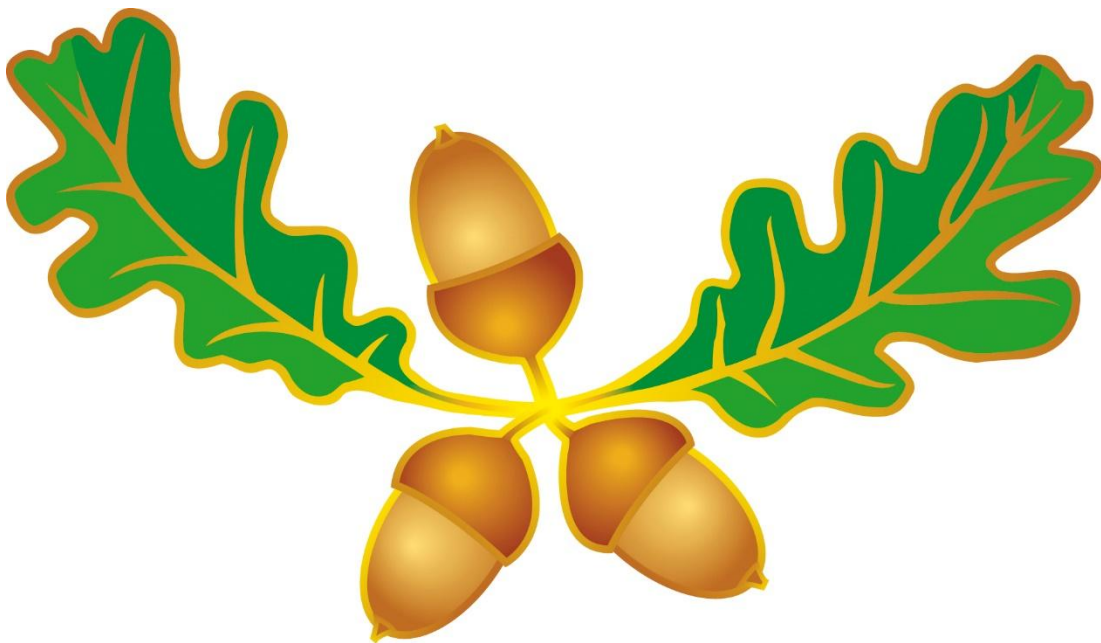




BEHAVIOUR POLICY

September 2026





Date of Draft Policy:	June 2026	
Consultation with Staff Required:	Yes ☐	No ☒
Period of Consultation (if required):		
Policy Reviewed By:	Local Governing Committee Bridge Executive Board	
Policy Approved By:	Bridge Executive Board	
Date of LGC Meeting at which Policy Approved:	8 th July 2026	
Date of Adoption of Policy	1 st September 2026	

RATIONALE

Schools need to manage behaviour well to provide a calm, safe and supportive environment in which children and young people want to attend and where they can learn and thrive.

At Bridge Academy Trust, we know that being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Where pupils do exhibit anti-social behaviours, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We understand that schools will apply the principle of flexible consistency in the management of behaviour.

This policy should be read in line with the school's Promoting Positive Behaviour Principles which can be found Appendix 1.

DEFINITIONS

Anti-social behaviour:

Behaviour which is to the detriment of others and may cause harm to individuals, the community of the environment.

Un-social behaviour:

Behaviour that is not social but not to the detriment of others.

Pro-social behaviour:

A behaviour which is positive, helpful, promotes social acceptance and benefits others.

Bullying:

Any persistent behaviour which deliberately hurts, frightens or upsets another person.

Off-site Direction:

The temporary stay by a pupil at another educational setting.

AIMS AND VALUES

Aims and Values – 'Learning and Fun with Friends, Ready to be part of a Bright Future'

At Oaklands we have high expectations of behaviour and achievement. We believe that good behaviour promotes effective learning and that positive partnerships and relationships between children, parents and school is key to this. We will support all children to develop a positive self-image, celebrate their uniqueness and show respect for others within and beyond our community.

This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a therapeutic environment where everyone feels happy, safe and secure and able to learn.

EXPECTATIONS

PUPILS

To follow the pupils' Code of Behaviour, 'The Oaklands Code' in particular behaving in a manner in which they treat each individual and the school with respect.

To do their best and behave in a manner that allows every member of the class to learn free from disruption.

To not involve themselves in any violent or threatening behaviour towards other members of the school community (see section below on Anti-Bullying).

To behave in an appropriate manner whilst representing the school outside of the school environment.

STAFF

To treat pupils with dignity, building relationships rooted in mutual respect.

To promote positive behaviour from pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.

To liaise with parents where necessary, to discuss their child's behaviour.

PARENTS/ CARERS

To ensure that pupils are appropriately dressed and equipped for the school day.

To engage with their children around the expectations that the school has regarding behaviour, to ensure that children understand what is expected from them.

To support the school in its management of behaviour and if necessary, any sanctions.

To inform the school of any personal factors that may result in changes to their child's behaviour.

To attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to the Home/School agreement.

GOVERNORS

To support the school and parents in understanding and implementing this policy, resolving any queries or challenges.

To maintain a Pupil Disciplinary Committee and a Pupil Disciplinary Appeals Committee as per the requirements of this policy.

To review this policy annually, ensuring it meets the expectations of the Local Governing Committee as contained in the Statement of Behaviour Principles.

To ensure this policy is made available to parents upon request.

PROMOTING POSITIVE BEHAVIOUR

Please see appendix 1.

PUPILS' CODE OF BEHAVIOUR

All school staff promote the same standard and consistent expectations for pro-social behaviour throughout the school. To support positive aspirations, the school has the Oaklands Code, which is displayed prominently throughout the school.

The Oaklands Code

Our code sets out expectations for all:-

- We listen
- We persevere
- We are kind
- We are polite
- We are safe
- We take care of everything

All school staff endeavour to couch conversations about pupil behaviour in these terms. All school staff, discuss the school expectations with the pupils and these are reinforced regularly through school assemblies. In this way, every child in the school knows the standard of pro-social behaviour that we aspire to in our school.

PREVENTION OF BULLYING and DISCRIMINATORY BEHAVIOUR

The school will not tolerate any form of bullying or discriminatory behaviour. We ensure that any incident deemed to be bullying is addressed by staff. Incidents will incur similar sanctions to other forms of discrimination/discriminatory language and may lead to exclusion. Please see the Anti-Bullying Policy for further information.

PERSONAL ITEMS IN SCHOOL

The school strongly advises that devices, valuable items and substantial sums of money should only be brought in when considered to be essential. Parents and pupils should understand that this is entirely at their own risk as the school accepts no responsibility for loss, theft or damage of any device brought into school. Such items may be confiscated.

SOCIAL MEDIA

To protect the privacy of pupils and staff, pupils may not under any circumstances create digital video recordings or take photographs of school community members either at school or whilst attending school activities outside of the school premises for online publication or distribution without prior permission.

Pupils may not use social media sites to publish unpleasant derogatory or harassing remarks about the school or members of its community.

To safeguard our children, pupils must not under any circumstances post photographs or videos of themselves or other pupils to websites or other forms of online social media acting unlawfully, unethically, or inappropriately. This applies whilst at school or when representing the school.

Any action by a pupil on a social media or online platform that causes either reputational or personal damage to a member of the school community may result in exclusion.

SUBSTANCE MISUSE

The school will not tolerate substance misuse of any sort on school property or during off-site school activities. All of these rules also apply when travelling to and from school. It is recognised that for primary school-aged children, any incidents relating to substance misuse is likely to be a child protection concern.

Pupils believed to be in breach of the policy may be searched and any items found may be confiscated and the pupil sanctioned. This may lead to exclusion.

PRESCRIPTION AND NON-PRESCRIPTION DRUGS

The school must be informed of any necessary medications and will make the decision on how and where medications will be held. No medications (prescription or non-prescription) should be brought to school, or kept in a child's possession, without the knowledge and consent of the school.

Pupils may be permanently excluded if they are found to be involved in drug-related incidents, including psycho-active substances that are not controlled under the Misuse of Drugs Act 1971.

ALCOHOL

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

SMOKING (INCLUDING E-CIGARETTES AND VAPING)

Our school is an entirely smoke-free environment. Smoking is not permitted on our grounds. This policy applies to staff, all pupils, parents, visitors and contractors when they are on the school site. This policy includes times when pupils are representing the school.

UNIFORM AND PRESENTATION

We encourage the wearing of school uniform, and it is hoped that all parents choosing to send their child to the school support this policy. In the interest of gender equality all items and variations in uniform can be adopted by any child should they wish to wear them.

Readiness to learn and pride in the school are important factors in the development of pro-social behaviours at school. The wearing of uniform promotes positivity and belonging.

Full details of our uniform guidance can be found in the school on the school website.

RESTRICTIVE INTERVENTION

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 'Restrictive interventions, including the use of reasonable force, in schools (published December 2025, effective 1 April 2026). The actions that we take are in line with government guidelines on the restraint of children.

Our approach prioritises prevention, early support and de-escalation to minimise the need for any restrictive intervention. When a restrictive intervention (including reasonable force or seclusion) is necessary to keep pupils and others safe, staff will act in a way that is lawful, necessary, proportionate and time limited, never as a punishment. We will always consider the needs of pupils with SEND or other vulnerabilities when planning or using restrictive interventions.

Where restrictive intervention has been identified as necessary in the regular support for a child, this will be identified in their individual plans and documents. These plans will be regularly reviewed.

Seclusion: Seclusion may be used only as a safety measure, under supervision, and for the shortest time necessary—never as a disciplinary response.

Recording & reporting

We record every significant incident involving the use of force or seclusion and report it to parents/carers as soon as practicable, in line with DfE requirements.

Training & safe practice: Staff who may need to use restrictive interventions receive appropriate training, they follow safe techniques that avoid any risk to breathing or circulation.

SCHOOL RESPONSE TO ANTI-SOCIAL BEHAVIOURS

Staff will use the school's 'Promoting Positive Behaviours' guidance to support behaviour for learning.

The need to suspend any pupil will, under normal circumstances, be relatively infrequent and, in the case of permanent exclusion, rare. The school believes that exclusion is not an appropriate response to minor incidents.

For examples of suspension/exclusion please see Appendix 3.

The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, there has to be flexibility built into the system to reflect individual circumstances. A decision to suspend a pupil for a fixed period should be taken on balance, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions, are considered inappropriate.

When the school identifies that a pupil is at risk of permanent exclusion following a number of fixed-term exclusions for serious breaches of the Promoting Positive Behaviour policy, the school may

look to seek involvement from external agencies and support. Supportive plans will also be discussed which may include placing the pupil onto a formal Pastoral Support Programme.

If all available strategies have been exhausted, then the school may consider a permanent exclusion. We understand that the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Senior Leaders may inform the police where a criminal offence may have taken place. They should also consider making a multi-agency referral.

In cases such as these, the needs of the school community as a whole are paramount. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the pupil's previous conduct, but this will not be paramount when making the decision. Parents must accept that there are some serious breaches (examples listed in Appendix 3) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school will be limited in the mechanisms it can use to support pupils such is the serious nature of the breach of school discipline.

APPENDIX 1 – Promoting Positive Behaviour

Promoting Positive Behaviour

Update January 2024

Next review due January 2025

Aims and Values - Learning and Fun with Friends, Ready to be part of a Bright Future.

At Oaklands we have high expectations of behaviour and achievement. We believe that good behaviour promotes effective learning and that positive partnership and relationships between children, parents and school is key to this. We will support all children to develop a positive self-image, celebrate their uniqueness and show respect for others within and beyond our community.

This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a therapeutic environment where everyone feels happy, safe and secure and able to learn.

At Oaklands Infant School, we encourage high standards of behaviour by:

- Following and promoting the Oaklands code
- Providing a happy and secure environment where discipline is firm but fair.
- Ensuring that all children are offered equality of educational opportunity to develop to their full potential within a context of mutual respect, justice and fairness.
- Encouraging children to develop the highest standards of behaviour and by establishing in them a sense of self-respect, reliability, responsibility and independence.
- Positively encouraging children to give their best at all times and by praising their efforts.
- Being interested in our children as individuals; meeting their individual needs and the needs of the cohort
- Encouraging children to respect the feelings, needs, interests and opinions of other people.
- Helping children to develop a positive attitude towards everyone involved in the life of the school.
- Fostering in our children a sense of commitment towards the school.
- Promoting a sense of pride in being members of this school.
- Ensuring that children and staff behave towards each other with mutual respect, consideration and tolerance.
- Having a minimal number of clear rules and making them explicit.
- Avoiding confrontational situations.

The Oaklands Code

Our code sets out expectations for all:-

- We listen
- We persevere
- We are kind
- We are polite
- We are safe
- We take care of everything

Managing Behaviour

Primary strategies include reminders of the Oaklands Code, short verbal warnings, tactical ignoring, distraction, redeployment of human resources, deferred consequences (see consequences/sanction) and threat of consequences/sanctions.

As a therapeutic school all staff use TPP as a primary tool for supporting children with managing their behaviour. We also use the Zones of Regulation to support the children's well-being and enable the children to begin to self-regulate.

Pro social behaviour

The Oaklands Code supports our high standards for both behaviour and relationships. This is promoted throughout the school and applied consistently at all times during the school day by the whole community: staff, pupils, parents, governors and visitors.

Behaviours we would expect to see:

Pro-social behaviours	Adult responses and expectations
• Engaged and attentive learners • Following the Oaklands code • Walking in the corridors • Positive play in the playground	• Non-verbal responses: smile, thumbs up • Verbal praise – “thank you for being kind”... • Reminders of the Oaklands code • Oaky stickers • Golden spot • Headteacher award • Headteacher cake

Pupils are supported to develop self-regulation strategies in line with the Zones of Regulation, taking ownership for their own behaviour and academic progress. From the start of school pupils are supported in identifying their feelings and developing strategies to get back to the Green Zone. They will make errors and it is part of our ethos and expectations that after a restorative conversation with a member of staff, they will recognise their mistakes, be forgiven and be encouraged and guided in moving forward.

We understand that our pupils are all unique and therefore may need differentiated boundaries. As a staff, we work together as a whole community, school, pupil and parents to create consistent, therapeutic approaches to support all our pupils. We also work in partnership with other agencies and signpost to services where relevant

Unsocial behaviour – Unsocial behaviours that are not anti-social as they do not impact negatively on others.

Behaviours we might see:

Unsocial low level behaviours	Adult responses and de-escalation
• Quiet refusal • Calling out • Scribbling over own work • Disengagement • Slow to start on task	• Reminders of the code – Identifying and praising pupils close by – “thank you for listening”... • “I can see you are finding it hard to start, let me help you” • “You choose, start with a picture or a word” • “Thank you for your idea, remember to put your hand up next time” • Catch positive behaviour choices • Tactical ignoring • Supporting adult to catch positive behaviour • Focused attention
Logical consequences/sanctions and steps for staff to take in response to continuing behaviours	
	1. Reminder of Oaklands Code and appropriate behaviour 2. A warning that if the behaviour does not change there will be a consequence 3. Possible consequences: missing some playtime, removal to another class, move space on the carpet, move to sit at a table, adult to sit with the child, complete work at a different time. 4. Persistent incidents of unsocial low level behaviour, class teacher to speak to parents.

Behaviour is a communication of feelings, unsocial, anti-social and unforeseeable behaviours are communicating negative feelings. Staff in school work hard to build strong relationships and believe every interaction should be a positive interaction.

Following any behaviours incidents and consequences/sanctions being applied, staff will rebuild relationships with restorative conversations.

Anti-social behaviour – Anti-social behaviours are difficult or dangerous behaviours that cause harm to an individual, group, the community or the environment.

Behaviours we might see:

Antisocial behaviours	Adult responses and de-escalation
• Disrupting learning • Refusing • Scribbling on others' work • Swearing • Unsafe play – sticks, climbing • Removing themselves from the class, running away / leaving the learning space Indication that there may be: • Spitting • Physical behaviours that cause harm to others or the environment	• Validating their feelings • Co-regulation strategies • Give time to regulate • "I can see you are in the red zone/angry, I will be here to help you when you are ready" • "Let's go for a walk" • Adults swap • Removal of other children from area • Slow/calm following keeping child in sight • Adult encountering a child: "Where should you be? I can help you get back to class" • CPOMS record
Logical consequences/sanctions and steps for staff to take in response to continuing behaviours	
	1. Reminder of Oaklands Code and appropriate behaviour 2. A warning that if the behaviour does not change there will be a consequence 3. Removal to another learning space with adult support – using de-escalation script or individual consistent behaviour management plan 4. Support from SLT and contact with parents from class teacher When de-escalated revert to logical consequences and restorative conversation.
Physical behaviours that cause harm: • Spitting • Physical behaviours that cause harm to others or the environment	1. Immediate clear response of unacceptable behaviours using phrases such as: "STOP", "hands/feet down" 2. If behaviour continues removal to another learning space with another adult 3. SLT to be notified immediately 4. SLT to communicate with parents 5. Possible fixed term suspension or exclusion

Using logical Consequences/Sanctions

Where high standards of behaviour are not met or not modified in response to primary strategies, consequences will be used, applied consistently and fairly.

Consequences/sanctions can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences/sanctions we use always have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

Protective consequences/sanctions: these are required to protect the rights of others and keep pupils safe. At Oaklands these may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child escorted in social situations
- differentiated teaching space
- time to reflect
- referral to the headteacher or deputy headteacher

Educational consequences/sanctions: at Oaklands we use these to teach, encourage, support and motivate the pupils to behave differently next time through better understanding. Examples include:

- ensuring the pupil completes the task they have disrupted, this may take place during break or Play and learn time
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- providing the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships

Following any anti-social harmful behaviour staff will speak with a member of SLT and have time to reflect on the incident.

Following any Anti-social harmful behaviour incident, staff record the incident directly onto CPOMS. Members of SLT will speak to staff and next steps will be decided. Use of Therapeutic Thinking Essex Anxiety mapping, Predict and Prevent and the Early Prognosis tool will be used to support this process.

Unforeseeable behaviour – Unforeseeable behaviours not covered above or previously experienced.

If necessary, all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a) committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
- b) causing personal injury or damage to property; or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force might be used:-

- in self-defence, where risk of injury is imminent;
- when there is developing risk of injury to the person deemed in need of restraint or others.

Physical intervention in these circumstances may take several forms, e.g.:-

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- guiding a pupil using Price techniques; or
- (in extreme circumstances) using more restrictive holds."

Class staff have completed Price Physical Intervention training.

Recording unforeseeable behaviour and significant incidents

From September 2010, governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. Our staff will use the Incident Report form set out in Appendix A. The Governing Body will take all reasonable steps to ensure that staff follow the procedure. This is to ensure that parents are kept informed of serious events at school concerning their child. If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident must be reported to the local authority where the pupil normally lives.

Partnership with parents

Good communication with parents is key to promoting positive attitudes and behaviours. Anti-social behaviour incidents are communicated to parents, on the same day or within 24 hours of the incident, through the class teacher in the first instance either by phone or in person. Communication is recorded on CPOMS.

We ask that parents support school policy by:-

- Signing a home school agreement
- Promoting the Oaklands Code at home
- Attending relevant meetings throughout the year
- Maintaining good communication with staff
- Supporting consequences administered

We recognise that being a parent can be challenging and we are pleased to offer advice and support via our Family Support Worker.

Suspensions and Permanent Exclusions

At Oaklands we do not wish to suspend any child from school; however, this course of action may be necessary in response to more serious or repeated anti-social behaviour concerns. Only the Headteacher (or deputy Headteacher in his/her absence) has the power to suspend a child from school. If the Headteacher suspends a child, the parents or carers are informed immediately in writing, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing committee. The school informs the parents or carers how to make any such appeal.

A reintegration interview date will be set following any suspension.

[Suspension and permanent exclusion guidance](#)

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connections and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising, 'Praise in Public, Correct in Private'.
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing

- Contribute actively to risk assessment and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training
- Understand that every interaction should be a positive interaction

Headteacher

- Leads on all aspects of this policy
- Is the only person authorised to suspend / exclude a child (or the deputy Headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident
- Is trained in TPP and Price Physical Intervention training to support all pupils, parents and staff.

It is the responsibility of the Headteacher to ensure:

- All staff implement the behaviour policy to secure acceptable standards of behaviour to meet national minimum expectations as aligned with Ofsted's descriptor for behaviour and attitudes:
- High expectations that are commonly understood and applied consistently
- Leaders are visible and support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful
- Incidents of bullying, aggression and discrimination are dealt with quickly and effectively

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

This policy is to be used in conjunction with:-

- Child Protection Policy
- Mental health and Well-being Policy
- Anti-bullying Policy
- Oaklands' Aims and Values
- Essex guidance for exclusion
- Essex guidance – Understanding and supporting Behaviour – Safe Practise for school and Educational settings

Ratified by Governing Body:

Appendix A - Record of Incident Requiring Physical Intervention

Child's Name:	Class:	SEND	
Reporting Member of Staff:			
Date and starting time of incident:			
Staff member/s involved:			
Location and brief description of the incident			
Setting / Event – where were you and what was happening?			
Trigger - What happened IMMEDIATELY prior to the behaviour			
Action - What was the behaviour?			
Response -	Fill in sections below		

Co-regulation/de-escalation strategies used prior to the decision to use physical intervention:

Verbal advice and support		Swapping of staff	
Calm talking and reassurance		Distraction/diversion	
Co-regulation script		Offering choices and options	
De-escalation script		Offering a safe space	

Why was the P

Physical intervention deemed absolutely necessary?

To prevent harm to self	
To prevent harm to another child/children	
To prevent harm to adults	
To prevent damage to property	
To prevent harm from absconding	
To prevent disruption to learning	

What physical intervention was used with the child?

		Timing and level of intervention – how long? Low/Med/high?
Walk and Talk Wisp		
Side Hug		
Singe embrace		
Seated Comfort Embrace		
Double Seated Comfort Embrace		
Up and Go		
Floor Support		
Rainbow Leg Support		
Other		

If other intervention was used please describe:

List any injuries sustained by the child, witnesses or people restraining:

Following any incidents of this nature, the school will review processes and reasonable adjustments made as appropriate – including post incident debriefing with pupils and staff.

Incident Reporting and Monitoring:

	Name:	Time and Date:
Incident reported to SLT/SENCO:		
Parent/Carer verbally informed by:		
Parent/Carer copy of paperwork provided:		
Headteacher Signature:		

APPENDIX 2 – SEARCH AND CONFISCATION

Power to Search

School staff have the power to search for an items contravening school rules banned under school rules, if the Pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has prohibited items. Authorised members of staff:

Power to Confiscate

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. This includes any items that have been brought onto the site to be sold or re-sold to any other pupil.

In most circumstances it will not be appropriate to return prohibited items (e.g. alcohol, cigarettes or vapes) to pupils. Controlled drugs, stolen items of value, illegal pornographic images (e.g. those of children) and weapons will be passed to the police. If staff are unsure whether a substance found is a controlled drug, it should be treated as such.

As well as confiscation, a pupil found in possession of a prohibited item may be sanctioned in accordance with the policy.

If there is any doubt as to these provisions, or for more advice, the DfE's publication "Screening, Searching and Confiscation" should be consulted.

APPENDIX 3 – REASONS FOR SUSPENSION/EXCLUSION

Any form of exclusion will only be considered in the light of serious incidents which may include:

- Persistent disruptive behaviour
- Refusal to carry out instructions.
- Using foul and abusive language to other pupils or staff.
- Serious actual or threatened violence against another pupil or **adult**.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/threatening or intimidatory behaviour towards another Pupil.
- Verbal abuse/threatening or intimidatory behaviour towards an adult.
- Bullying.
- Cyber/online bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Possessing or using drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Supplying drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Reckless or deliberate destruction of school property.
- Reckless behaviour resulting in injuries to others.
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- Theft (either from other pupils, staff or school property).
- Uploading images, videos or other forms of multimedia that relate to staff or pupils of the school onto the internet or other online platforms/apps without prior permission of the school.
- Sexual abuse or assault.

The above is not an exhaustive list, nor is it written in any particular order, but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school.

OFF-SITE DIRECTION

Off-site direction is the temporary stay by a pupil at another educational setting. It can only be used as a way to improve a pupil's future behaviour and not as a sanction.

The aim of off-site direction is to reintegrate the pupil back into their home school. However, once the time limit of the offsite direction has been reached it may be necessary to consider alternative options to a return to the home school. These may include a managed move.

Parents/Carers (and the Local Authority if the pupil has an ECHP) will be notified in writing and provided with information about the offsite direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

Parents/carers (and the Local Authority where the pupil has an ECHP) can request that the Local Governing Committee hold a review meeting. The Local Governing Committee must comply with the request as soon as is practicable unless there has already been a review meeting in the previous 10 weeks.

During the off-site direction, the school will ensure that the pupil continues to study a broad and balanced curriculum.

The length of the offsite direction will depend on what best supports the pupil's needs and potential for improved behaviour.

SUSPENSION

Suspension is when a pupil is excluded from school for a fixed period of time.

Whilst the school will always work with parents to try and support pupils, there will be occasions when there is a serious breach of school discipline. In these circumstances the school may consider a suspension as the appropriate sanction. The decision to exclude a pupil will be taken:

- In response to serious breaches of the school's Pupil Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can exclude a pupil. The school will always try and contact the parent/carer by phone to discuss the suspension before the pupil is sent home. The Headteacher (or Deputy Headteacher) will, normally on the day of the suspension, inform the parent/carer in writing of the following:

- The precise period of the suspension.
- The reason(s) for the suspension.
- The parent's/carer's right to make representations about the suspension to the Local Governing Committee and how the pupil may be involved in this.
- The person the parent/carer should contact if they wish to make such representations.

- That parents/carers have a right to attend a meeting with the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- An invitation to a re-integration meeting.

If the school is aware that the pupil has a social worker or is Looked After, the social worker and or Virtual School Head will also be notified of the suspension as applicable.

The Local Authority will be notified of the suspension without delay.

The limit for the length of suspensions is 45 days in any school year.

Any suspension which results in a pupil being excluded from school for a total of more than five school days in a term will be reported to the Local Governing Committee.

EXCLUSION

Exclusion is when a pupil is permanently excluded from school. The Headteacher (Deputy Headteacher or Director of Primary Education in their absence) is the only person who can exclude a pupil. The school will always try and contact the parent by phone to discuss the exclusion before the pupil is sent home. The Headteacher (or DHT or Director of Primary Education) will normally on the day of the exclusion, inform the parent in writing of the following:

- The fact that it is a permanent exclusion.
- The reason(s) for the permanent exclusion.
- The parent/carer's right to make representations about the exclusion to the Local Governing Committee and how the pupil may be involved in this.
- The person to whom the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend the permanent exclusion hearing held by the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first 5 school days of a permanent exclusion, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the Pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

For a permanent exclusion, the Headteacher should also document for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the Pupil.

The Headteacher will prepare a full written report for the Governors' Pupil Disciplinary Panel. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded child prior to the meeting – as per the 2017 DFE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

The Governors' Pupil Disciplinary Panel will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to re-instate the pupil or will uphold the decision to permanently exclude the child. If the exclusion is upheld, then the Governors' Disciplinary Panel must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, an Independent Review Panel would then be convened to hear all representations. In line with government legislation, once a decision has been made, the school is under no obligation to re-instate a pupil, even after an appeal.

APPENDIX 4 – GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and Purpose:

The Education and Inspections Act 2006 and DfE document 'Behaviour and Discipline in Schools: Guide for Governing Bodies' (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Oaklands infant School Positive Behaviour Policy (and related policies) so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters.

Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles, not practice. It is the responsibility of the headteacher to draw up the Promoting Positive Behaviour Policy in School, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: A Guide for Headteachers and School Staff' (January 2016).

The Behaviour Policy (and related policies) must be publicised to staff, parents/carers and children each year. It must also appear on the school's website.

Our Behaviour Principles:

Our behaviour principles reflect our school values, a commitment to the United Nations Convention on the Rights of the Child and our curriculum drivers.

- Oaklands Infant School is an inclusive school.
- Everyone should be free from discrimination, harassment, victimisation of any sort.
- Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe.
- Bullying or harassment of any description is unacceptable.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Consequences or sanctions should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.