



Behaviour for Learning Policy

Oakfield Short Stay Primary School

November 2025

Introduction

At Oakfield Short Stay Primary School, we believe that our behaviour for learning policy should be based on a clear set of principles and values with every member of the school community agreeing what is acceptable and unacceptable behaviour and what the consequences of that behaviour will be. Good behaviour is always expected and encouraged. It is our aim that children develop self-discipline, but they must be in no doubt that there is a firm framework of discipline supporting our positive therapeutic approach.

At school we aim to provide a happy and caring community where children love learning and are able to achieve. We expect pupils to positively contribute towards this aim. Our behaviour for learning policy is supported by our Anti-bullying and Equality policies. Good discipline and standards of behaviour are key features of our successful school; they encourage children's sense of security and well-being as well as facilitate effective teaching and learning. We believe that children learn best when they feel secure, respected and trusted.

Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad-based curriculum promotes the wellbeing of all of the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance. Good learning behaviours include high levels of engagement and focus with children developing independent learning skills and good co-operative skills which are all encompassed within our Values Based Education.

At Oakfield Short Stay Primary School, we believe every single person has:

- The right to feel safe
- The right to be treated with respect
- The right to learn/teach

The Management Committee, Head Teacher and Staff believe that:

- Good behaviour is necessary for effective learning and teaching
- The school provides a supportive and effective learning environment
- The school is a place where individuals feel welcome, safe and respected
- The school encourages the development of self-discipline

Our aims are:

- To develop relationships with children and adults displaying care, understanding and sensitivity towards the needs of others
- To enable children to develop a sense of self-worth and a respect and tolerance for others. We aim to promote a culture of mutual respect
- To develop a moral framework in order to promote responsibility and acceptance of all people
- To provide an environment in which children feel safe, secure and respected
- To establish and maintain consistent approaches to behaviour management across the school.
- To encourage increasing independence and self-discipline so that each child learns to accept
- The use of a multi-agency approach wherever possible.

Children with Additional/Complex Social, Emotional and Mental Health Difficulty

Children with additional needs will benefit from the clear expectations, structures and systems within this policy. However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development. We are an inclusive school and for pupils with social, emotional and mental health difficulties, and/or identified disabilities such as autistic spectrum disorders (ASD), we endeavour to make "reasonable adjustments" to help them to be included in school. This approach is in keeping with the requirements of the Disability Discrimination Act. Reasonable adjustments would include

modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of a Personal Handling Plan (PHP) and Individual Pupil Profile (IPP). Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for a specific period, then gradually reduced. The SENCo/Inclusion Coordinators are responsible for ensuring that all staff understand the individual approaches that are in place at any given time for supporting children with additional/complex social, emotional and mental health difficulties.

Everyone at Oakfield Short Stay Primary School has agreed to:

- Recognise and highlight good behaviour
- Ensure that children are praised for behaving well – catch them when they are good.
- Ensure that negative behaviour is always challenged in a therapeutic manner
- Encourage children to be responsible for their own behaviour

All individuals receive praise and encouragement, which gives them an incentive for positive behaviour. Children will be taught and expected to treat the school and its community with care and respect.

There will be calm and controlled movement around the school at all times and we will allow each other space and common courtesies at doorways.

It is our aim to see the children display good citizenship because they understand its true value in society.

Parents

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is very important. We aim to ensure that all parents and carers understand the school's Behaviour Policy. All parents sign a home/school agreement document when their child starts school.

The school expects that parents will give their full support in dealing with their child's behaviour and they are directly involved in any implementation of the policy wherever this is appropriate and necessary. All parents will be able to access this policy from the School Website.

We expect parents:

- To ensure their children attend school and are on time
- To keep us informed of behaviour difficulties they may be experiencing at home
- To inform us of any trauma which may affect their child's performance or behaviour at school
- To inform us about their child's ill health and any absence connected with it
- To inform us of any concerns about bullying

Agencies

Close links are established with external support agencies and Local Authority services contact is made when appropriate e.g. Educational Psychologists, Inclusion Service, Early Years, Autism Outreach, SENA, CAMHs, Social Services, Police

Pupils

Pupils are expected to wear black trousers/skirt, black sweatshirt, white polo top and black school shoe footwear.. All pupils need pumps/plimsolls for indoor wear. No hoods are to be worn at any time in school.

Staff

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

Staff can promote good behaviour by:

- Verbal praise/positive feedback
- Modelling appropriate behaviours and language
- Staff to be consistent, calm
- Stickers/stamps/certificates.
- Display of work in class/around school.
- Display of school rules
- Reward systems and reward time.
- Special mention in assembly
- Visit to head teacher to show fantastic learning.
- Subject certificates.
- Phone call home.
- Note in home/school diary.
- Postcard home.
- Dojo Champion of the week
- Green coloured marking comments in work books.
- Copies of good work sent home.

Steps for dealing with inappropriate behaviour in class:

A verbal warning will be given.

Pupils are encouraged to move to a different position in class.

Moved to a “quiet to calm” area away from the classroom. (This action may on occasions require a member of SMT to talk to the pupil and discuss the situation, contact for SMT is made via class mobile phone to Admin.

Withdrawal for a period of time from class to “quiet to calm” space.

All incidents are discussed with the child using restorative approaches- The Five Magic Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- What do you need to do now?

Steps for dealing with inappropriate behaviour at break times and lunchtimes

- A verbal warning will be given
- Temporary withdrawal from peer group for break time/lunchtime, should this be needed.

Persistent inappropriate behaviour and serious incidents

Should pupils persist in poor behaviour or an incident be construed as more serious by a member of staff involved a member of SMT may need to support with the incident(s). Contact will be made with parents/carers to discuss what has happened and potential sanctions/outcomes.

All incidents are recorded on CPOMs. All incidents are discussed at the appropriate time with the child using restorative approaches. All restrictive physical incidents are recorded in the bound and numbered red book.

Bullying

Any form of bullying or racial harassment will not be tolerated (this includes name calling, verbal or physical abuse, jokes, insults, ridicule or social exclusion. Any form of bullying or racial harassment will not be tolerated (this includes name calling, verbal or physical abuse, jokes, insults, ridicule or social exclusion).

Please refer to our Anti-Bullying Policy

GUIDANCE FROM THE DfE

Behaviour and discipline in schools – Advice for Headteachers and school staff (Jan 2016) About this departmental advice

This guide is from the Department for Education. It provides advice to head teachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, proprietors and the management committee must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The management committee have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

The School Behaviour Policy - What the law says: Maintained schools:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must take account of the management committees' statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the management committee which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for 1 Section 89 (1) of the Education and Inspections Act 2006 5 breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Searching, Screening and Confiscation

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

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. These might include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency (for example, if a potential risk was identified when transition on the school minibus); **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same gender as the pupil

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or family support worker who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks/Pupil Drawers
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited including incidents where no items were found, will be recorded on CPOMS

Informing parents/carers

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

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

Support after a search

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

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

School Trips and Visits

The school's privilege system may be applied where a pupil has engaged in negative behaviour off-site when representing the school. This means misbehaviour when the pupil is:

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

The privilege system may also be applied where a pupil has negatively engaged off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Staff working with our pupils will continue to be guided by pupils Positive Handling Plans (PHP's) when off site.

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who

made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

Positive handling and use of reasonable force

The following will detail how we implement guidance provided by DfE, Team Teach and other relevant advice.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a "duty of care" to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline.

Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Staff will be trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow the use of force reasonable guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

DfE guidance on the [use of reasonable force in schools \(2013\)](#) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use physical intervention techniques with children, and **only when necessary**.

In March 2019 the Equality and Human Rights Commission published the guidance document, 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention on Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings:

<https://www.equalityhumanrights.com/en/publication-download/human-rights-framework-restraint>

Team Teach

Team Teach is accredited through ICM (Institute of Conflict Management). All Staff undergo 12 hour level 2 course led by two qualified trainers with a refresher course undertaken every year. In addition we have the advantage of in house tutors who can provide additional training as and when required to ensure practice is up to date.

Further details of the Team Teach approach can be found on the Team Teach website. The website address is <https://www.teamteach.co.uk/>

School keeps a list of staff qualified to use Team Teach.

Before using physical interventions

We take effective action to de-escalate and reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- Giving clear directions for pupils to stop
- Reminding the pupils about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for support
- Use Positive Handling Plans (PHPs) to ensure best practice is used holistically

Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe".

Use of Intervention

The term 'physical intervention' is used when reasonable force is used to overcome active resistance.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Staff to think creatively about alternatives to physical intervention which may be effective.

The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Physical intervention must only be in accordance with the following:

The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.

Only the minimum force necessary to prevent injury or damage should be applied

Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention.

Once safe, the intervention should be relaxed to allow the child to regain self-control.

Intervention should be an act of care and control, NOT punishment.

Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.

After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity

The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review.

Dynamic Risk Assessment - Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment detailed in their individual pupil plan which could be the personal handling plan.

Positive Handling Plan (including risk assessment process)

Risk assessments are required for pupils who exhibit challenging behaviour.

Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment.

When considering a pupil's behaviour, staff and parents will think about the following:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from reoccurring?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling. Interventions due to their special educational need (SEN) or disability. Plans should be compatible with a pupil's EHCP and properly documented in the school's records.

An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk, should have a personal handling plan. The plan details strategies which have been to be found effective for that individual, along with any particular responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective, or which have caused problems in the past.

Positive handling plans (PHPs) should be considered along with the child's EHCP or any other planning document relevant to the pupil such as an Individual Health Care Plan. The plan should take account of the age, gender, level of physical, emotional and intellectual development, special needs and social context. Parents will be involved in the writing of each personal handling plan.

PHPs are working documents and as such will be updated following any restraint and de-brief so that best practice can be shared and plans are meeting the needs of individual pupils. Parents/carers input into review the document and sign to acknowledge the strategies that may be used with their child/ren.

Post Incident De-briefings

After any incident a full debrief should take place so that learning can inform practice.

Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

It is difficult to devise a framework of support that meets the needs of all. As individuals we all vary in how much support we need after an incident. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents involving any intervention.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the current risk assessment. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

Recording

Good practice requires that:

All incidents where friendly guides and escorts are used are to be recorded on CPOMs and where RPIs have been used these will be recorded in the bound and numbered red book.

All details must be recorded within 24 hours of the incident on CPOMs and signed by the practitioners involved if recording in the red book.

Parents will receive a full account of incident which will be communicated the same day. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.

All records will be kept for 25 years from the Date of Birth of the pupil with their pupil record.

Any injury/harm to staff or children involved in an incident must be reported on CPOMs or Assessnet reporting system.

It is also important that pupils understand the reasons for the restraint and voice of the pupil is captured.

Use of language and appropriateness of language when recording should be considered to ensure this reflects the incident and take account of the perspective of the pupil, e.g., we hold pupils to stop them from hurting, we hold pupils to keep them safe.

Monitoring and Evaluation

Senior Leaders and DSLs will ensure that each incident is reviewed and instigate further actions as required. This information will be shared with the safeguarding committee member.

Paragraph F2 of the [Human rights framework for restraint](#) states 'To know whether discrimination is occurring, public bodies should collect and analyse data on their use of restraint, to identify if restraint is being used disproportionately against people with particular protected characteristics under the Equality Act 2010, or who share other identifiable group characteristics, for example, women, ethnic minorities, or people with particular impairments such as learning disabilities.' The Headteacher will regularly review the use of intervention to avoid unintended discrimination.

Complaints and Allegations

Any complaints will follow Oakfield's Complaint Procedure. In accordance with best practice the Local Authority Designated Officer LADO will be informed following an incident where injuries have been noted on a pupil following physical intervention.

Other physical contact with pupils (DfE Use of reasonable force 2013)

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper and necessary, such as:

- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

This list is not exhaustive but provides some examples of situations where physical contact is proper and necessary. School Behaviour, Safeguarding, Anti Bullying policies etc will be incorporated into the care package which is used to address each child's needs.