



Policies & Procedures

Behaviour Policy

Name of Policy	Behaviour Policy
ISSR	Part 3: Welfare, health and safety of pupils
Reviewed by	Alleyn's Oakfield SLT
Author/SMT	Mr Danny Walsh – Designated Safeguarding Lead Miss Tenesha Buckley – Head of Pre-Prep
Date of school review	January 2026
Date of next school review	June 2026

Policy Overview

Alleyn's Oakfield believes that children flourish best when their personal, social and emotional needs are met and where there are clear, developmentally appropriate expectations for their behaviour. The school believes that children should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Positive Behaviour is a necessary part of the provisions made at Alleyn's Oakfield in order to create and maintain an orderly working environment in which all members of the school community feel safe and secure. The aim in any response to misbehaviour is to maintain the culture of the school, restore a calm, safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

This policy is written with due regard to

DfE guidance 'Behaviour in Schools: Advice for Headteachers and School Staff' (February 2024)

The Statutory Framework for the Early Years Foundation Stage (September 2025.)

The Education (Independent School Standards) Regulations: Part 3, Paragraph 9 (The Behaviour Standard)

DfE guidance: 'Use of Reasonable Force and Other Restrictive Interventions in Schools (February 2025)

DfE guidance: Searching, screening and confiscation at school (July 2022)

This policy also outlines the school's responsibilities under the **Equality Act 2010**, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils (see Appendix 1). It contains ways in which the school supports pupils and underlines the importance of liaising effectively with parents and other agencies. Furthermore, it acknowledges the school's responsibility to those children who leave Alleyn's Oakfield, by ensuring that transition arrangements are effective. This includes transition into Alleyn's Oakfield when pupils join the school, transition through the school and transition from Alleyn's Oakfield when pupils leave.

This policy should be read in conjunction with the school's
Safeguarding and Child Protection Policy;
Anti-Bullying Policy
Fixed Period & Permanent Exclusion Policy,
Restraints and Use of Reasonable Force Policy
Praise and Positive Feedback Policy

Scope of the Behaviour Policy

This policy applies to all pupils at Alleyn's Oakfield, including those in the Early Years Foundation Stage (EYFS). It applies at all times when pupils are the responsibility of the school whether on or off the school site.

As referenced in 'Behaviour in Schools - Advice for Headteachers and School Staff (February 2024)' "*Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable*".

The Head and staff have the authority to discipline pupils for misbehaviour outside of the school premises, including online conduct if such misbehaviour occurs whilst the pupil is

- Wearing school uniform;
- Travelling to or from school;
- Taking part in any school-organised or school-related activity or trip;
- In some other way identifiable as a pupil of the school.

The school may also apply discipline for pupil actions taking place at other times regardless of whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school;
- Includes instances of online bullying.

Any incidents of bullying that take place out of school, and involve the school's pupils, will be followed up in school in accordance with this policy. This includes bullying via messaging services or social media,

Safeguarding

The school recognises that poor behaviour may also be an indicator of abuse, especially when a child's behaviour suddenly changes. Staff receive safeguarding training every year, and know to inform the Designated Safeguarding Lead, (DSL) to any safeguarding concerns regarding behaviour.

Aims of the Behaviour Policy

Alleyn's Oakfield's 6Cs are continually reinforced in order to support children in making good choices with their behaviour.

CURIOSITY

- Interest
- Eagerness
- Sensitivity
- Thinking Skills
- Active Learning

COLLABORATION

- Teamwork
- Communication
- Empathy
- Service
- Community

COURAGE

- Risk-taking
- Independence
- Leadership
- Self-assurance
- Initiative
- Honesty

CARE

- Kindness
- Compassion
- Respect
- Emotional Intelligence
- Courtesy

CREATIVITY

- Imagination
- Originality
- Reflection
- Resourcefulness

CHALLENGE

- Motivation
- Adventurousness
- Resilience
- Stickability
- Growth Mindset

Through this Alleyn's Oakfield aims:

- To encourage a calm, purposeful, safe and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone, where achievements at all levels are valued and every member of the school is respected;
- To encourage increasing independence, self-discipline and respect for self and others, so that each child learns to accept responsibility for their own behaviour, thus equipping them with strategies to help them make a valuable contribution in the future;
- To help staff operate a consistent framework for behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help children, staff and parents have a sense of direction and a feeling of common purpose;
- To teach values and attitudes as well as knowledge and skills, so that children will behave in socially acceptable ways and understand the needs and rights of others;
- To help children understand the consequences of their own and others' actions;
- To ensure the policy is clear to children, staff, parents and governors;
- To work in partnership with parents;
- To differentiate rewards and sanctions according to the age and stage of the child; taking into consideration the particular needs of children with Special Educational Needs/Disabilities
- To use rewards in preference to sanctions to motivate children and raise self-esteem.

Procedures

We will meet these aims through the following procedures:

- There are named people with responsibility for providing support and guidance on behaviour management. These are Mr Danny Walsh, Designated Safeguarding Lead and Mrs Melissa Jenny, Deputy Head, in the prep department, and in the prep-prep (including EYFS) it is the Head of Pre Prep, Ms Tenesha Buckley-Nelson;
- The delivery of the CPSHE curriculum in Years R- 6 is overseen by Mrs Keziah Creed who is responsible for CPSHE provision
- The Head, Mrs Alison Wright, has ultimate responsibility for the whole school, including EYFS ;
- Staff are required to provide a positive model of behaviour by treating children, parents/carers and each other with respect, friendliness, care and courtesy;
- Recognising that codes for interacting with other people may vary between cultures and being respectful of all members of the school community;
- All staff being familiar with the Behaviour policy, including staff new to the school through induction training
- Parents/carers receive a copy of the Behaviour policy on entry to the school and are informed regularly about their child's behaviour by the class teacher or key person;
- The school works closely with parents/carers to address any inappropriate behaviour and discusses with them any strategies to be implemented at both home and school;
- The school recognises behaviours that are typical of children with specific learning difficulties/disabilities and makes reasonable adjustments to policies and procedures to accommodate these behaviours in accordance with the duties set out in the **Equality Act 2010**. (See Appendix 1 of this policy).

Responsibilities

All Staff

- To follow the Staff Code of Conduct
- To treat all children fairly and with respect;
- To establish routines and expectations at the start of the year, and give time to practice these routines;
- To use consistent language to recognise and promote positive behaviour;
- To challenge inappropriate behaviour in a calm and consistent manner;
- To help all children to develop their full potential;
- To create a safe and pleasant environment both physically and emotionally;
- To use rewards and sanctions clearly and consistently;
- To be a good role-model;
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children; and
- To separate the behaviour from the child; ensure we show that we disapprove of the behaviour, rather than the child.

In addition, all staff have a responsibility to actively help children develop core skills and abilities, related to positive behaviour appropriate to their age and stage of their development. These attributes can be encouraged throughout the school day by staff:

- Modelling the skills and abilities directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy for and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using sanctions fairly to discourage the learning of inappropriate behaviour;
- Pre-empting problems before they arise; e.g. seating plans for specific children;
- Providing high quality teaching which engages pupils;
- Providing a clear and consistent structure of rewards and sanctions;
- Providing activities and games to encourage co-operation and teamwork;
- Teaching key skills such as co-operation and teamwork through weekly Assembly/CPSHE/Circle Time.

Senior Leadership Team and Form Teachers

- To regularly celebrate the successes of children;
- To ensure restorative actions take place;
- To have good communication with parents via telephone, email and face to face meetings;
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy;
- To provide a challenging, interesting and relevant curriculum;
- To make reasonable adjustments to accommodate behaviours associated with specific learning difficulties;
- To be the key people in keeping parents and other teachers regularly informed if behaviour is concerning;
- To liaise with other members of staff who have concerns;
- To ensure accurate and clear information on behaviour is recorded on the Behaviour Tracker on Engage
- To separate the behaviour from the child; ensure we show that we disapprove of the behaviour, rather than the child.

Parents

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy;
- To be aware of the rewards and sanctions used by the school.

Children

- Strive to do their best in all aspects of their learning and school life.
- Take responsibility for their own learning and actively contribute to the classroom environment.
- Treat others, their belongings, and the school environment with respect and care.

- Show consideration and kindness towards others, understanding the impact of their actions.
- Demonstrate the school's core values: care, collaboration, courage, curiosity, creativity, and challenge.
- Line up quietly and respectfully at designated times, including the start of the day, after breaks and lunch, and at home time.
- Move around the school calmly and respectfully, maintaining a quiet atmosphere.
- Arrive punctually to lessons, prepared and ready to engage in learning.
- Enter and leave assemblies silently and respectfully.
- Wear the correct school uniform throughout the school day, maintaining a neat and tidy appearance.
- Complete homework to a high standard and submit it on time.
- Pay attention in class, remain seated when required, and respond promptly and respectfully when addressed.
- Listen attentively to teachers and peers, showing respect during discussions and presentations.
- Stay focused on tasks and challenge themselves to achieve their personal best.
- Handle school books, equipment, and personal belongings with care.
- Follow instructions promptly and accurately at the first request.
- Keep personal and shared spaces tidy and organized, including books, work areas, and belongings.
- Demonstrate good manners and respect towards all school staff, including lunch supervisors.
- Take responsibility for cleaning up after themselves, especially in communal areas such as the dining hall.

Procedures for managing behaviour in the EYFS and in Year 1

Each class in EYFS and Year 1 have a weekly session which is dedicated to supporting emotional regulation.

The system of rewards and sanctions gently overlaps between EYFS and Year 1, we will always refer to the school values.

If poor behaviour persists, the staff may use the following sanctions as appropriate:

- Verbal reprimand and reminder of expected behaviour;
- A short time out in a designated area of the classroom.
- Being taken to the Head of Pre Prep or Head Teacher (parents will be informed).

Procedures for managing behaviour in Years 1-6

Alleyn's Oakfield has a series of behaviour management strategies comprising both rewards and sanctions

appropriate to the age of the child and the nature of the behaviour. There are positive and negative consequences as outlined below.

Pupils have opportunities to participate in the development /implementation of the Behaviour Policy through the School Council

Positive consequences (Rewards)

Alleyn's Oakfield believes that children should behave well and work hard and uses a number of positive consequences to encourage them to do so. The school believes it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, in all aspects of their work and behaviour should be measured against their previous performance rather than against that of other children in their class or year group.

Reward		Years EYFS-2	Years 3-6
Level 1	Making the right choice Completing homework and classwork on time Showing effort and improvement in learning Staying focused during lessons Asking thoughtful questions	Verbal or non-verbal praise Stickers	Verbal or non-verbal praise
Level 2	Being kind and respectful to classmates and staff Including others in play and activities Using good manners (e.g., saying please and thank you) Listening when others are speaking Following school rules and routines	House Points Stickers Name moved up the reward chart	House Points Name moved on the reward chart
Level 3	Demonstrating the school values	Values Card	Values Card
Level 4	Taking initiative to help without being asked Volunteering for classroom responsibilities Being a good role model for peers Leading by example in group activities Linked to the reward chart in classrooms	Star of the Week Progress Award Awarded once a term by the Senior Leadership Team	Star of the Week Progress Award Awarded once a term by the Senior Leadership Team
Level 5	Significant Academic, Personal or Extra-Curricular Achievement	Roll of Honour Pre-Prep Superhero	Roll of Honour

Negative consequences (Sanctions)

When a sanction is considered, staff consider any Special Educational Needs the child may have. The underlying causes of disruptive or inappropriate behaviour are considered in close consultation with other staff, the child's parents, the Head Teacher, the Head of Learning Success and any outside agencies who may be working with the child.

Alleyn's Oakfield understands that teachers need to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a negative consequence (sanction) on that pupil.

Sanctions must never humiliate or frighten children.

Sanction		Years EYFS-2	Years 3-6
Level 1	Talking, distracting others Low level behaviour Leaving their desk Talking whilst the teacher is talking Shouting out Slow to/ failure to complete work (taking account of any SEND learning needs)	Verbal reminder	Verbal or non-verbal reminder on the chart
Level 2	Continued talking Continued low level behaviour Refusal to follow instructions	Warning and reflective conversation	Warning verbal, and name on the chart
Level 3	Continuous Level 2 behaviour Consistently low effort despite interventions from the teacher Purposely ignoring instructions Refusal to co-operate Speaking inappropriately to a teacher Making unkind comments towards others Deliberately attempting to distract others	Name moved to raincloud <ul style="list-style-type: none"> • Five minutes reflection time with sand timer • EYFS reflection time to be during continuous provision • KS1 reflection time during break time. Children to remain with form tutor. • Children given a reminder of the incorrect behaviour they displayed and to think about what they should do next time. 	Yellow Card <ul style="list-style-type: none"> • Five minutes reflection time with a member of staff. • Children given a reminder of the incorrect behaviour they displayed and to think about what they should do next time. • Restorative conversation to take place if behaviour was directed towards another individual with a member of SLT. • Behaviour logged on Engage • Parents are informed of the behaviour by

		<ul style="list-style-type: none"> • Restorative conversation to take place if behaviour was directed towards another individual. • Behaviour logged on Engage • Parents are informed of the behaviour by the end of the day (face to face or via phone call) <p>If children move to the raincloud x3 per half term the form tutor is to have a supportive behaviour conversation with parents (& SENCO where appropriate).</p>	<p>the form tutor at the end of the day (face to face or via phone call)</p> <p>If children receive x3 yellow cards per half term the form tutor is to have a supportive behaviour conversation with parents (& SENCO where appropriate).</p>
Level 4	<p>Persistent disruptive/unkind behaviour after moving to the raincloud/ yellow card has been issued. Deliberate acts of violence towards others which cause or could cause hurt Swearing Deliberately damaging property Racist, homophobic/ discriminatory behaviour or name calling Stealing. All dependent on age and circumstances.</p>	<p>Name moved to the thundercloud</p> <ul style="list-style-type: none"> • Children to miss their entire morning or afternoon break (this depends on the time behaviour occurred) with the DSL, Head of Pre-Prep or Deputy Head. • Behaviour logged on Engage • DSL, Head of Pre-Prep or Deputy Head to contact parents by the end of the day. <p>If children move to the thundercloud x3 within a half term a formal meeting between the parents, DSL, Head of Pre-Prep or Deputy Head will take place.</p>	<p>Red Card</p> <ul style="list-style-type: none"> • Children to miss their entire morning or afternoon break (this depends on the time behaviour occurred) with the DSL, Head of Pre-Prep or Deputy Head. • Behaviour logged on Engage • DSL, Head of Pre-Prep or Deputy Head to contact parents by the end of the day. <p>If children receive x3 red cards within a half term a formal meeting between the parents, DSL, Head of Pre-Prep or Deputy Head will take place.</p> <p>Circumstance dependent this will be transferred to</p>

		Circumstance dependent this will be transferred to My Concern as a Safeguarding Issue	My Concern as a Safeguarding Issue
Level 5	Deliberately compromising the safety of other children Violence towards a teacher Deliberate violence towards another child or children which causes injury Swearing at a member of staff Vandalism e.g. extreme damage to school property / toilets Verbal threats made to staff Drugs / solvents Carrying weapons Leaving school without permission Stealing Continued racist, homophobic or discriminatory behaviour (All dependent on age, stage of development, SEND and circumstances.)	Internal Exclusion at the discretion of the Head	Internal Exclusion at the discretion of the Head
Level 6	Continuous level 5 behaviour	School considers fixed term suspension in line with the Fixed Period and Permanent Exclusions Policy	School considers fixed term suspension in line with the Fixed Period and Permanent Exclusions Policy

Procedural Guidelines for Staff

In all cases where sanctions are issued, pupils will be asked to reflect on their behaviour and consider ways they could have acted differently. Staff will investigate the circumstances of all incidents and consider any other difficulties the child may be experiencing.

Some extreme cases may be straightforward: should a child be found to be using or in possession of a mobile phone whilst in school, staff have the right to confiscate the mobile phone for the duration of the school day. Should the child be involved in any malicious or bullying behaviour using the mobile phone, then the Head and/or DSL has the right to look at the contents of the mobile phone to establish the truth and form a plan of action as a way forward. This includes child on child abuse.

For incidents of suspected or evident bullying, including cyberbullying and prejudice-based bullying and child on child abuse, please see the Anti-Bullying and Harmful Peer Relations (Child on Child Abuse) Policy.

Whole School Procedures when there is Concern about a Child's Behaviour

Staff Meetings and Training

Pupils who show patterns of concerning behaviour will be discussed by the whole staff during staff meetings. During this section of the meeting, staff will seek to find out the circumstances which bring about certain behaviours. The aim of this discussion is to find solutions to worrying or unacceptable behaviours by thinking through problems as a group and sharing suggestions for positive change with strategies that can be consistently applied.

Alleyn's Oakfield acknowledges that pupils displaying challenging behaviour need guidance and support, and their behaviour may be the result of other factors in their lives. The discussion held will be objective and will also consider the child's specific strengths, which could be further encouraged to motivate positive changes.

This policy is discussed with new staff as part of their induction. Support for staff in developing their behaviour management skills may be identified and offered as part of the annual Performance Review process or whole-staff training may be delivered as CPD in staff meetings or INSET.

Mentoring

Children may be assigned a member of staff as a mentor. Weekly appointments are made for the child to discuss any issues they may need or want to talk about. The role of the mentor is to be an available point of contact if the child is finding an aspect of school or home life difficult. If safeguarding issues arise during a mentoring session, these must be reported in line with the guidelines outlined in the Safeguarding and Child Protection Policy.

Timetable Monitoring

A child may be issued with a timetable chart with targets set for sections of the school day. Rewards may be built into various points in the school day. This could also take the form of a self-monitoring chart, whereby the pupil is asked to reflect on his/her own behaviour during each session using a rating scale. The aim is to help the child match the

teacher's rating scale for that lesson. Self-monitoring is used to help pupils to develop greater self-awareness and to take responsibility for their own actions and behaviour.

Managing Transitions

Transitions between year groups for certain pupils will be managed carefully in consultation with parents, future teachers and outside agencies. Year 6 and other transitions to future schools are conducted with a high level of involvement from the Head and Learning Success Team in liaison with the SEND department at the new school. Transitions into Alleyn's Oakfield are supported by induction visits/days and a buddying system for new pupils. If needed, pupils will be added to nurture groups to facilitate friendships – these are run by the Learning Success team.

All safeguarding records are transferred to new schools/settings and records from receiving schools/settings are requested, as outlined in the Safeguarding Policy. Records containing academic and other information is also sent and requested when children join or leave the school.

CPHSE

The CPSHE curriculum and is an opportunity to teach skills such as emotional literacy, conflict resolution, teamwork and social interaction.

Concerning Behaviour

Where concerning behaviour continues, the pupil may be referred to the Head of Learning Success who will work with the class teacher to develop an appropriate Individual Behaviour Plan which will also be discussed with the Head, the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary, parents will be asked to seek help from outside agencies.

If the school considers that the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, then the school Safeguarding and Child Protection Policy will be followed. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and at this point will decide if a multi-agency assessment is necessary or some other external assessment and support.

Corporal Punishment (physical punishment)

No member of staff must in **any way** physically chastise a child, neither must physical punishment ever be threatened. This applies at all times, including offsite, residential education, after school clubs, breakfast clubs and holiday clubs. This total ban on physical punishment also extends to any persons responsible for pupils who are not members of Alleyn's Oakfield staff such as volunteers, students, contractors, self-employed staff, agency staff, employees of third parties.

Physical Intervention (PI)

Physical intervention is permitted but only under the following circumstances:

- To avert immediate danger of personal injury to any member of the school community, including the child concerned
- To avert an immediate danger to the property of, any person (including the child themselves)
- Staff training in PI is covered in regular face-to-face Safeguarding training
- Key points of staff training are:
 - ❖ Use your voice first: verbal instructions should be given before and during any physical intervention
 - ❖ **Only use force necessary to resolve a situation:** this should be the minimum force required, lasting for the shortest practicable time to achieve a resolution
 - ❖ **Do not retaliate:** retaliation exceeds the authorisation to intervene and can be seen as assault
 - ❖ **Key points to remember:** hold a child above a joint to minimise the risk of injury; never pull a child's hair; avoid contact with any intimate part of the child's body
 - ❖ **Alley's Oakfield does not allow or condone the use of force as a punishment**
- Staff should use the Physical Intervention Record Sheet – see Appendix 2 of this policy -, to record any incidents where physical restraint is used.
- Parents will be informed by the Head, or a senior member of staff , on the same day, or as soon as reasonably practicable, if physical restraint has been used
- See also Alley's Oakfield's Restraints and Use of Reasonable Force policy

Monitoring and sharing information

The information is recorded in the Behaviour Tracker on Engage or on MyConcern as described above and records the following information:

1. Pupil's name, class and year group
2. If the pupil has any learning or physical needs (SEND)
3. Nature and date of the issue
4. Which staff member(s) dealt with the issue
5. The sanction imposed
6. Follow up actions needed and by whom

The Behaviour Tracker and associated Record of Sanctions are kept on the school's Engage. Both are reviewed every half term by the Head of Learning Success and the Head.

Governors are made aware of any serious behaviour incidents and associated sanctions at the termly Junior Schools' Governors Meetings. Between meetings they receive communication from the Head about isolated or ongoing incidents, as necessary. The Form Teacher gets an alert if a Purple or Yellow Card has been issued, so that patterns can be quickly identified.

Issues are followed up with staff involved and patterns are observed. Incidents are also logged on MyConcern if there are any safeguarding issues in accordance with the Safeguarding & Child Protection Policy.

This policy is shared with staff after the annual review takes place or whenever other amendments are made, so that they are informed of the requirements of the policy and their responsibilities.

Involving Parents

In keeping with the aims of Alleyn's Oakfield, parents are encouraged to take an active part in the life of the school. Establishing trusting relationships allows parents and school staff to work closely together in partnership to foster positive behaviour in the children.

Alleyn's Oakfield operates an 'open door' policy and parents are always welcome to make an appointment to speak to the Head or a member of staff.

Searching and Confiscation (see Restraints and Use of Reasonable Force Policy)

If the Head or members of staff authorised by her have reasonable grounds to suspect that a pupil may have a prohibited item, they have the right to search for and confiscate prohibited items without consent. Prohibited items include the following:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phone
- Any article that has been or is likely to be used to commit an offence or to cause personal injury to, or damage the property of, any person (including the pupil).

If a search in these circumstances using reasonable force takes place without the pupil's consent, it should be undertaken by a member of staff of the same gender as the pupil. A second adult should also be present as a witness.

Items banned under the school rules will be returned to the pupil at the end of the day and parents will be informed and requested to ensure that such items are not brought to school again.

The following prohibited items will be disposed of by the school:

- Alcohol
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. (See the Safeguarding & Child Protection Policy for more information)

The following prohibited items will be handed to the police:

- Illegal drugs
- Stolen items
- Knives, weapons or items which are evident of an offence

In all cases parents will be informed.

Under common law, school staff also have the authority to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Exclusions

Also see the School's Policy on Fixed Period and Permanent Exclusions.

In serious cases, a fixed period of exclusion may be used as a sanction by the Head. In such cases, the Head will communicate with the parents and the staff that an exclusion has taken place in accordance with the school's policy on Fixed Period and Permanent Exclusions. The school will continue to provide remote education in the case of a fixed-term exclusion.

At the end of the exclusion period, a follow up meeting will take place with the Head of Learning Success, the Head and the parents to consider ways forward and the successful reintegration of the child with the focus being on forgiveness and reconciliation.

A pupil may be permanently excluded at any time if the Head is reasonably satisfied that the conduct of the pupil or parent (whether on or off School premises and in or out of term-time) has been significantly prejudicial to good order or school discipline or to the reputation of the School, or if for some other reason the continued presence of the pupil or parent is incompatible with the interests of the School. The Head will inform parents of the decision to exclude their child permanently.

Parents who seek to appeal against the decision of the Head about a permanent exclusion should refer to the procedure in the School's Policy on Fixed Period and Permanent Exclusions.

Safeguarding

Any concerns raised about how a member of staff has acted will always be taken seriously and will be addressed as outlined in the school Safeguarding & Child Protection Policy.

APPENDIX 1

Behaviours Associated with Specific Learning Difficulties

The following guidance is intended to support teachers in employing appropriate strategies to support pupils with specific learning difficulties whilst implementing the behaviour policy. The Head of Learning Success will continually liaise with teachers, parents and outside agencies, to provide ongoing support for pupils within the classroom setting. The school will always consider what the law allows when working with pupils with SEND.

Autistic Children:

Autistic children often exhibit behaviours that may differ from neurotypical children due to the way they process sensory information, communicate, and experience the world. These behaviours are not “bad” or “wrong” — they are expressions of a different neurotype.

Repetitive Behaviours (Stimming)

- **Examples:** Hand-flapping, rocking, spinning, repeating words or phrases (echolalia)
- **Why it happens:** Often self-soothing or a way to regulate sensory input, emotions, or stress

Meltdowns

- **Meltdowns:** Intense emotional outbursts due to sensory overload, stress, or frustration
- **Shutdowns:** Withdrawal, becoming nonverbal or unresponsive, often from the same causes as meltdowns

These are not tantrums — they are not manipulative but expressions of being overwhelmed; this is their only way to communicate this distress

Use of inappropriate, tone, volume or register with adults- this is not rudeness, rather a difficulty understanding social conventions and social nuances.

Dyslexic Children may have:

- Poor listening skills
- Poor short-term memory, resulting in apparent disregard for instructions
- Literal interpretation of language resulting in inappropriate responses
- Word finding difficulties, resulting in slow responses which lack fluency
- Difficulty finishing work
- Difficulty staying on task

Strategies:

Chunking instructions
Presenting information visually as well as verbally
Teaching memory strategies
Check back at each stage
List instructions on a small whiteboard
Continually review good listening skills

Give more time for responses
Be sensitive to what has been misunderstood

Dyspraxic children may have:

- Poor muscle tone resulting in fidgeting

Low stimulus levels, necessitating regular movements and postural changes

- *These present as: unnecessary fiddling, tapping, flicking rocking, humming and even chanting*
- Take longer to complete work
- *Be easily distracted*
- Find it difficult to return to a task once concentration has been broken □ Find copying from the board extremely difficult

Strategies

Specific instructions on good listening, reward praise and encourage as appropriate

Seating advice from an occupational therapist

Regular movement breaks

Having only essential items for the task on the desk

Be seated away from distractions

Setting a baseline for a given behaviour, then setting targets with the child to reduce occurrences below the baseline Occupational Therapy

List instructions on a small whiteboard

Language Impaired Children may:

- Not understand instructions, resulting in apparent disregard
- Have literal interpretation of language, resulting in inappropriate responses
- May be slow to respond to questions
- Misunderstand social situations and respond inappropriately
- Have a poor understanding of cause and effect

Strategies:

Simplify instructions

Avoid the use of figurative language

Use visual resources and visual cues to reinforce concepts

Explicitly teach the meaning of common idioms

Pupils with ADD/ADHD may:

- Act impulsively
- Fiddle, fidget, and move around excessively
- Have poor attention and listening
- Have difficulty staying on task

Strategies

As short period of 'time out'

Occupational therapy calming exercises

Self-monitoring chart

Movement/learning breaks

APPENDIX 2

Alleyn's Oakfield

Physical Intervention (PI) Record Sheet

Date of incident:	Where incident took place:	
Child's Name:		Class:
Name of adult using PI:	Signature:	
Name of witness:	Signature:	
Actions of child that prompted the need for PI:		
Actions taken by teacher/adult (including type of PI used):		
Duration of PI:		
Record of any injury/distress:		
<ul style="list-style-type: none"> • Complete this sheet as soon as possible after the incident • Seek advice from a senior colleague when completing this sheet. Return this sheet to the Prep or Pre Prep office immediately upon completion • Parents/carers are informed on the same day as the incident or as soon as reasonably practicable • These record sheets are numbered and kept in the PI record file in the Head's office or Head of Pre Prep's office as appropriate 		

