



Positive Behaviour Policy

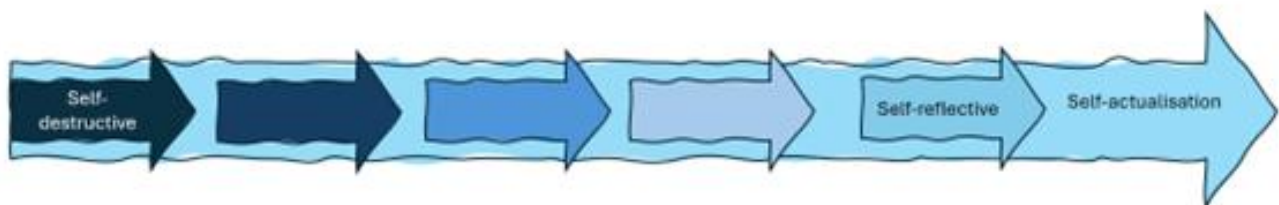
Oakfield Short Stay School – **Secondary**

Oakfield - HBEP
Oakfield - LNCIP
Oakfield - MSCIP
Oakfield – NW
Oakfield – SLIP

DATE:	February 2026
REVIEW DATE:	August 2026
PERSON RESPONSIBLE:	Mr Kevin Curtis
RATIFIED BY:	

Introduction

The purpose of this policy is to provide clear guidance about the behaviour expectations for pupils who attend Oakfield School. We are committed to inclusion and re-engagement; working in close partnership with families, mainstream schools, and external agencies to design pathways that give pupils the best chance of long-term success. This policy will be underpinned by our Behaviour Intent: to turn self-destructive behaviours into self-reflective behaviours that children can learn the skills to self-actualise.



Grounded in our school values of **Resilience, Respect, Reflection and Remarkable**, Oakfield staff adopt trauma-informed and restorative principles; recognising behaviour as a form of communication to support us in achieving our Vision.

Oakfield cares about every individual, empowers every voice and creates a true sense of belonging.

The policy aims to:

- Create a positive culture that promotes remarkable behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour ensuring these are aligned with our behaviour strategy to ensure there is opportunity for students to reflect on their actions to support in developing self-actualisation skills
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that schools and academies should publish their behaviour policy and anti-bullying strategy.

We recognise that pupils that attend Oakfield School have experienced turbulence in their education journey and have displayed self-destructive behaviours. As such it is important that our pupils have opportunities to experience success so that they can realise that they are remarkable, and that they have the potential to achieve amazing things in their future.

Furthermore, we know that it is important for our pupils to understand what we mean by behaviour for learning and what the characteristics of those behaviours look like in our school. Our Steps to Remarkable positive behaviour for learning system encourage students to strive to be remarkable throughout their school day. The Steps to Remarkable system has been developed to align with our school values with Step 1=Respectful Learner, Step 2 = Resilient Learner, Step 3 =Reflective Learner and Step 4 =Remarkable Learner.

- The students receive a Step at the end of each lesson which is reflective of their behaviour for learning during the lesson. Allocated time is given to the end of each lesson to allow students to individually reflect on their behaviour for learning within the lesson with feedback given by student, teacher and support staff. Students should also be made aware of their next steps for the subsequent lesson.
- Students are made aware of how many Steps they have earned at the end of each day and at the end of their school week at Oakfield. Students who have earned a certain number of Steps in a school week depending on the number of days of education they access at Oakfield School will access the Top Performers Club. Each Oakfield Site will have a different reward/incentive system ensuring this is developed through Staff and Student Voice. Students who are enrolled into the Top Performers Club will be those students who are consistently achieving Step 3 or Step 4 during their school week.
- Targeted interventions may be put in place for individual students to support their engagement which may include the lowering of the threshold to access the Top Performers Club to support students in feeling like they can achieve success

STEPS to Remarkable



Step 4

- I produce remarkable work which is related to previous learning
- I take responsibility for my learning and act as a positive role model to others
- I consistently follow the school's 4R's values throughout the lesson

Step 3

- I reflect on feedback to improve my learning so I'm aware of my next steps
- I contribute ideas and provide meaningful input to the lesson
- I challenge myself and make progress during the lesson

Step 2

- I show resilience and overcome obstacles even when things are difficult
- I listen to staff and consistently respect the classroom expectations
- I ask/answer questions and actively get involved within the learning

Step 1

- I show respect towards staff and students
- I arrive on time and ready to learn
- I try to engage with the learning during the lesson

Step 0

Students who are not adhering to the minimum classroom expectations and not following the criteria set out in Step 1=Respectful learner will be awarded a Step 0. If a student is consistently receiving step 0 then the school will come up with creative solutions to support in removing the student's individual barriers to learning.

Houses Teams

Students will earn points for their house team which will be the site in which they predominantly receive their education at Oakfield. Students can earn house points by showing outstanding behaviour/promoting one of the schools values of Respect, Resilience, Reflective or Remarkable during a lesson or unstructured times.

We also recognise that as a school we need to clearly outline the behaviours that do not meet our expectations.

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect/inappropriate uniform
- Lateness in the mornings or to lessons
- Dis-respectful behaviour towards staff or peers
- Truancy
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent truancy
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Verbal abuse or threatening behaviour towards staff
- Malicious allegations against staff
- Bring the school into disrepute
- Smoking/vaping
- Discriminatory behaviour towards a person or group of people because of a protected characteristic (age, disability, gender re-assignment, marriage/civil partnership, maternity, race, religion, sex, sexual orientation)
- Videoing incidents involving other pupils and sharing on social media
- Possession of any prohibited items. These are:
 - o Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette paper, Vapes and E Cigarettes
- 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)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can also include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying, racism or any form of harassment is never tolerated at Oakfield. This includes verbal or physical abuse, name-calling, social exclusion, ridicule or harassment of any kind. Such behaviour is dealt with immediately and in line with our Anti-Bullying strategy which supports the safety and wellbeing of every pupil.

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).

Any form of bullying or Incidents of discriminatory language against any protective characteristics e.g. disability, gender reassignment, race, religion or belief, sex, and sexual orientation will be recorded onto CPOMS and Arbor to ensure actions are put in place to support the perpetrator and victim of the incident.

Key Roles and Responsibilities

Pupil Responsibilities

At Oakfield, we believe every pupil has an important part to play in creating a safe, respectful and supportive school community. While staff are committed to providing consistency, care and encouragement, pupils also have responsibilities that ensure everyone can learn, grow and feel safe. Our approach is based on trust, fairness and restorative practice, and we encourage pupils to take ownership of their actions and choices so that together we can build the best possible environment for learning and personal development.

We understand that many of our pupils have experienced disruption, crisis or trauma, and we recognise that uniform, routines and expectations can provide a sense of safety, structure and belonging.

Pupils are expected to contribute positively to the life of the school. We encourage them to move calmly and respectfully around the building, to treat others with kindness, respect and dignity, and to engage in their learning with increasing independence. Our focus is not on perfection or compliance, but on supporting each young person to develop the skills of self-regulation, resilience and cooperation to support them in becoming self-reflective so they can self-actualise. By helping pupils to understand how their behaviour impacts themselves and others, and by reinforcing positive contributions, we nurture a safe and respectful community where every child has the best chance to be remarkable.

Our school values guide everything we do. They underpin our expectations for behaviour and learning, and they help pupils understand not just what is expected, but why it matters.

All pupils are expected to:

- Treat everyone fairly and equally.
- Move calmly and considerately around the school building
- Treat others with kindness, fairness and respect always
- Engage positively in lessons, taking responsibility for their own learning
- Arrive on time and be prepared for lessons with the necessary equipment
- Take care of the school environment, keeping it clean and tidy
- Wear the correct/appropriate school uniform
- Follow reasonable instructions from staff

Parents and Carers Responsibilities

Parents and carers are vital partners in this process. They are expected to support the school's expectations, to ensure good attendance and punctuality, and to inform the school of any difficulties, trauma, or health issues that may affect their child's behaviour. They also play an important role in responding to incidents when they occur. Every parent signs a Home-School Agreement on entry, which confirms their commitment to work in partnership with us.

We expect parents and carers to:

- Support their child in adhering to the behaviour policy
- Ensure their children attend school and are on time, building the resilience needed for long-term success.
- Keep us informed of behaviour difficulties they may be experiencing at home, helping us to take a reflective and joined-up approach.
- Inform us of any trauma which may affect their child's performance or behaviour at school, so that we can respond with respect and understanding.
- Inform us about their child's ill health and any absence connected with it, ensuring continuity and resilience in learning.
- Inform us of any concerns about bullying, so that together we can create an environment where every child feels safe, valued, and able to be their remarkable self.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration in the child's best interest.

Management Committee Responsibilities

The Management Committee are expected to:

- Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the Department's publication 'A Guide to the Law for School Governors')
- Challenge the Executive Head Teacher SLT, holding them to account within this policy

Executive Head Teacher, Senior Leadership Team Responsibilities

The Executive Head Teacher, Head of Centre and Senior Leadership Team are expected to:

- Review the policy annually and ensure it meets the needs of the pupils and staff
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Share the policy on the school website in accordance to DfE guidelines
- Provide relevant CPD in accordance to this policy
- Support all members of staff with pupil behaviour management through monitoring and recording pupil behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- To meet with parents as and when necessary
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Teachers and Support Staff

The Teachers and support staff are expected to:

- Read, understand and implement the behaviour policy consistently
- Create a calm and safe environment
- Communicate the school's expectations, and routines during unstructured times and lesson times
- Maintain high expectations of behaviour
- Challenge the students using positive language when their behaviour does not meet the school's expectations
- Provide a personalised approach to the specific behaviour needs/SEN of pupils
- Recognise and reward positive behaviour

- Model appropriate behaviour and positive relationships
- Provide constructive feedback about learners' efforts and achievement through the STEPs to Remarkable reward system
- Treat learners with fairness and respect always
- Monitor pupil behaviour
- Meet and greet pupils in a positive manner on the way into school and during lessons times
- Engage with pupils at tutor, break and lunch times
- Report behaviour concerns promptly on Arbor and/or CPOMS (if required)
- Call parents to report positive / negative behaviours
- Reporting on behaviour / issues in morning site briefings or de-brief at the end of the day

Oakfield's Behaviour Approach

Regardless of individual need or a student's context; all disruptive behaviours can be termed as self-destructive behaviours and Oakfield's behaviour approach is to turn those behaviours into self-reflective behaviours so the students can self-actualise, to enable young people to develop positive relationships to support them in the education at Oakfield, re-integrating back into mainstream educations or with future peers, employers and environments.

All of our system/structures to manage behaviour are built upon research and are clearly considered and aligned with our approach to behaviour to ensure they teach our students the knowledge and skills to be able to self-regulate and informed decision makers based on self-reflection.

Staff play a vital role in promoting positive behaviour at Oakfield. They are expected to model our school values, to use verbal praise and recognition, and to celebrate achievements in a range of ways. This includes certificates, use of Steps to Remarkable and house team incentive systems, phone calls home, displays of work, special mentions in tutor times that make pupils feel valued and remarkable. Staff respond to inappropriate behaviour in a therapeutic and restorative way, seeking always to repair harm and rebuild trust rather than simply applying punitive sanctions.

When a pupil's behaviour falls below the expectations expected at Oakfield, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of pupils' negative behaviour. Staff will endeavour to create an positive environment by appropriately challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviours will always be addressed. Staff are expected to remain calm, consistent and compassionate, and always modelling respectful interactions with the use of positive language and direction. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future.

Staff at Oakfield are central in modelling and maintaining the conditions for safety and belonging to provide an optimum school environment so students can be Remarkable. We recognise that behaviour is a form of communication, and staff therefore approach all situations using a PACE approach, so which is an evidenced based and trauma informed, offering the following:

Playfulness: Creating a light-hearted, joyful atmosphere in interactions with pupils. This helps reduce defensiveness and fosters emotional openness. It's not about being silly all the time, but about using a warm tone and shared enjoyment to build connection.

Acceptance: Accepting the pupil's inner experience—thoughts, feelings, and perceptions—without judgment. This doesn't mean accepting all behaviours but showing the pupil that their emotions are valid and understood.

Curiosity: Actively exploring the reasons behind a pupil's behaviour. This helps adults understand the child's internal world and encourages them to reflect, without feeling interrogated or blamed.

Empathy: Feeling with the child and showing compassion for their emotional experience. Empathy helps children feel safe, seen, and supported, especially during distress.

Our responsibility is to respond to the needs behind the behaviour, using consistent structures and restorative approaches to help pupils regulate, repair and re-engage.

Student Voice

My Profile Document

Student voice is essential as when students feel seen, heard and valued, they're far more likely to engage in their learning, seek help when needed and contribute positively. The My Profile documents has been created to empower students to have a voice in how their learning and behaviour can be best supported to so they can regulate/control which will help them achieve the best outcomes from each situation. My profiles are completed with students on arrival to Oakfield School and updated throughout the academic year. In addition to this My Profile's provide the opportunity for students to provide information on what their interests are and what's important to them which will support with the building of trusting relationships with staff.

Staff can promote positive behaviour by:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and values

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise, smile and visual encouragement
- Students achieving high Steps during the end of lesson reflection
- Students achieving house points for outstanding work/behaviour in our school's values

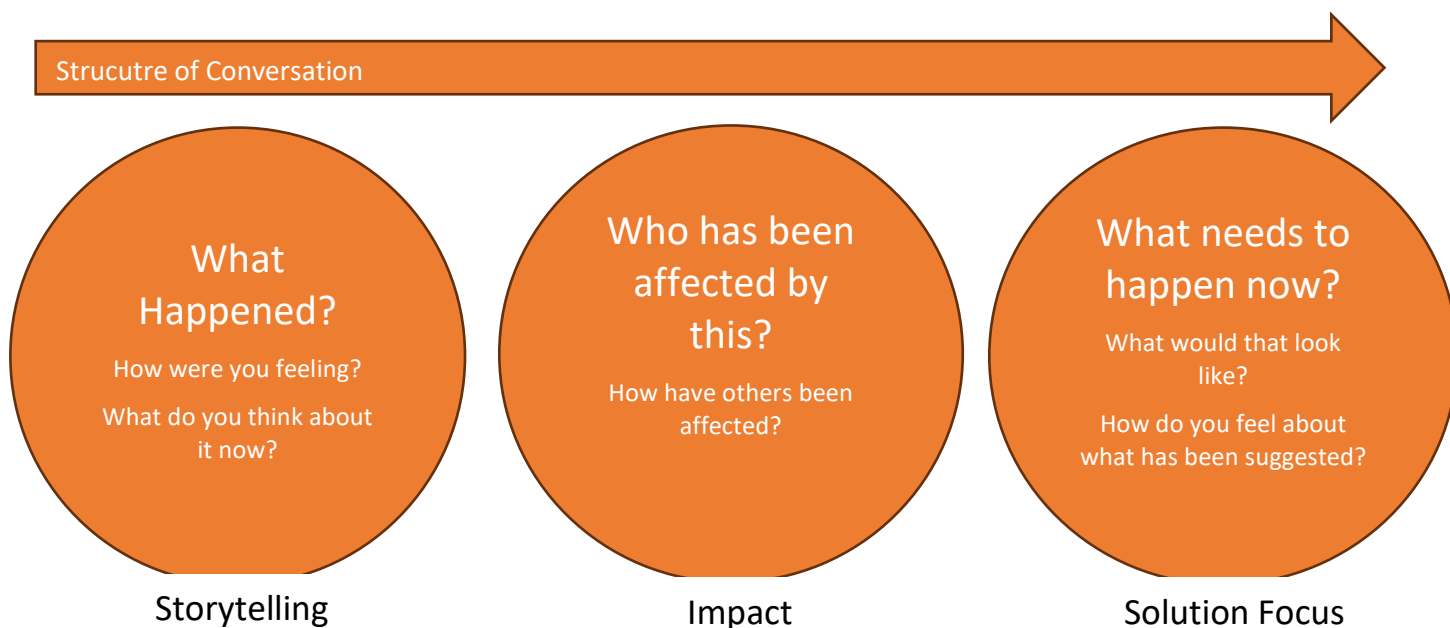
- Communicating praise to parents/carers via a phone call
- Providing positive written feedback, this is reflective and encouraging so students are aware of their next steps
- Displaying pupils work in class around school to show they are valued and remarkable.
- Celebrating progress as well as outcomes, acknowledging improvements in self-regulation, effort, or resilience.

Above all, staff are encouraged to see every interaction as an opportunity to build trust, restore relationships and support pupils to take ownership of their behaviour. By remaining positive, therapeutic and restorative, staff create an environment where pupils feel safe, valued and motivated to be remarkable.

Restorative Approaches

At Oakfield School we use Restorative Approaches as a way of helping resolve conflict or to address incidents which have impacted upon people within our school community. The restorative approach at Oakfield uses the Scales of Justice Model in which the Speech and Language Therapists provide the relevant training to staff to provide the intervention to students. This Restorative Approach is centered around a set of key questions (Three Bubble Conversation) that supports in helping the student reflect on their behaviour, its consequences and how they can move the incident forward in a positive way with support from staff and/or parent/carers. This approach is centered around developing, maintaining and repairing relationships and building a community based around empathy and self-reflection, where our students are provided the opportunity to address their behaviour. It is recommended that a restorative conversation takes place with the member of staff who was involved in the incident when the student is in the right frame of mind to discuss the incident. However, in some cases the relationship between the student and staff may have broken down in which case the student would complete restorative conversation with another member of staff within feedback provided to all the relevant staff involved within the incident or with the student. Staff at Oakfield understand that behaviour is a communication of an unmet need, so we encourage staff to reflect on their own practice when incidents have occurred to ensure they can be part of the solution.

Three Bubble Conversation



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
- Coats/Outdoor wear/Hoodies

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 Site Lead/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.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Screening at Oakfield School will be in the form of a hand-held metal detector (wand) to scan pupils where concerns have been raised. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search. Screening will usually take place for an agreed length of time and then random checks will be used after this period. Parent/Carer and other professional will be made aware if regular screening is required and this will be updated on individual student risk assessment.

Smoking/Vaping/Other Harmful Substances

In line with County Council policy, Oakfield School and its different sites are a no smoking establishment. As UK law states smoking or vaping isn't allowed in any enclosed workplace, public building or on public transport in the UK. Any student caught smoking/vaping will be asked to hand in their smoking materials/vape. Parents/carers will be informed of the incident and the student will be screened onto the way into school, following the Searching, Screening & Confiscation guidance above parents/carers will be informed of the length of the screening process.

If a pupil is suspected of being under the influence of drugs, alcohol or any other illicit substances on the school premises due to their behaviour/mannerisms, smelling of alcohol or cannabis or any other visible signs/symptoms, the school must prioritise the safety of the young person and those around them. If necessary, the school will administer First Aid and ask for appropriate medical advice. The school will contact parents/carers and ask them to collect their child from the school, if this is not possible the school will ensure the student is appropriately supported and monitored by staff. The Site lead will then decide on the next steps for the student, which may include a parent/carer meeting with a risk assessment being put in place to safeguard the student and the wider school community.

Absconding

If a student absconds:

Staff should be aware that students who have chosen to abscond may be frustrated, upset or agitated and therefore it is important that the response of staff is to remain calm, maintain visual contact as far is safe to do so and if appropriate talk to the student to support them to return safely to school. If a student has absconded offsite and is not visible to staff then a member of staff should contact parents/carers immediately to inform them that their child has absconded. At no point should staff run after students, this active pursuit may encourage the student to leave the immediate vicinity and may also cause the student to panic, possibly putting themselves at further risk. Staff should not ask other students to assist in pursuing absconding pupils. Staff should follow the points below if a student absconds.

- Monitor the pupil from a safe distance if possible, if the student goes out of sight or if the staff member loses sight then they should return to the school and inform the Site Lead/DDSL (Deputy Designated Safeguarding Lead) immediately about the situation.
- The Site Lead/DDSL/Deputy/BMT will then, if appropriate, allocate further staff members to go and locate the student and return them to the school.
- A phone call home will be made to inform the student's parent/carer or any relevant external agencies and staff will keep them updated of any developments.
- The Police may be informed after obtaining consent from the parent/carer or if there is immediate concerns over the safety of the individual. If parent/carers cannot be contacted, the Site Lead/DDSL will take an appropriate decision depending on the response/reaction of the student as well as the location/direction of the student's movement.
- Police should be provided with as precise a description of the student as possible including their appearance and clothing, the last known whereabouts of the student and any other details they may require. Staff should ensure they obtain the relevant crime number to pass onto parent/carers and to update the police of any developments.
- If a student returns to school after absconding then staff will contact parents/carers it may be recommended that the student goes home due to the risks involved.

Staff should always bear in mind that pupils who have chosen to abscond may be upset or agitated and therefore it is important that the response of staff is to remain calm, maintain visual contact as far as possible and work to re-engage the pupil and return them safely to the school. If the pupil has not returned within 15 minutes, then the member of staff should contact the parents/carers and inform them (the time period of 15 mins will be reduced if the student is LAC, on a plan or classed as vulnerable due to a number of factors, if unsure please speak to SLT/BMT immediately). At no point should staff run after pupils, nor should they ask other pupils to assist in pursuing the absconding pupil. Active pursuit may encourage the pupil to leave the immediate vicinity and may also cause the pupil to panic, possibly putting themselves at risk, for example by running into a busy road.

- Monitor the pupil from a safe distance if possible, if the student goes out of sight or if the staff member loses sight then they should return to the school and inform the DSL/deputy/BMT immediately about the situation.
- The DSL/Deputy/BMT will then, if appropriate, allocate further staff members to go and collect the student and return them to the school.
- A phone call home will be made to inform the student's parent/carer or any relevant external agencies and staff will keep them updated of any developments.
- The Police may be informed after obtaining consent from the parent/carer or if there is immediate concerns over the safety of the individual. If parent/carers cannot be contacted, the DSL/deputy will take an appropriate decision depending on the response/reaction of the student as well as the location/direction of the student's movement.
- Police should be provided with as precise a description of the student as possible, including information on their clothing and appearance, the last known whereabouts of the student and any other details they may require. Staff should ensure they obtain the relevant crime number to pass onto parent/carers and to update the police of any developments.
- If a student returns to school after absconding then staff will contact parents/carers to inform them they have returned.

School Trips/Visit and Offsite Behaviour

The schools will support students where their behaviour falls below the expectations when they are on off-site school trips or visits or when representing the school. This could include;

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to a school visit/trip or school minibus/staff vehicles
- Traveling on the journey to school including taxis or walking/cycling to school
- In any other way identifiable as a pupil of our school

The school will support the issue If the pupil has engaged in negative behaviour, at any time, whether or not the conditions above apply, if the incident:

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

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 to 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.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by their special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account: ➤ Whether the pupil was unable to understand the rule or instruction?

› Whether the pupil was unable to act differently at the time as a result of their SEND? ›
Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with SENA and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with SENA to discuss the issue. If appropriate, the school may request an emergency review of the EHCP with parent/carers and all professionals involved invited.

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>

The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission, key principles to ensure our students can become self-regulators. **If there is an incident heading towards a physical intervention, staff should look to use 99% de-escalation**

Physical Intervention/Reasonable force

The term ‘physical intervention’ is used when reasonable force is used to overcome active resistance. Reasonable force covers a range of interventions that involve physical contact

with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence Incidents of reasonable force must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded on CPOMS and reported to parents/carers/other professionals as soon as practicable and within 24 school hours following the incident

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

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 or risk assessment.

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.

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.

Appropriate Touch

Touch is essential in order for us to provide quality care and trust for our pupils. Touch must always be used in an age appropriate manner and staff should always risk assess the situation when using physical touch.

Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for;

- Reinforcing, supporting, guiding
- Interaction
- Physical prompts
- Intensive interaction
- Play
- Therapy
- Emotional support
- Personal care (medical care)
- Intimate care (changing)
- Protection
- Safety

- Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.

It is never appropriate for staff to touch any student on their intimate areas unless as part of the intimate care or medical care.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to Oakfield school to ensure they are aware of the systems/structures and routines with regards to behaviour. During the induction process staff will visit the school's expectations in terms of behaviour to clearly communicate the school culture and introduce pupils to the STEPs to Remarkable incentive scheme. As part of their induction pupils will be asked to complete their My Profile documents with staff to support will the building of trusting relationships and to ensure they have a voice in how their behaviour/learning needs can be best supported.

Training

As part of their induction process, our staff are provided with training with the school's behaviour lead and regular training on managing behaviour is provided to staff through our CPD cycle including training on:

- Key aspects of the behaviour policy
- Behaviour management and restorative practice/use of positive language

- Team Teach Training
- The needs of the pupils at the school

Monitoring arrangements

Monitoring and evaluating school behaviour

- The school will collect data on the following:
- Behaviour incidents (Arbor)
- Physical intervention data (CPOMS)
- Attendance (Arbor)
- Permanent exclusion and suspension (Arbor)
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed frequently by the School's behaviour lead
- The school will assess the data based on year group, registration form, gender, and other protective characteristics where appropriate.

Monitoring this policy

This behaviour policy will be reviewed by the School's Behaviour Lead and Executive Headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies;

- Child protection and safeguarding policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
- Attendance Policy