



Behaviour policy and Statement of Behaviour Principles

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Context

Oaklands School is co-educational, independent SEN day school in Hungerford, West Berkshire, established for pupils aged 5 – 16 years with special and individual needs. We offer places to children with an EHCP in place, via Reading, West Berkshire, Wiltshire and Oxfordshire Local Authorities. Acceptance of pupils from Local Authorities within close proximity to Oaklands School will also be considered.

Our special school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles and aspires to deliver an outstanding integrated model of education, therapy and therapeutic care to pupils. Pupils at Oaklands School include pupils with Autism Spectrum Condition (ASC); Communication Difficulties; Attention Deficit Hyperactivity Disorder (ADHD); Sensory Processing Needs. Social, Emotional and Mental Health Needs (SEMH) may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Oaklands School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). Many of the pupils might have been out of education for periods of time and may have experienced trauma in their lives.

At Oaklands School, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour (Oaklands Way Document), 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 (Oaklands Way)
- Promote a link between teaching, learning and behaviour.
- Raise awareness of how mental health impacts on behaviour.
- Improve staff confidence in teaching about behaviour.
- Improve pupil safety.
- Increase the consistency of approach within the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Statement of Behaviour Principles

The behaviour principles aim to reflect and demonstrate the importance of the school's commitment to promoting positive behaviour of all staff and pupils. The philosophy and ethos of the school reflects the acceptance and respect for all pupils and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to

learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- All behaviours are consistently dealt with by all staff, in line with the behaviour policy
- The behaviour policy is understood by all pupils and staff
- Pupils are helped and encouraged to take responsibility for their actions (Restorative practice)
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This statement of behaviour principles is reviewed and approved by the Chair of the Board annually.

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](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Understanding Behaviours in the Context of SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour is impacted by a Special Educational Need or Disability (SEND).

When incidents of risk behaviours arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of risk behaviour will be made on a case-by-case basis.

When dealing with risk behaviour from pupils with SEND, 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](#))
- All pupils have 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 risk behaviour, 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.

Preventative measures may include;

- Short, planned movement breaks for a pupil with additional sensory processing needs to aid regulation
- Adjusting the physical classroom environment to meet individual learning requirements and needs
- Adjusting uniform requirements for a pupil with sensory needs or who has a skin condition
- Training for staff in understanding conditions such as autism (ASC), ADHD and trauma
- Use of regulation spaces where pupils can regulate their emotions during a moment of sensory overload (Zones of Regulation in classrooms)
- Creating personalised daily routines and adjusting the curriculum to meet specific need
- Use of therapeutic strategies and positive behaviour support lead

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Considering whether a pupil displaying behaviours that challenge 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.

Positive Behaviour Support Approach

Our school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles, including autism, ADHD and associated communication and language needs, as well as Social, Emotional and Mental Health needs. In order to create an environment in which pupils feel safe and secure we believe that such differences need not be barriers to success, and we have taken the very best school practices and built them into our school.

We aim to provide innovative, personalised and exciting learning opportunities that ensure our students are happy and successful in life. We understand that every child is different which is why we are committed to helping our students learn and grow with methods that suit them and their individual needs. At Oaklands School, no child is left behind.

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at Oaklands School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use consequences and behaviour programmes as appropriate to the unique individual needs of each child. This reflects the whole ethos of the school in

treating pupils as individuals and tailoring our work to meet individual needs through individual education, risk assessments and positive behaviour support plans.

The main emphasis at Oaklands School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils and staff.

Staff will intervene and apply consequences only in circumstances where a pupil's behaviour is likely to affect a positive teaching and learning environment; the health and safety of the pupils and staff; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where pupils learn to trust staff. In order to provide security for individuals and the school to promote personal development, and the need to develop an appreciation of the limits on their behaviour set by society and their community.

Pupils need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develop a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about. Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising the pupil's self-esteem.

Recording, Monitoring and Reporting Behaviours

The school uses an online reporting system My Concern. My Concern allows all staff to efficiently report behaviours that challenge and behaviours to celebrate. The online tool empowers staff to use an advanced reporting system, setting the new standard for internal school data as well as tracking behaviour patterns over time, by year group, class and individual pupil compiled in a custom-built interface.

The school will collect data on the following:

- Behavioural incidents (Behaviours to Celebrate and Behaviour that Challenge)
- Incidents of searching, screening and confiscation
- Incidents of bullying and friendship related issues
- The use of disengagements and holds

The data will be analysed every half-term by the Behaviour Lead (Assistant Headteacher) The data will be analysed from a variety of perspectives including:

- At whole school level
- By individual classes
- By age/year group
- At the level of individual members of staff
- At the level of individual pupils
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will

review its policies to tackle it.

Definitions

When defining behaviour Oaklands School understand that all behaviours are a form of communication and that behaviour influences behaviour. When managing a crisis staff are aware of precipitating factors that may influence the pupil's behaviours. All staff must observe their own behaviours as well as the behaviours of the pupils reflecting upon the following factors:

- What is the pupil trying to communicate?
- How am I responding?
- What am I expressing?
- How are they responding to me?

When a pupil is displaying an increase in risk and unsafe behaviours placing themselves and/or others in a position of imminent or immediate harm. The use of a Restrictive Physical Intervention (RPI) will be used to maximise safety and minimise harm. The use of a RPI is used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. Restrictive interventions should always be reasonable, proportionate and least restrictive. Only Team Teach qualified staff will use this approach and practice.

Risk behaviour is defined as:

Risk behaviours can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion or refusal of classwork
- Refusal to follow staff instructions
- Misuse or damage of equipment (including tablets and computers)
- Use of foul and/or abusive language

Serious risk behaviour is defined as:

Serious risk behaviours can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Serious damage to property
- Directed verbal or physical aggression directed towards peers or staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour Eg, interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 of time
- Difficult to defend against

Bullying can include

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
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

Roles and responsibilities

The School Board

The School Board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Behaviour Lead
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with all behaviours
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

Behaviour Lead

The Behaviour Lead is responsible for:

- 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
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Monitoring how staff implement this policy to ensure that recognition for behaviours to celebrate and consequences for risk behaviours are applied consistently to all groups of pupils
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Lead on Pupil Risk Assessments for all pupils and Positive Behaviour Support Plans for identified pupils and review these regularly
- Liaise with the Headteacher regarding the content of the Behaviour Policy and the implementation

of identified procedures

- Liaise with the Senior Leadership Team and the Safeguarding team regarding the implementation of this policy

Senior Leadership Team and Safeguarding Team

The Senior Leadership Team and the Safeguarding Team responsible for:

- Liaising with the Behaviour Lead on matters regarding approaches to behaviour
- Reporting to the Behaviour Lead any concerns regarding behaviour
- Contributing to creating an understanding of the school's approach and culture regarding supporting pupils to develop positive behaviours
- Give particular attention to behaviours which might relate to safeguarding concerns

Teachers and Teaching Support Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of individual pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and correctly using the behaviour log and behaviour incident sheets
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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 with them to tackle behavioural issues.

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The members of staff that are available to them to help them meet the behavioural standards
- Pupils will receive certificates of achievement related to improved behaviours

Pupils will be supported to meet the behaviour standards and will be provided with continual support from all staff.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Training

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

- Team Teach Safety Intervention
- The use of Emotion Coaching communication strategies
- The use of Zones of Regulation across the school and in the wider community
- The implementation of Pupil Risk Assessments and Positive Behaviour Support Plans (Connection card)
- The reporting system of My Concern and how incidents are correctly logged
- Behaviour Log system and incident record sheets (Green)
- The Trauma informed approach adopted by Oaklands School
- Therapeutic approaches used at school, for example autism and ADHD awareness
- The role that Adverse Childhood Experiences (ACEs) have on pupils and the wider community at school

Behaviour Procedures

The school's behaviour procedures aim to create an approach and culture that promotes excellent behaviour for all pupils. The expected behaviours in our school, place a focus on outlining behaviours to celebrate, and the key habits and routines pupils are expected to develop.

Pupils are expected to:

- To treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and remotely via social media

and mobile phone

- To work to the best of their ability
- To allow others to learn and make progress
- To accept responsibility for their actions and choices
- To follow staff requests and instructions
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- To resolve disagreements without resorting to verbal or physical aggression

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

- Pupils are **not** allowed to have mobile phones with them on-site
- There is a particular area where phones should be stored during the school day
- An exception may be made where there is an identified need for contact with parents / carers via mobile. In this case, the pupil will be allowed to use their mobile under supervision in an appropriate area of the school. There will be exceptions to the rules for medical or personal reasons

Classroom management

- Create and maintain a stimulating a positive environment that encourages pupils to be engaged
- Placing a strong emphasis on the personal, social, health and economic (PSHE) education of pupils and increasing self-esteem and confidence to underpin behaviour to celebrate and learning
- Displays the expected and agreed classroom behaviours
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Understanding and identifying that all behaviours are a form of communication
- An atmosphere of mutual respect between both staff and pupils to develop relationships
- Practices that allow for self-reflection and self-regulation of behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to Oaklands School- Child Protection and Safeguarding Policy for more information.

Responding to behaviours to celebrate

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition (Acorn certificate). The promotion of positive recognition will in turn promote a love of learning. This equally provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and recognition will be applied clearly and fairly in support of the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be recognised with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates of Achievement (Acorn Award)
- Whole-class or year group recognition, such as a popular activity

Responding to risk behaviour

Staff will endeavour to create a stable environment by responding in a consistent, fair and proportionate manner, so pupils know with certainty that risk behaviour will always be addressed.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as, de-escalation and behaviour management, Emotion Coaching and Zones of Regulation strategies.

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

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

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

- Requesting pupils works in a separate location away from the classroom environment
- A verbal warning and reminder of the expectations of behaviour
- Referring the pupil to the Behaviour Lead
- Referring the pupil to a member of SLT
- Letter or phone call home to parents
- Agreeing a positive behaviour support plan
- Creation and continual updating of a pupil risk assessment

- Key staff attending focus meeting lead by Therapy Team and SLT
- Providing an individualised reduced timetable

Personal circumstances of the pupil will be taken into account when deciding on an appropriate consequence and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The use of Restrictive Physical Intervention (RPI)

Many pupils at Oaklands School display a variety of challenging behaviours which result in a range of strategies, including RPI being used to reduce risk and increase safety for all. Staff are encouraged to adopt a range of de-escalation method via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourage where appropriate our pupils to be involved in the process of being reflective about their behaviours.

Oaklands School uses Team Teach

Safety Interventions as a preferred method of RPI as approved by The British Institute of Learning Difficulties. All staff will be trained in Team Teach 1 and 2 Interventions, with new staff being trained at the earliest opportunity. Training will be updated on an annual basis to help ensure best practice. RPI involves a proportionate degree of force where a pupil is showing an increased level of risk to themselves or others. At Oaklands School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. A restrictive intervention can generally be described as any physical, chemical, environmental, or mechanical intervention used to restrict a person's liberty of movement.

The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- Reasonable, proportionate and least restrictive
- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, culture, background, gender, stature and medical history of the young person
- The application of increasing or decreasing force in response to the pupil's behaviour.

All the above would be considered through Pupil Risk Assessment and Positive Behaviour Support Plan. Staff should always consider the following:

- RPI rarely used, and only after all other interventions have been exhausted and only by staff who have had the recognised up-to-date Team Teach.
- Any RPI incident MUST be recorded (within 24hrs) using the school's online Incident form
- The Behaviour Lead or SLT has a responsibility to sign off each RPI
- Individual pupil Risk Assessments and Positive Behaviour Support plans will be updated as appropriate after any significant event (significant would refer to any incident that is not covered in any current plans or assessments)
- The school will endeavor to contact parent or carers before the child arrives home

Following an incident where a RPI has been used the school will follow a guided debrief process.

- Staff should ensure pupils always receive a debrief after any RPI incident, this may be immediately after (Hot) or at an appropriate time after the event (Cold).
- Positive Behaviour Support Lead or SLT should ensure that staff receive a debrief after any RPI incident. This will normally take place at the end (or start) of every school day. However, staff can ask for confidential briefing as and when requested.

Consequences to risk behaviours and to serious risk behaviours

Consequences to on-site risk behaviours

Consequences may be applied where a pupil has displaying risk behaviours on the school site. This means risk behaviour when the pupil is:

- At arrival and departure time to school
- Taking part in any school learning activity indoors or outdoors
- At lunchtimes, break times, and any other leisure times

Consequences may also be applied where a pupil has displayed risk behaviours on-site, at any time, whether or not the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, a member of staff, a member of the public or themselves
- Causes injury to other pupils, staff, a member of the public or themselves
- Causes damage to property, including aspects of Health & Safety
- 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, a member of SLT or the Positive Behaviour Support Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, 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 tandem report to children's social care, if appropriate.

Possible consequences to be applied to on-site risk behaviours

If a pupil displays behaviours such as specified above, consequences may include:

- The pupil having a break from attending an on-site learning activity. This is not a punishment but rather a direct consequence of the pupil not showing readiness to **safely** take part in the activity. As an integral part of the consequence, staff will conduct restorative conversations with the pupil with the aim to offered reflection, support and setting of expectations and timescales for the activity to be introduced.

- Where there are specific factors related to sensory processing which might include how a pupil manages a specific learning environment, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to group dynamics which might include how pupils interact with each other, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Other possible consequences can be applied to specific situations.

Consequences to off-site risk behaviours

Consequences may be applied where a pupil has displayed risk behaviours off-site when representing the school. This means risk behaviour when the pupil is:

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

Consequences may also be applied where a pupil has displayed risk behaviours off-site, at any time, whether or not the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, a member of staff, a member of the public or themselves
- Causes injury to other pupils, staff, a member of the public or themselves
- 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, a member of SLT or the Behaviour Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, 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 tandem report to children's social care, if appropriate.

Possible consequences to be applied to off-site risk behaviours

If a pupil displays behaviours such as specified above, consequences may include:

- The pupil having a break from attending an off-site learning activity. This is not a punishment but rather a direct consequence of the pupil not showing readiness to **safely** take part in the activity. As an integral part of the consequence, staff will conduct restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.

- Where there are specific factors related to sensory processing which might include how a pupil responds to travelling arrangements, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to group dynamics which might include how pupils interact with each other, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Other possible consequences can be applied to specific situations.

Serious consequences to serious risk behaviours

The school does not predict having to take the 'serious consequences' procedure unless on rare situations. However, it is important to make explicit what are the procedures in place in the event of this being necessary.

Consequences may be applied where a pupil has displaying serious risk behaviours on-site or off-site when representing the school.

Consequences may be applied where a pupil has displayed high risk behaviours on-site and off-site, at any time if the behaviours:

- Could have serious repercussions for the orderly running of the school
- Could pose a risk to the efficient provision of education, safety and wellbeing of other pupils in the school
- Poses a serious threat to another pupil, a member of staff, a member of the public or themselves
- Causes serious injury to other pupils, staff, a member of the public or themselves
- Causes serious damage to property, including aspects of Health & Safety
- 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, a member of SLT or the Behaviour Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, 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 tandem report to children's social care, if appropriate.

Possible serious consequences to be applied to serious risk behaviours

If a pupil displays behaviours such as specified above, consequences may include:

- Confiscations, searches and screening as specified below

- Consideration regarding commissioning alternative provision for a period of time with the aim to reintegrate a pupil to school. This will include restorative processes with the pupil
- Consideration of engaging with external professionals to support restorative processes
- Consideration about the need to call the police to assist in a serious situation. This will include communicating with parents to make them aware of the situation
- Consideration regarding the need for suspension or exclusion as specified in the Oaklands School - Exclusion Policy

Confiscations, searches, screening

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

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.

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, 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 sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or DDSL) or a member of SLT 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 they still refuse to co-operate, the member of staff will contact the Headteacher, a member of SLT or the Behaviour Lead, to try and determine why the pupil is refusing to comply.

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

Outer clothing includes:

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

Searching pupils’ possessions

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

- Desks
- 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 (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- The search must be recorded and documented on My Concern

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be

recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 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 next steps of support provided.

Links with other policies

This behaviour policy is linked to the following policies:

- Oaklands School - Exclusions policy
- Oaklands School - Child Protection and Safeguarding Policy
- Oaklands School - Mobile Phone Policy
- Oaklands School - Anti-Bullying Policy
- Oaklands School – Drugs and Alcohol Policy

How does the school respond to unsocial (Green) behaviour?

Unsocial (green) behaviours disrupt learning for the individual – they are internalised behaviours which are difficult to manage in the classroom.

These behaviours are a sign of needing help/attention and/or that the child is bored. The lesson could be too easy or too hard and therefore needs to be adapted.

No unsocial (green) behaviour needs SLT support unless it becomes disruptive/persistent and therefore antisocial (green). All staff must respond to these behaviours by:

Behaviour	Response Required	Incident Form? (Y/N)	Staff Responsible
Refusing to complete work set (remains seated and quiet)	1. On the first occasion, speak to the pupil privately, 1:1 – encourage and support e.g. offer to scribe.	N	Class Teacher

Or Ignoring instructions – no response from pupil	2. If behaviour continues over two weeks, contact parents and arrange a meeting to discuss concerns.	N	Class Teacher
	3. If behaviour continues, complete an anxiety analysis and discuss the behaviour with parents.	Y	Class Teacher and SENCo
Arrives late at school	1. Don't draw attention to the late arrival. Welcome the pupil discreetly 1:1 and then support to catch them up with the lesson.	N	Class Teacher
	2. If the pupil is often late – at least once a week for 3 weeks – log arrivals to see if there is a pattern.	N	Class Teacher
	3. If late arrival continues share log with SLT.	N	Class Teacher and SLT
Hiding in the classroom or corridor/toilets Or Choosing to do another activity during focused learning time e.g. reading or drawing	1. Without speaking to the child ensure that you know where they are and that they are safe.	N	Class Teacher
	2. If behaviour continues, don't draw attention to it, praise others who are focussed on learning.	N	Class Teacher
	3. If behaviour continues over a prolonged period (more than two days) put in place a protective consequence and communicate to parents – see 6.1	N	Class Teacher
Physical and repetitive tick such as head or hand shaking (if behaviour is new)	1. Don't draw attention to the tick.	N	Class Teacher
	2. Log the severity and the frequency over the course of two weeks.	N	Class Teacher
	3. If the behaviour continues, arrange to meet with parents and discuss if they observe this at home.	N	Class Teacher
	4. If behaviour continues seek advice from SENCo	N	Class Teacher and SENCo
Graffiti of work or book such as scribbling out name	1. Once observed, have a private conversation with the pupil about how they are feeling when they graffiti their book. Do they need to doodle to concentrate?	N	Class Teacher
	2. Work with child to help them remove the graffiti.	N	Class Teacher
	3. Provide an alternative for doodling – a doodle book or a whiteboard.	N	Class Teacher
Leaving working area without permission	1. Set the class working on a task and approach the pupil. Offer them a limited choice – e.g. are you going to work at a desk on your own or in your group?	N	Class Teacher
	2. If the behaviour continues during 2 or more lessons, plan to give the pupil something to do during the input to enable them to move e.g. handing out books.	N	Class Teacher

	3. If behaviour continues, complete an anxiety analysis and discuss the behaviour with parents.	Y	Class Teacher and SENCo
Rocking on chair	1. Set the class working on a task and approach the pupil. Offer them a limited choice – e.g. are you going to sit at a desk on your own or in your group?	N	Class Teacher
	2. If the behaviour continues during 2 or more lessons, plan to give the pupil something to do during the input e.g. using a fiddle toy or having a sloped cushion to sit on.	N	Class Teacher
	3. If behaviour continues, complete an anxiety analysis and discuss the behaviour with parents.	N	Class Teacher and SENCo

How does the school respond to anti-social (Amber) behaviour?

Anti-social behaviours disrupt learning for the individual and their peers thus causing harm to others and their environment. These behaviours can be categorised as difficult or dangerous.

Responding to difficult anti-social (Amber) behaviour

Difficult anti-social behaviours indicate that a child has negative feelings about themselves and is likely to be in a heightened, anxious state. Their behaviour is likely to be a cry for help.

All staff must respond to these behaviours by:

Behaviour	Response Required	Incident Form?	Staff Responsible
Commenting loudly that they can't complete the work, that it's stupid or boring. Or Moving around the classroom during focussed learning time	1. As soon as behaviour is observed, set other pupils going immediately on a task. Talk to the child 1:1 about how they are feeling and the impact of their actions on the feelings of others. This can be in the sensory room.	N	Class Teacher or TA
	2. If behaviour continues and disrupts the learning of the class for 5 minutes, offer the child another location to remove themselves to.	Y	Class Teacher
	3. If behaviour escalates, refer to dangerous behaviour responses (6.2)	Y	Class Teacher and SLT
Verbal disagreement with peers	1. Calmly acknowledge that the child/children are not happy/angry. Explain that you can talk to them	N	Class Teacher or TA
Or Lying	when they are ready. Give the child/children space to calm down.		
	2. Speak to the child 1:1. Give them a limited choice – e.g. would you like to talk to me here or in the sensory room?		

	3. Use a restorative conversation to explore what happened and how it made those involved feel. Get children to acknowledge the harm they have caused and suggest how they might respond differently next time.		
Calling out	1. Praise the pupil for being enthusiastic and giving an answer. Prompt children to use pro-social behaviours such as putting their hand up, making eye contact.	N	Class Teacher or TA
	2. If behaviour continues, speak to the pupil privately and remind them about 'The Oaklands Way'.	N	Class Teacher
	3. If behaviour continues, use a restorative conversation and ask other pupils to explain how this behaviour makes them feel.	N	Class Teacher
Banging the table	1. As soon as behaviour is observed, set class going immediately on a task. Talk to the child 1:1 about how they are feeling and the impact of their actions on the feelings of others.	N	Class Teacher or TA
	2. If behaviour continues and disrupts the learning of the class for 5 minutes, offer the child another location to remove themselves to.	Y	Class Teacher
	3. If behaviour escalates, refer to dangerous behaviour responses.	Y	Class Teacher
Misusing equipment e.g. snapping pencils or sawing at table with a ruler Or Ripping up work or documents	1. When first observed, move next to pupil and put hand out for equipment without saying anything.	N	Class Teacher or TA
	2. If pupil continues to misuse equipment, arrange a restorative consequence where the impact of this behaviour can be discussed.	N	Class Teacher
	3. If behaviour escalates, refer to dangerous behaviour responses.	Y	Class Teacher
Stealing	1. When first observed/suspected, talk to child 1:1 away from peers. Say that you think, or know, that they have taken something that doesn't belong to them. Explain that, when they are ready to return it, they should give it to you or put it in the box.	N	Class Teacher
	2. If behaviour continues, talk to child about real world implications and inform parents. Keep a log of the behaviour and of the restorative conversations had after each situation.	Y	Class Teacher/SLT
Refusing to follow instructions saying 'no' or 'I don't care'	1. As soon as behaviour is observed, set class going immediately on a task.	N	Class Teacher

Or Removing things from wall displays and/or ripping/cutting these up. Or Answering back/mimicking	2. Talk to the child 1:1 – tell them that you care and are there to listen. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry.	N	Class Teacher or TA
	3. If behaviour escalates, refer to dangerous behaviour responses (6.2)	Y	Class Teacher
	4. The following day, or when the child is calm, hold a 1:1 restorative conversation to review the behaviour and the impact that this had on the feelings of others.		
Sitting under the table	1. Without speaking to the child ensure that you know where they are and that they are safe.	N	Class Teacher or TA
	2. If behaviour continues, don't draw attention to it, praise others who are focussed on learning.	N	Class Teacher or TA
	3. If behaviour continues over a prolonged period (more than two days) communicate with parents.	N	Class Teacher or TA
	4. If child comes out from under table and joins class, discreetly thank them for joining in.	N	Class Teacher or TA
Lying on the floor to block the path of others Or Throwing small items – not directed at another person	1. Don't draw attention to it, praise others who are focussed on learning.	N	Class Teacher or TA
	2. If behaviour continues over a prolonged period (more than two days) communicate with parents.	N	Class Teacher
	3. If child comes moves and joins class, discreetly thank them for joining in.	N	Class Teacher
	The following day, or when the child is calm, hold a 1:1 restorative conversation to review the behaviour and the impact that this had on the feelings of others.		
Running out of the classroom and/or leaving the school building	1. Without speaking to the child, ensure that you know where they are and that they are safe. Ignore the behaviour, as long as another adult is in the vicinity.	N	Class Teacher or TA
	2. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to _____?	N	Class Teacher or TA
	3. If behaviour continues, and happens more than twice a week, talk to the child about finding a safe space to use. Log when they need to leave the classroom and share this information with parents.	N	Class Teacher or TA

Anti-social (Red) behaviour that injures, alarms or distresses the individual or others is defined as 'dangerous'.

All staff must respond to dangerous behaviour which impacts the individual by:

Behaviour	Response Required	Incident Form?	Staff Responsible
Attendance dropping significantly Or Refusing to attend school	1. Highlight attendance problems to SLT.	N	Class Teacher
	2. Inform Business Manager and make contact with parent to ascertain child's whereabouts.		Admin
	3. Plan appropriate support for child to reengage with schooling – home visit(s), referral to agency, differentiated timetable.		SLT
Commenting that they will harm themselves Or Commenting that they want to kill themselves	1. Allow the child to speak to you about this if they want to. Do not ask questions. Use phrases such as – 'tell me a bit more about that.'	N – SG form	Class Teacher
	2. Record the child's exact comments on a safeguarding form and pass immediately to DSL.		Class Teacher
	3. Inform parents and put support in place e.g. EHA as required.		SLT
Swearing under breath – not targeted at another	1. Calmly acknowledge 1:1 that the child/children are not happy/angry. Explain that you can talk to them when they are ready. Give the child/children space to calm down.	N	Class teacher or TA
	2. Speak to the child 1:1. Give them a limited choice – e.g. would you like to talk to me here or in the sensory room?		
	3. Discuss with the child the feelings that they had that led to them swearing – you may find it useful to use resources for this such as the blob drawings.		
Absconding from school premises	1. Ensure that the child can be seen and knows that you are watching to make sure they are safe – do not run or chase the child.	Y	Teacher or TA
	2. Notify other staff as soon as possible either in person or by radio. SLT to respond and support.		Teacher or TA
	3. If possible, prevent the child from leaving the premises by monitoring all exit points and having one key staff member talk to the pupil.		SLT
	4. If the pupil continues to leave the premises call the police on 999 and notify the parents.		Admin or SLT

All staff must respond to dangerous behaviours which harm others by:

Behaviour	Response Required	Incident Form?	Staff Responsible
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Derogatory or racist name calling aimed at staff or pupils	1. Acknowledge that the child is upset and angry. Give a limited choice of places to go to calm down	Y	Teacher or TA
	2. Talk to all children involved in the incident once they are fully calm. If possible, hold a restorative circle conversation.		
	3. Record the incident and the response clearly for school records. Inform all staff who need to be made aware.		
	4. Racist language must be recorded. Put protective consequences in place if required (see 6.3)		SLT
Swearing at pupils (N.B. swearing at staff out of earshot of other pupils will not be identified as dangerous)	1. Acknowledge that the child is upset and angry using emotion coaching techniques. Give a limited choice of places to go to calm down.	Y	Teacher or TA
	2. Talk to all children involved in the incident once they are fully calm. If possible, hold a restorative circle conversation. Ascertain whether they understand the meaning of the language they have used.		
	3. Record the incident and the response clearly for school records. Inform all staff who need to be made aware. Speak to parents by phone before the end of the school day or in person at pick up, where possible.		
Intimidation – making threats to harm another child or get someone else to do so Or Intimidation – following or standing over another pupil	1. Acknowledge that the child is upset and angry. Give a limited choice of places to go to calm down.	Y	Class Teacher or TA
	2. Talk to all children involved in the incident once they are fully calm. If possible, hold a restorative circle conversation.		
	3. Record the incident and the response clearly for school records. Inform all staff who need to be made aware including SLT.		SLT
	4. If there is more than one incident of this type of behaviour targeted at the same child or group refer to bullying response and put protective consequences in place e.g. supervised social times or differentiated teaching spaces.		
Throwing equipment with force so that it breaks or causes damage	1. Ensure that other children are removed from the situation and remove any possible weapons. Ensure that SLT are informed immediately.	Y	Teacher/SLT

Or Throwing furniture Or Breaking windows	2. Acknowledge and name the child's feelings. Explain that these feelings are ok and that you are there to listen.		
	3. Use limited choices to distract and calm the situation e.g. – would you like to talk or play a game? I am going to get a drink – orange or blackcurrant? Shall we do some colouring or have some laptop time?		
Or Slamming doors with force in order to deliberately damage property or harm someone	4. If behaviour continues use a change of face or contact parent so that they can attend and support. In extreme cases it may be necessary to call for police or ambulance support.		SLT
	5. The following day, or when the child is calm, hold a 1:1 restorative conversation to review the behaviour and the impact that this had on the feelings of others.		Class Teacher/SLT if reintegration from exclusion.
Hitting, kicking, slapping, scratching, punching or pushing Or Pulling hair Or Spitting directly at another Or Biting	1. Ask other staff to attend immediately for back-up. Approach the child who is acting dangerously. Acknowledge their feelings and that something has happened. Explain that you are there to help. Say 'Talk and I will listen'.	Y	All Staff
	2. If behaviour continues then it may be necessary to intervene and separate the children. This should only be done by those with Team Teach training.		
	3. Allow the child space to calm down - 'Come with me and get a drink...'		
	4. Hold a restorative conversation if possible, inform all parents before the end of the school day and put appropriate protective consequences in place.		SLT
Physical or verbal bullying	1. On the first occasion of this behaviour being observed or reported start a log to record all instances and responses.	Y	Class Teacher
	2. Speak to all children involved in a restorative way – ascertain what behaviours have been seen, how often, who has been involved and to what degree. Pass information to SLT.		
	3. Put in place protective consequences, inform parents and complete regular check-ins with victims to monitor the situation over the following few weeks.		SLT
Peer-on-peer abuse including, but not limited to: • Sexualised language	1. Record allegation on safeguarding report format and pass to a Designated Safeguarding Lead.	Y	All staff

• Sexual violence • Sexual harassment • Consensual and non-consensual sharing of nude images	2. Ensure the immediate safety of all pupils. Put in protective consequences if required to ensure that further harm cannot be caused.		SLT/DSL
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Teaching students with demand-avoidant behaviours

Teaching students who exhibit demand-avoidant behaviours requires a flexible, empathetic, and highly individualised approach. Here are some strategies that may help create a supportive learning environment for these students:

Build Trust and Rapport

Relationship First: Develop a strong, trusting relationship by showing genuine interest and understanding. Building rapport can reduce anxiety and make the student feel secure.

Consistent Positive Interactions: Regularly use positive reinforcement, focusing on strengths and acknowledging effort rather than pressuring for achievement.

Provide Autonomy and Choices

Flexible Learning Options: Allow students to choose between tasks or how they complete a task. Even small choices can help them feel more in control.

Collaborative Decision-Making: Involve students in setting goals and making decisions about their learning, which can help reduce resistance.

Reduce Demands Gradually

Low-Key Requests: Phrase instructions in a non-directive way, making suggestions rather than demands (e.g., "Would you like to try this together?").

Small Steps: Break down tasks into smaller, manageable parts, and slowly increase expectations as the student's comfort grows.

Offer an Exit or Timeout Option: Allow them to step away briefly if feeling overwhelmed, encouraging self-regulation and avoiding escalation.

Use Indirect Language

Use Subtle Requests: Avoid phrases that sound like commands; instead, use language that feels less direct and more suggestive (e.g., "Some students have found this activity helpful; would you like to give it a go?").

Questioning Technique: Turn instructions into questions or wonder statements that prompt curiosity rather than defensiveness, such as "I wonder what might happen if we tried this..."

Incorporate Special Interests

Engagement Through Interests: Link learning tasks to their personal interests, as this can reduce resistance and foster intrinsic motivation.

Interest-Based Rewards: Use their interests as positive reinforcement, integrating them as part of their daily routine.

Use Visual Supports and Predictability

Timetables and Routines: Visual schedules help reduce anxiety by providing predictability. Use them to show what's happening next and any choices available within the routine.

Clear Boundaries and Consistency: Keep expectations and consequences consistent but apply them with flexibility and sensitivity to the student's emotional state.

Teach Coping Strategies

Emotional Regulation: Use 'Zones of Regulation' to help students identify and manage their emotions. Sensory tools and calming techniques like breathing exercises can also be very effective.

Self-Advocacy: Help them learn ways to express when they feel overwhelmed and teach strategies for requesting breaks or alternatives without avoidance.

Be Patient and Flexible with Progress

Celebrate Small Wins: Acknowledge and celebrate small successes to build confidence and reduce anxiety.

Adjust and Adapt: Be prepared to frequently reassess strategies and adapt to the student's changing needs and levels of comfort.

Collaborate with Specialists and Families

Engage Therapists: Work closely with S<, OT, or other specialists to tailor approaches.

Parent Partnership: Keep communication open with parents or carers to align on strategies and ensure continuity between home and school, particularly for students with high demand avoidance.

Provide a Safe, Non-Judgemental Environment

Foster Acceptance: Create an inclusive, understanding classroom atmosphere where students feel safe to be themselves without fear of judgment.

Empathy and Compassion: Approach interactions with empathy, showing compassion even during challenging behaviours.

These approaches aim to reduce the demands that can trigger avoidance behaviours, empowering students to engage at their own pace. Patience and consistency are key, as students with demand avoidance require time to build trust and develop their confidence in a learning environment.

