out will be recorded on CPOMS, which is monitored closely by the Leadership Team. (See appendix 1 for further information.)

Attitudes to learning

We believe that good behaviour is essential to facilitate good learning and progress. We need our children to follow our school rules to ensure that they and others can learn best. We also believe in an active approach to learning whereby children are actively engaged in their lessons and not just compliant and passive. This could include:

- Partner talk
- Group work
- Drama
- Mini white board work
- Practical experiments and investigations
- Use of concrete manipulatives in maths
- Outdoor learning
- The 4 C's: collaboration, creativity, critical thinking, communication

We encourage all pupils and staff to have a Growth Mindset approach. We celebrate mistakes as a learning opportunity and celebrate the effort and journey rather than the final outcome. Our pupils are encouraged to embrace challenges and are taught how to persevere in the face of difficulty. Adults should aim to ensure 100% engagement by 100% of children in every lesson.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Any searches of the child OR their property will be done with – where possible – CLT's consent and always with another member of staff present.

Banned items are

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers including Vaping Devices;
 - fireworks;
- pornographic images.

Peer on peer Abuse

Following any report of peer on peer sexual violence or sexual harassment offline or online, Oakridge School will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE 2025). The designated safeguarding lead (or deputy) will be alerted immediately to any incident of peer abuse. Each incident should be considered on a case-by-case basis.

Oakridge School is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils.

All incidents, including low-level sexualised behaviour, will be recorded on CPOMS and monitored. This may include physical or verbal inappropriate behaviour.

All victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and should be treated equally seriously.

Oakridge School are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Staff Training and Induction

- All staff will receive annual reminders on how to deal with behaviour.
- All staff available at time of training will receive Step On (De-escalation) training and selected staff will receive Step Up (Positive Handling) training.
- All new staff will be inducted by the Behaviour Lead and will be given the Behaviour Policy along with resources and appendices.

Suspensions and Exclusions

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a suspension or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced). They will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Suspensions will never be used as a 'cooling off' period.

The Headteacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parent's agreement?

2. Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child currently display any harmful behaviours? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, ISP, PIP, Risk Assessments) Even if the child does currently display harmful behaviours, the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then suspension should be considered. Reasonable adjustments and behaviour risk assessments will be considered before suspension.

3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults? Once all other considerations have been made, and the answer to this final question is "yes" then a suspension must be applied. In this case, the school will follow Local Authority guidelines.

Buckinghamshire Council guidance is written to be referred to alongside the DfE September 2022 statutory guidance: '**Exclusions from maintained schools, academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusion.**' It is important for schools to consider the following guidance:

- [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)
- [Understanding your data: a guide for school governors and academy trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees)

Links to relevant supplementary guidance can be found at Annex A: Further information located on page 67 of the statutory DfE Guidance

Terms

The term 'suspension' is a reference to what is described in the legislation as an exclusion for a fixed period.

The term 'headteacher' in this document means the headteacher of a maintained school, the teacher in charge at a PRU and the principal of an academy.

The term 'governing board' means the governing board of a maintained school, the management committee of a PRU and academy trust.

Updates following DfE 2022 Guidance

This Buckinghamshire Council guidance has been updated to reflect the specific changes made to the legislation governing the disciplinary school suspension and permanent exclusion process.

The following is a list of updates:

- Headteachers may cancel a suspension/exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, **and if relevant, the social worker and Virtual School Head (VSH).**
- When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, **notify the social worker and/or Virtual School's Head, as applicable.**
- When headteachers suspend or permanently exclude a pupil, **they must also notify the local authority, without delay.** Legislative changes mean that this must be done regardless of the length of a suspension.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. **They should inform the pupil about how their views have been factored into any decision made.** Please see [Convention on the Rights of the Child | OHCHR](#) Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, **if the pupil has one, a social worker.**

Permanent Exclusion checklist for Headteachers

This checklist has been developed for schools to reflect on the provision for learners who show challenging behaviour, to help reduce the risk of exclusion. Permanent exclusion should only be used as a last resort and where other approaches have been exhausted. Before excluding a pupil, please consider whether exclusion is the most appropriate and reasonable sanction and is consistent with the school's Behaviour Policy and the 2022 DfE Guidance on Exclusions.

The 2022 DfE Statutory Guidance states a permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

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

You must be able to demonstrate that both factors are taken into account before the decision to permanently exclude is made.

Download the [Permanent Exclusion Checklist for Headteachers \(PDF\)](#)

Please note: According to the DfE 2022 Guidance, types of circumstances that may warrant a suspension or permanent exclusion include the: Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy (not merely possession of said item).

School Procedures – Suspensions

Please note

Schools and local authorities should not adopt a 'no suspension' policy. Suspension may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

- The smallest recordable suspension is for **half a day**. Any amount less than this is still recorded as half a day. Each lunch-time suspension counts statistically as half a day.
- If a pupil is suspended for **more than 5 school days**, the **school** must provide suitable education from the sixth day.
- Regarding the provision of suitable provision for pupils from the sixth day: the chair of the governing board must check that the education provided is suitable and full-time (provision should be on a par with that received by the pupils peers who have not been excluded); that any previous placements have been evaluated, including support for any SEND the pupil may have; check the processes for monitoring attendance and behaviour; check whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/keeping-children-safe-in-education)
- Whilst the statutory duty on governing boards or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. **In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day** following the suspension or permanent exclusion.
- Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school should take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school.
- If a pupil is receiving multiple suspensions, alternative strategies should be considered. If a pupil receives 45 school days of suspensions in one school year, no further suspension can be issued. A permanent exclusion is NOT an automatic next step. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Unlawful suspensions

- It would be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.

- A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.
- Ofsted considers any evidence of off-rolling and is likely to judge a school as inadequate if there is evidence that pupils have been removed from the school roll without a formal permanent exclusion or by the school encouraging a parent to remove their child from the school, and leaders have taken insufficient action to address this.

Please note

Our advice to schools is that a full investigation should take place before a suspension is issued. This may mean that the pupil is in isolation until a full investigation is carried out which would then determine the level of sanction.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Any further period of suspension must be based on new evidence which must not have been available when the decision was made in relation to the initial suspension. Therefore, from the above and our experience of Buckinghamshire Independent Review Panels, a suspension letter should not make any reference to an investigation.

Cancelling exclusions/suspension

The headteacher may cancel an exclusion/suspension that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH.
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled and the pupil should be allowed back into school.

Headteacher decides to issue a suspension

Headteacher to inform parents by telephone or face-to-face

Inform LA, parents, social worker/VSH if applicable, in writing using appropriate letter by the end of the afternoon session of the day the suspension occurs – **Letters 1 - 4**

- Letter 1 - Suspension of five or fewer school days in one term and where a public examination is not missed. (Parents' right to make representations)
- Letter 2 - Lunchtime (half-day) suspension totalling up to five days in one term. (Parents' right to make representations)
- Letter 3 - 5½ - 15 school days in one term (single suspension or cumulative) or where a public examination will be missed. (Meeting of Governing Board Committee no later than 50 school days if parents request it)

- Letter 4 - 15½ - 45 school days in one term (single suspension or cumulative). (Governing Board Committee must meet no later than 15 school days whether or not parents request)
- Letter 1 - Suspension of five or fewer school days in one term and where a public examination is not missed. (***Parents' right to make representations***)
- Letter 2 - Lunchtime (half-day) suspension totalling up to five days in one term. (***Parents' right to make representations***)
- Letter 3 - 5½ - 15 school days in one term (single suspension or cumulative) or where a public examination will be missed. (***Meeting of Governing Board panel no later than 50 school days if parents request it***)
- Letter 4 - 15½ - 45 school days in one term (single suspension or cumulative). (***Governing Board panel must meet no later than 15 school days whether or not parents request***)

Arrange for work to be sent home for suspended pupil during days one to five. Arrange suitable full-time education from day six. This must not be a continuation of work being sent home.

Send completed **Form XI and copy of the letter** sent **to parents, social worker and VSH if applicable** to the Exclusions & Reintegration Team via exclusions@buckinghamshire.gov.uk without delay.

Meeting of Governing Board Committee convened

Clerk to Chair of Governing Board panel sends **Letter 6** (inviting parents). In practice, this is often sent by the school rather than the Clerk. ***Governors are responsible for ensuring that this invitation is sent so they should make sure that they know who is sending it.***

LA representative may be invited (in the case of a maintained school or PRU) if school considers it appropriate.

Governing Board Committee considers Headteacher's action

At the conclusion, the Clerk sends Letter 8 without delay.

School Procedures – Permanent Exclusion

Please note

We would recommend that you consult the Exclusions & Reintegration Team for advice before making a decision to issue a permanent exclusion.

The Governing Board panel, the LA, and where relevant the VSH and social worker must, without delay, be informed of:

- all suspensions, no matter the length
- all permanent exclusions
- exclusions which will result in the pupil missing a public examination

Headteacher decides to exclude permanently

1. Contact Exclusions & Reintegration Team on 01296 382835
2. Contact the child's social worker, if applicable, and the VSH if the child is LAC
3. Headteacher to inform parents by telephone or face-to-face
4. Inform parents in writing by the end of the afternoon session of the day the exclusion occurs using **Letter 5**
5. Arrange for work to be set for excluded pupil for days 1 - 5
6. The LA will provide education from the sixth day of a permanent exclusion
7. Send completed Form XI to the Exclusions & Reintegration Team and a copy of **Letter 5** to the Exclusions & Reintegration Team via exclusions@buckinghamshire.gov.uk and **to parents, social worker and VSH if applicable – on the day of the PX**

Governing Board Committee meeting convened no later than 15 school days from notice of exclusion to consider whether to offer reinstatement:

1. In preparation for the Governing Board Meeting, witness statements can be gathered from the headteacher, the pupil's teachers, the designated safeguarding lead, the pupil themselves, witnesses, the pupil's parent(s) and if applicable, the designated teacher for looked-after children. Where possible, written statements should also be gathered from the pupil's social worker, and for looked-after children the area's VSH.
2. A parent may invite a representative of the LA to attend a meeting of an Academy's Governing Board as an observer; that representative may only make representations with the Governing Board's consent. Also invited are the child's social worker, if one is in place, and the VSH if the child is a CLA. Where it is not possible to have in person representation by social workers or VSH, written statements should be provided as far as possible.
3. ***Clerk to Chair of Governing Board panel (or the school on their behalf) invites parents to the meeting - Letter 7. Governors are responsible for ensuring that this invitation is sent so they should make sure that they know who is sending it.***

At the meeting, the **Governing Board Committee** considers representations made and decides whether or not to offer reinstatement:

- At the conclusion of the meeting, Governors reach their decision and the Clerk sends **Letter 9** (if reinstatement is not offered) or **Letter 10** (if reinstatement is offered). Letter 9 must include information on the parents' right to request an IRP. Copy of letter sent to the Exclusions & Reintegration Team, without delay.
- At the conclusion of the meeting, Governors reach their decision, and the Clerk sends **Letter 9** (if reinstatement is not offered) or **Letter 10** (if reinstatement is offered). Letter 9 must include information on the parents' right to request an IRP.
- The governing board must notify parents or the pupil if they are 18 years or over, the headteacher, and where relevant, the pupil's social worker and/or the VSH of its decision, and the reasons for their decision, in writing and without delay.

Exclusions & Reintegration Team respond to actions of Governing Board:

- If reinstatement is not offered, the E&R Team writes to parents advising them of how to request an Independent Review - copy to Headteacher and Chair of Governing Board.

If the Governing Board does not offer reinstatement, parents may appeal to an Independent Review Panel. The request for this must be received within 15 school days from the parent receiving notification from the Governing Board of their decision not to offer reinstatement. Where the notice is sent by first class post, it is treated as having been given on the second working day after it was posted. When attending an IRP, the VSH/social worker should focus on helping the panel consider whether the child's background and educational needs were considered by the headteacher in the lead up to the permanent exclusion, including whether any additional support for the pupil could be provided to improve their behaviour and avoid exclusion where possible. If the VSH/social worker believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil's needs could have made to the circumstances of the pupil's permanent exclusion.

The **Independent Review Panel** can:

- uphold the Governing Board's decision;
- recommend that the Governing Board reconsiders reinstatement; or
- quash the decision and direct that the Governing Board reconsiders reinstatement.

If the IRP **upholds** the Governors decision not to offer reinstatement, the pupil remains permanently excluded.

School Procedures – Checklist to Monitor Suspension/Permanent Exclusion Process

Download the [School Procedures: Checklist to Monitor Suspension/Permanent Exclusion \(PDF\)](#)

Notification to LA – Permanent/Suspension/Lunchtime Suspension

Download the [Notification to LA: Permanent/Suspension/Lunchtime Suspension](#)

Reason for Suspension/Permanent Exclusion

This information is essential to enable Exclusions & Reintegration Team to meet its requirements to monitor and report upon suspensions and permanent exclusions.

Following the expansion of the categories and the collection of multiple reasons, **'Other'** **can no longer** be recorded as category for suspensions or permanent exclusions.

Schools can select up to three categories. However, schools should only select more than one reason where it is appropriate. Where the description is covered in more than one category, please record all reasons that apply, such as 'Bullying' and 'Racist abuse' when racist bullying has taken place.

Please note: There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

- PP (Physical assault against a pupil)
- PA (Physical assault against an adult)
- VP (Verbal abuse/threatening behaviour against a pupil)
- VA (Verbal abuse/threatening behaviour against an adult)
- OW (Use or threat of use of an offensive weapon or prohibited item)
- BU (Bullying)
- RA (Racist abuse)

- LG (Abuse against sexual orientation and gender identity)
- DS (Abuse relating to disability)
- SM (Sexual misconduct)
- DA (Drug and alcohol-related)
- DM (Damage)
- TH (Theft)
- DB (Persistent disruptive behaviour)
- MT (Inappropriate use of social media or online technology)
- PH (Wilful and repeated transgression of protective measures in place to protect public health)

Register Coding and When to Remove a Pupil from the School Roll

It is important to use the correct Register code throughout the suspension and permanent exclusion process and to understand when a pupil can be removed from the school roll.

Suspension

- The pupil should be E-coded for any days of suspension.

Permanent Exclusion

- The pupil should be E-coded for the first five days of the exclusion whilst work is sent home by the school.
- Once an alternative provision is made (for example at the PRU), the pupil should be D coded from the start of this provision. This is usually from the sixth day after the exclusion was issued.
- If a sixth-day provision is not in place, the pupil will continue to be E-coded until a provision is made.

When to remove a pupil from the school roll

- The pupil must remain on the school roll throughout the exclusion process
- The pupil will become dual-registered once the PRU (or similar) provision is in place
- Following the Governing Board Meeting, the parents have 15 school days in which they can request an Independent Review Panel. The pupil must remain on the school roll during this period unless the parent states in writing that they are not going to request an IRP.
- Once the 15 days has elapsed, if no request has been made for an IRP, the pupil can be removed from the school roll. **You will be notified of this date** by the Exclusions & Reintegration Team's Business Support Specialist.
- If the parent does request an IRP, the pupil must remain on roll at the school until that meeting has taken place and the outcome is known
- If the IRP directs the Governors to re-consider their decision, the pupil must remain on roll until the Governors have done this (within the 10 days allowed for this)
- If the Governors do not offer to reinstate the pupil, the school can remove the pupil from the school roll. **You will be notified of this date** by the Exclusions & Reintegration Team's Business Support Specialist.

Useful Documents

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Department's advice on the Equality Act 2010:

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064_570/the-equality-act-2010

Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/ use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/ screening-searching-and-confiscation>

Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Oakridge School Safeguarding Policy

Oakridge School Equality Policy

Appendix 1: Protocols for Dealing with Extreme Behaviour

Occasionally, we must deal with extreme situations where the usual escalation through the Oakridge behaviour system does not work or is not appropriate. Whilst, in our behaviour policy children can go straight to Stage 4, there are times when putting a child on stage 4 does nothing to calm or de-escalate the situation. There are times when crisis point come suddenly. This protocol is for these situations. **The physical safety of all (yourselves, the pupil, other pupils) is the number one priority in these situations.**

- 1) **REQUEST SUPPORT** – There is an emphasis on support rather than 'handing over.' All staff should be supporting each other. It is important we all support each other. Call for support from the nearest adult, send someone to get a member of the Leadership team, call on a walkie talkie/phone, and send a red card with a pupil. Remember that a 'change of face' can sometimes work wonders and it shouldn't be taken personally if that is what the child needs to calm.
- 2) **ACT CALM AND IN CONTROL** – It is important for the pupil to realise you are in control (even if you don't feel like it)

Ensuring safety of other pupils

Ask other pupils to move away/ go to a safe space.

Prevent other pupils getting hurt by using physical restraint (as outlined above) if necessary.

Ensuring safety of pupil is in crisis

Be aware of signs that a crisis point may be being reached. Think about de-escalation strategies that have worked previously.

If crisis point is reached:

- Use known behaviour support strategies or child's PIP if relevant, with the aim of de-escalating the situation. It is important that you come across as calm and in control even though it may not feel this way.

Strategies may involve:

- Speaking in a firm, clear and authoritative way (Use Step On de-escalation script)
- Speaking calmly to the child
- Raising voice is unlikely to work (fighting fire with fire) but can help.
- Distracting
- Strategic ignoring if there is low risk of harm
- Keeping a distance, ensuring they are not in a confined space
- Physical restraint (as outlined above) can be used if the child is at risk of hurting themselves or others. This should be a last resort, and for the shortest time possible. Unless it is critical, ensure someone is with you, either supporting or witnessing when using restraint. In critical situations, a member of staff does not need to be Step Up trained to restrain although all attempts should be made to have trained staff restraining. (Using Reasonable Force – DfE document)

- Sometimes letting go/ not obstructing can be the best course of action.

Ensuring safety of you/other staff members

Get support immediately, even if you are being pre-emptive and feel a situation is at risk of getting to crisis point. Ask another staff member to stay with you whilst a member of the leadership team is coming.

If a child is swearing, being abusive a member of the leadership team must be called to support. Use your professional judgement over how much time is spent on de-escalating (remember we have a responsibility to other children).

Be aware of where CCTV cameras are. Ensure you are in visible places.

Keep communicating with other staff present. 'Can you watch?' 'Did you hear that...?' 'Can you position yourself...?'

Ensure calm and clear communication with member of Leadership team when they arrive.

Briefly and clearly explain what has happened, what led to it happening and if the child has been physically or verbally aggressive.

After the incident ensure you debrief with a member of the Leadership Team. In situations like this, vital information can be forgotten to be passed on or not taken in. These are stressful situations and a break and de-brief/reflection needs to happen. Take time to record information on CPOMS and Bound and Numbered Book (if restraint has taken place) accurately and factually without emotion.

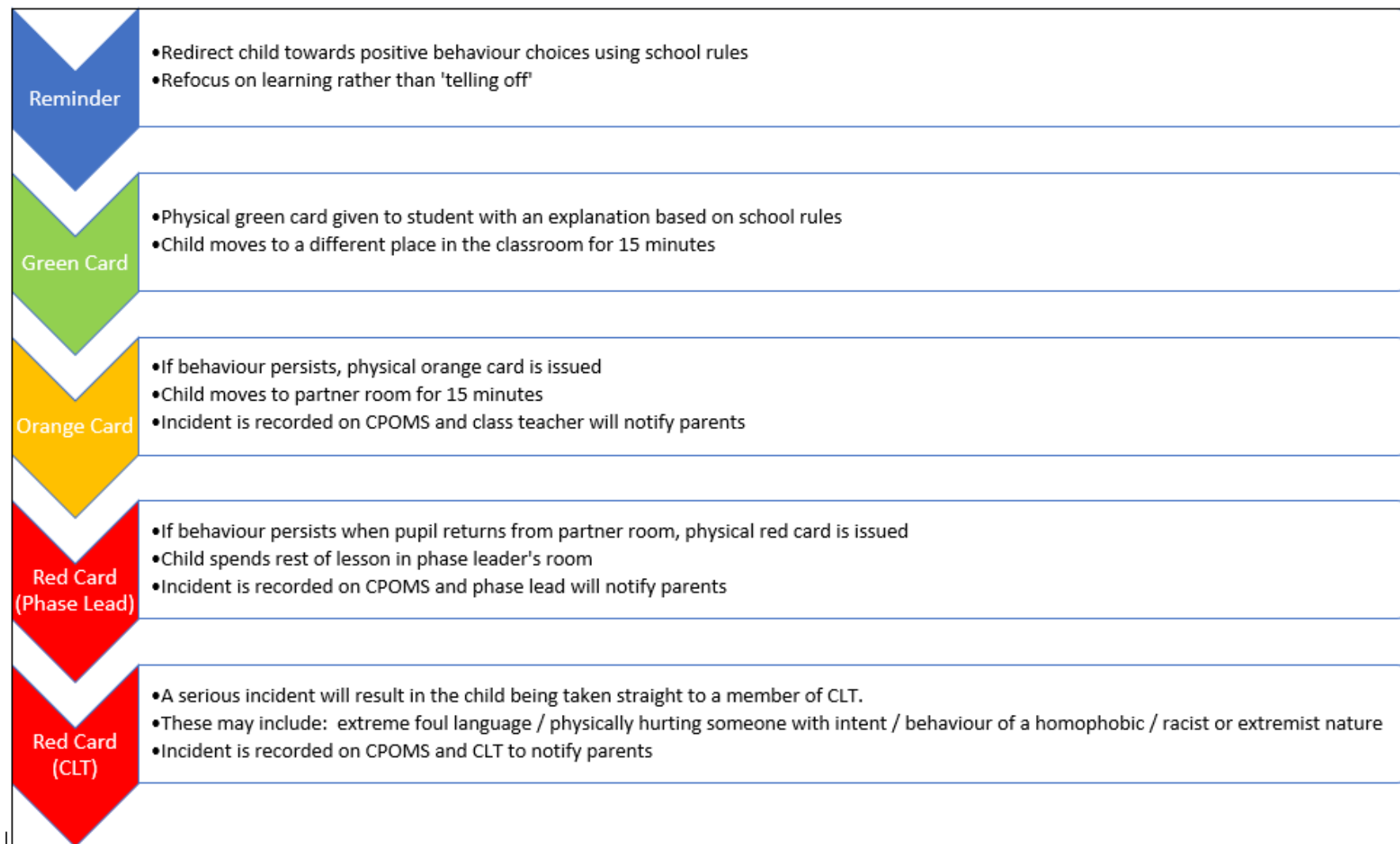
Allegations against staff can occur as a result of these incidents. If this happens, the school must follow the correct procedures. You just need to demonstrate acted with integrity to keep the child/others safe, acted reasonably given the situation and can explain how you tried to de-escalate the situation.

SOME EXAMPLES

Situation	Appropriate steps
A child is out of class, refusing to enter but is relatively calm and not presenting a risk.	-Try usual techniques to get the child into class and participate. -Don't spend a significant amount of time on this as it is affecting the learning of other children. -If these do not work – call a member of the LT to who will assess the situation. -Parents to be informed.
Child is upset/angry and defiant but is not swearing or being abusive.	-Try usual techniques to get the child to de-escalate -Don't spend a significant amount of time on this as it is affecting the learning of other children. -If these don't work – call Jen/Lisa/Verity who will assess the situation -Parents to be informed
Child is being verbally abusive/ swearing towards member of staff.	-Child told that language is inappropriate. <i>'We do not use that language at Oakridge'</i> -Member of CLT team -If this continues, parents will be informed and told to collect child (FTE for rest of day and following day)

Child has been physically aggressive whilst being restrained.	-Keep child restrained until you are sure you that others are safe. -If a staff member is being physically hurt, a decision needs to be made as to whether staff/child are safer releasing the hold. Effective communication with the child is key. -Maintain a calm dialogue with child. -Try to make clear to child that they will be released when they are calmer and there is assurance that others will not be at physical risk. -Parent will be called immediately to collect child. This will result in a FTE for rest of the day and at least the following day.
Child is physical aggressive to a member of staff without being restrained.	-SC to be informed immediately. -Parents called immediately. FTE (for at least 2.5 days) and consideration of Permanent exclusion must happen. -Immediate discussion with Chair of Governors. -Police to be informed as needed.

Appendix 2: Behaviour Flow Chart



RESTRICTIVE INTERVENTION INCIDENT REPORT

(To be completed by staff involved — same day wherever practicable)

Pupil Name: _____

DOB / Year Group: _____

Date of Incident: _____

Start Time: _____

End Time: _____

Location: _____

Staff Directly Involved: _____

Other Staff / Witnesses: _____

Type of Intervention Used (tick all that apply):

Seclusion (kept in a place away from others and prevented from leaving)

☐ Safety Seclusion ☐ Disciplinary Seclusion

Reason Intervention Was Assessed as Necessary: (Select and describe) ☐ Prevent injury to pupil

☐ Prevent injury to others ☐ Prevent criminal offence ☐ Prevent serious damage to property ☐

Prevent serious disorder

Why less restrictive options were not sufficient:

Preventative / De-escalation Strategies Attempted Before Intervention: (e.g., verbal de-escalation, change of adult, sensory support, space offered)

Description of Incident (objective, factual): (Include triggers, what led up to the incident, escalation, intervention used, duration)

Communication Used With Pupil: (Clear explanations, non-verbal strategies, EAL/SLCN adaptations)

Injuries or Adverse Impacts:

☐ None

☐ Injury to pupil (describe): _____
☐ Injury to staff (describe): _____

Medical Assessment Provided: ☐ Yes — details: _____ ☐ No
— reason: _____

Post-Incident Support Provided: (Debrief, emotional regulation, restorative conversation, first aid)

Safeguarding Actions Reported to DSL: ☐ Yes ☐ No **Date/Time Reported:** _____ **DSL**
Response / Actions Taken: _____

8272Parent Notification (statutory requirement): Method: ☐ Phone ☐ Email ☐ In person
Date/Time Contacted: _____ **Staff Member Who Contacted:** _____

Parent Follow-Up Meeting Offered: ☐ Yes ☐ No

Signature (Staff Completing Report): _____ **Date:** _____