POLICY – Behaviour and Relationships Policy - Positive Behaviour Support (PBS)

Education

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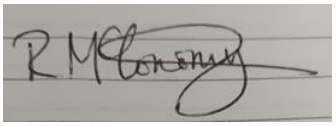
Approval Date	Feb 2026 (Updated 30.09.2026)
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Date: September 2026

Andrew Sutherland/Rob McConomy/Mark Hazlehurst

Representative, Proprietor - Cambian Group /Regional Lead/ Headteacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech Group Limited – Cambian. Oakwood is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college. The Headteacher of Oakwood School is Mark Hazlehurst.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services, at Oakwood School this is Ofsted.
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Oakwood School is an independent specialist day school providing education for children and young people aged 5–16 with Social, Emotional and Mental Health (SEMH) needs. The school operates within the Cambian Group. Oakwood School serves a small, highly specialised cohort of learners who typically present with complex SEMH needs, often alongside attachment difficulties, autism spectrum conditions, a history of trauma, and challenging behaviour. Many pupils have experienced significant disruption to their education, including placement breakdowns and negative prior experiences of schooling. Most learners are placed through Local Authorities, and the majority have an Education, Health and Care Plan (EHCP).

The school's ethos is shaped by Cambian's core values of Engage, Empower, Aspire, Achieve and Excel, with a clear moral purpose to help every learner reach their personal best, however that may be defined for them. Oakwood's vision is to raise confidence and self-esteem through inspiring, personalised learning experiences, enabling pupils to develop resilience, independence and ambition, and to make a positive contribution to their communities

Oakwood School provides a specialist, child-centred learning environment for pupils who have previously struggled to access education. Through high expectations, compassionate practice and a commitment to inclusion, the school supports learners to rebuild their confidence, re-engage with learning and progress academically, socially and emotionally at a pace that is right for them.

2. Purpose

This policy applies to Oakwood School and sets out the principles, expectations and strategies used to promote positive behaviour, emotional regulation and positive relationships for pupils with Social, Emotional and Mental Health (SEMH) needs.
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It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables Oakwood School to meet its statutory duties, uphold safeguarding responsibilities, comply with data protection requirements and maintain high-quality provision that supports pupils' behaviour, wellbeing and readiness to learn.

It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A–C.

4. Legal and Regulatory Context

Oakwood School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in Appendices A–C, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

5. Positive Behaviour Support (PBS) — Definition

Positive Behaviour Support (PBS) is a proactive, evidence-informed framework that focuses on understanding the underlying reasons for behaviour and creating supportive environments in which learners can thrive. PBS places the learner at the centre and aims to improve quality of life, develop skills, and reduce behaviours of concern through preventative, relational and strengths-based approaches.

Core principles include:

- Understanding behaviour as communication
- Preventative and proactive strategies
- Teaching functional/self-regulation and communication skills
- Individualised planning with learner voice and family collaboration
- Consistency, relational practice and trauma-responsive approaches
- Reduction and robust oversight of restrictive practices
- Quality-of-life-centred outcomes

PBS supports each site to maintain positive, safe and inclusive learning environments for learners under and over 18.

6. Positive Behaviour Support Model

Our approach is relational and grounded in PBS. We recognise that behaviour is a form of communication; learners are shaped by relationships and contexts, and our best lever for change is a consistent, trusted adult relationship.

Universal expectations drawn from relational practice:

- **Behaviour is something to interpret.** We are curious about need, not blame.
- **Relationships lead practice.** Most "management" is through connection, predictability and co-regulated calm.
- **Boundaries keep everyone safe.** Limits are clear, consistent and fair.
- **Rules are co-created where appropriate.** They are adapted for access and need.
- **Consequences are restorative and educational.** We repair harm and build skills.
- **Environment and relationships are key.** We adjust context before we attribute intent.
- **Effectiveness is measured by wellbeing and participation.** We track what improves daily experience and access to learning.

7. Oakwood School Behaviour Support Plan (SELFIE)

Intent:

A Behaviour Support Plan or "Selfie" for children with Social, Emotional, and Mental Health (SEMH) needs at Oakwood School serves several important purposes:

1. **Individualized Support**: It provides tailored therapeutic, trauma informed, strategies and interventions based on the specific needs and challenges of the child, helping them navigate their emotions and behaviours.
2. **Positive Behaviour Promotion**: The plan focuses on encouraging positive behaviours and developing social skills, allowing the child to engage more effectively in the learning environment.
3. **Crisis Management**: It includes strategies for managing challenging behaviours and preventing potential crises, ensuring a safer environment for both the child and their peers.
4. **Collaboration**: A SELFIE fosters collaboration between teachers, parents, and specialists, creating a unified approach to support the child and promote consistency in responses to behaviours.
5. **Tracking Progress**: The plan allows for monitoring the child's progress over time, helping educators adjust strategies as needed and celebrate improvements.
6. **Emotional Well-being:** Ultimately, the SELFIE aims to enhance the child's emotional well-being, contributing to their overall development and academic success.

Overall, a SELFIE is essential in creating an inclusive educational environment where children with SEMH needs can thrive in a Trauma informed centre.

*** Annex - Blank SELFIE – Please see last page for details**

7a. The 3-Pillar Progress Framework & Non-Punitive Practice

Oakwood School operates a trauma-informed, diagnostic approach to tracking student engagement. Every lesson, students are scored from 1 to 5 across three distinct domains: 1. Regulation & Readiness, 2. Effort & Attitude, and 3. Learning Progress, generating a total Reward Score out of 15.

7b - The Core Principle of Non-Retaliation Reward Scores are clinical indicators of a student's nervous system state and cognitive availability at a specific point in time.

They are designed to measure resilience and celebrate small victories.

Under no circumstances are these scores to be linked to traditional, punitive privilege loss. No Deductions: Points are accumulated positively; they are never "lost," deducted, or docked as a punishment for dysregulation.

Protection of Enriched Activities: Enriched sessions, Friday afternoon clubs, trips, or earned privileges cannot be stripped away due to a low Reward Score. Shame Prevention: Isolating a student or removing social rewards based on a low score triggers deep shame and actively worsens the trauma response.

Low scores (specifically the Care & Connection Tier) must be treated strictly as a clinical signal that the child required maximum safety, coregulation, and pastoral support on that day.

7b.1 - The Resilience Reward (Bronze Tier) Staff must actively champion the Bronze Tier (7–9 Points). This tier recognizes the profound effort required by trauma-impacted children to maintain safety while highly dysregulated. For example, a student scoring 2 (Charging Up) + 4 (Determined) + 2 (Exploring Baseline) = 8 Points will receive the same baseline positive reinforcement as a student in the Silver Tier. This explicitly rewards the internal resilience required to try one's best during emotional distress.

Oakwood School adopts a trauma-informed relational model as the foundation for promoting positive behaviour, emotional regulation and wellbeing. This approach recognises that many pupils have experienced adverse childhood experiences, trauma, disrupted attachments and negative prior educational experiences, which can significantly affect behaviour, emotional development and readiness to learn.

The model is underpinned by principles of safety, trust, consistency, empathy and relational repair.

The trauma-informed model aligns closely with Oakwood School's ethos of being **nurturing, inclusive and child-centred**. The school's learner population predominantly presents with **Social, Emotional and Mental Health (SEMH) needs**, often linked to trauma and attachment disruption.

This model supports the belief that:

- Behaviour is a **form of communication**

- Understanding the *function* of behaviour is essential
- Positive outcomes are achieved through **relationships before compliance**

The approach enables pupils to feel safe, understood and supported, creating the conditions in which learning and positive behaviour can flourish.

The trauma-informed model is implemented consistently across the school through:

- **Predictable routines and structures** that promote safety and reduce anxiety
- **Visible consistency in adult responses**, expectations and language
- A focus on **co-regulation**, where adults support pupils to regulate emotions before expecting self-regulation
- Emotionally attuned strategies, including calm verbal and non-verbal communication
- Use of individual behaviour support plans informed by pupils' needs, triggers and regulation strategies
- A clear emphasis on **repair and restoration** following incidents, supporting pupils to reflect, rebuild relationships and learn from experiences

Staff draw from a shared **toolkit of trauma-informed strategies** rather than punitive or sanction-led responses.

All staff at Oakwood School receive **training** appropriate to their role. This includes:

- Ongoing refresher training at planned intervals
- Training focused on attachment, regulation, de-escalation and relational approaches, PACE, Emotion Coaching and reflective practice

Staff are supported through **supervision, mentoring and reflective practice**, enabling them to maintain emotionally responsive, consistent and professional practice.

The consistent application of the trauma-informed model is monitored through:

- Learning walks and classroom observations
- Behaviour incident reviews and reflective discussions
- Coaching and professional dialogue
- Review of individual support plans and outcomes

This ensures that practice remains aligned to the school's ethos and that staff are supported to implement the model with fidelity.

Pupils are supported to develop an understanding of emotions, behaviour and relationships through regular, developmentally appropriate dialogue. Their views are considered when reviewing behaviour support strategies.

Parents and carers are engaged through:

- Regular communication and review meetings
- Clear explanation of the school's trauma-informed approach
- Collaboration around consistent strategies between home and school

This partnership approach supports shared understanding and consistency for pupils.

8. General Expectations

We set high expectations for all learners while recognising that some learners have specific needs. Expectations apply at all times on site and when representing the site off-site or out of hours. We:

- Encourage a positive attitude to learning within a safe, calm environment.
- Promote high expectations and enable learners to become independent, responsible learners.
- Build respect for the community and environment.
- Use clear, consistent routines and systems to support development and ensure health, safety and wellbeing.
- Expect staff to model the behaviours, attitudes and habits we teach.

When behaviour falls below expectations, every interaction is an intervention. We maintain connection, use positive recognition, and support learners to regulate and re-engage.

Consistent routines include: start/end of day; transitions; assemblies/unstructured time; PE/activity times; movement around the site; breaks and lunchtimes.

Oakwood School places a strong emphasis on consistent, predictable routines to promote emotional safety, regulation and positive behaviour. Routines are deliberately designed to reduce anxiety, support transitions and enable pupils to engage positively with learning and social experiences.

Site Routines and Visible Consistencies

Consistent routines are embedded across the school day, including:

- **Start of Day**
  - Calm, welcoming meet-and-greet by familiar adults
  - Clear expectations shared verbally and, where appropriate, visually
  - Structured transition into learning activities

- **End of Day**
  - Supported reflection on the day's successes
  - Predictable routines for packing up, transitions and handover
  - Clear communication about next steps to reduce uncertainty

- **Transitions**
  - Adult-led transitions with clear signalling and preparation time
  - Reduced movement where appropriate to support regulation
  - Flexibility for pupils requiring transitional support

- **Assemblies and Unstructured Time**
  - Expectations taught and revisited regularly

    - Adjustments made for pupils who may find larger groups or noise challenging
    - Alternative or supported arrangements where needed
    - Thrive interventions are undertaken by Alex Williams as appropriate and based upon need.

- **PE and Activity Times**
    - Clear explanation of rules and routines before activities begin
    - Emphasis on participation, effort and emotional regulation rather than competition
    - Use of trusted staff to support engagement and behaviour

- **Movement Around the Site**
    - Calm, adult-modelled movement between areas
    - Clear expectations for conduct in corridors and shared spaces
    - Increased supervision at key times of day

- **Breaks and Lunchtimes**
    - Structured choices to support positive play and interaction
    - High staff presence and predictable routines
    - Regulation support available for pupils who may struggle during unstructured time

Teaching, Practising and Reinforcing Expectations

Our expectations are organised around our Three Pillars:

Be Safe • Be Ready • Be Kind

These expectations apply to all pupils aged 5–16, are adapted to meet individual needs, and are supported through consistent adult guidance.

Be Safe

Pupils are supported to:

- Keep themselves and others physically safe
- Use equipment, spaces, and resources as intended
- Follow adult guidance, especially during transitions and unstructured times
- Use calm strategies and ask for help when feeling overwhelmed
- Stay within agreed boundaries in classrooms, corridors, and outdoor areas

We recognise that some pupils may need support to regulate emotions and impulses. Adults actively support pupils to maintain safety through co-regulation, reassurance, and clear, predictable routines.

Be Ready

Pupils are supported to:

- Arrive at lessons and activities
- Follow routines and classroom expectations with adult support (adapted based on SEMH needs)
- Engage in learning in a way that is appropriate for them

- Try their best, even when learning feels challenging
- Accept help, prompts, and encouragement from adults

Being ready looks different for different pupils. Adults adapt expectations, provide scaffolding, and celebrate small steps towards readiness and engagement.

Be Kind

Pupils are supported to:

- Speak to adults and peers using respectful words and actions with regular reminders
- Show care for others, including listening and taking turns
- Look after school property and shared spaces
- Accept differences and recognise that everyone is learning
- Repair relationships after difficulties, with adult support

Kindness includes being kind to yourself. Pupils are taught that mistakes are part of learning and that relationships can be repaired.

When Expectations Are Not Met

At Oakwood School:

- Behaviour is viewed as communication
- Pupils are supported to understand what went wrong and why
- Adults prioritise de-escalation, reassurance, and relational repair
- Consequences are purposeful, proportionate, and focused on learning
- Pupils are helped to reflect, reset, and try again

Sanctions are never used in a way that shames or humiliates. Support plans, adjustments, and additional teaching are provided when needed.

Positive behaviour expectations at Oakwood School are explicitly taught, practised and reinforced across all phases of education.

- **Expectations are:**
  - Explained using clear, simple and consistent language
  - Modelled by adults at all times
  - Practised through routines, role-play and guided support
- **Staff reinforce expectations by:**
  - Providing calm, immediate feedback
  - Recognising effort, progress and positive behaviour
  - Using relational repair rather than punitive responses when expectations are not met
- **Expectations are revisited:**
  - At the start of the school year and when pupils join the school
  - Following incidents or changes in routine
  - In response to individual pupil needs or progress

This consistent approach supports pupils to understand what is expected of them, feel safe within clear boundaries, and develop increasing independence and self-regulation over time. We recognise all our pupils are on a journey and are

developing their understanding of what is and isn't appropriate for school and we will continue to dynamically support our young people with adapted plans and appropriate risk assessments in line with EHCP needs and the SEND Code of Practice.

9. Teaching and Promoting Positive Behaviour

We teach behaviour like any other part of the curriculum. Staff act as "stress detectives"—curious about *why* and *why now*—and use co-regulation to help learners build self-regulation.

We will:

- Teach and rehearse prosocial skills (communication, problem-solving, emotional literacy).
- Use anticipatory strategies (visuals, structure, choice, sensory/environmental adjustments).
- Offer regulation opportunities and safe spaces.
- Provide targeted and personalised supports where needed.
- Use positive recognition that is meaningful, equitable and dignified.

At Oakwood School, proactive strategies are used consistently to promote positive behaviour, emotional regulation and social development. These approaches are rooted in trauma-informed practice and tailored to the needs of individual pupils.

Recognition and Reward Systems

Positive Recognition and Reward System

Oakwood School uses a **structured, flexible positive recognition system** to acknowledge effort, progress and positive choices. The system is designed to motivate pupils, build self-esteem and reinforce pro-social behaviours, while remaining **equitable, individualised and psychologically safe** for learners with SEMH needs. Recognition is based on **consistent encouragement, clear expectations and relational practice**, rather than compliance alone.

Recognition Points (Out of 5)

Pupils earn **Recognition Points**, scored **out of 5**, across the school day. Expectations for earning points are **set individually**, taking into account each pupil's age, developmental stage, SEMH needs, starting point and current targets.

- A score of **5** represents the pupil meeting *their personalised expectations* for that session or period
- Lower scores do not indicate failure, but highlight where further support, teaching or regulation may be needed
- Pupils have regular opportunities to reset and earn points again

Recognition Points focus on **progress and effort**, not perfection.

Recognition Points May Be Awarded For:

- Positive engagement with learning activities
- Effort, perseverance and trying again

- Using emotional regulation strategies with or without support
- Kindness, cooperation and respectful interactions
- Making positive choices following adult support or relational repair

Key Principles of the Points System

- Points are awarded **frequently and immediately**
- Adults provide **clear verbal feedback**, explaining what the pupil did well and why points were earned
- Points are **individualised** and reflect personal goals rather than comparison with others
- Points are **never removed** or taken away as a punishment
- The system is used to **teach and reinforce skills**, not to control behaviour

Weekly Recognition Levels (Friday Rewards)

Recognition Points are totalled weekly. On **Friday**, pupils can access different **reward opportunities** based on the level they achieve. These are presented as choice-based experiences and are adjusted to meet pupils' emotional and sensory needs.
The weekly levels are:

- **Bronze**
- **Silver**
- **Gold**
- **Platinum**

Each level offers a range of **age-appropriate and meaningful opportunities**, such as:

- Additional preferred activities
- Extra time with a chosen activity or resource
- Group or individual reward experiences
- Privileges agreed with staff

Pupils are supported to understand that each level represents **progress**, and expectations are matched to individual needs so all learners can experience success.

Cashing In Points

In addition to weekly recognition levels, pupils may also **cash in points** for agreed rewards. These rewards are:

- Chosen collaboratively with pupils
- Matched to interests, motivation and regulation needs
- Reviewed regularly to ensure they remain meaningful

This approach supports **intrinsic motivation**, autonomy and positive decision-making.

Head Teacher Award

The **Head Teacher Award** recognises **significant achievement, personal growth or sustained progress** and is awarded at the discretion of the Head Teacher.
Head Teacher Awards may be given for:

- Sustained positive behaviour over time
- Demonstrating resilience or emotional regulation in challenging situations
- Making exceptional effort or progress
- Consistently exemplifying the school's pillars:
  Be Safe • Be Ready • Be Kind

Presentation of Awards

All recognition is delivered in a way that:

- Is **dignified** and avoids embarrassment
- Takes account of individual emotional needs and preferences
- Reinforces pride, self-worth and a sense of achievement

Recognition may include:

- Certificates
- Verbal acknowledgement
- Individual or small-group celebration
- Other agreed forms of praise

▯ **Bronze**	○ **Silver**	▯ **Gold**	💎 **Platinum**
I tried	**I kept going**	**I did really well**	**I showed amazing progress**
I gave effort with support	I stayed engaged most of the time	I made positive choices	I worked towards my goals independently or with minimal support
I used help when I needed it	I tried regulation strategies	I showed kindness and cooperation	I showed resilience and emotional control
I followed my expectations some of the time	I followed my expectations most of the time	I followed my expectations well	I exceeded my expectations

Equity and Inclusion

All recognition systems at Oakwood School are underpinned by a strong commitment to **equity**. This means:

- Rewards are not competitive
- Pupils are not compared against each other
- Success is measured as **progress relative to individual capacity**

Systems are reviewed and adapted to ensure they do not inadvertently disadvantage pupils with trauma, anxiety or regulation difficulties.

Review and Consistency

Staff apply recognition systems consistently and thoughtfully, supported by professional dialogue and reflective practice. Recognition strategies are reviewed as part of:

- Individual support planning
- Behaviour support plan reviews
- Whole-school quality assurance processes

This ensures recognition remains purposeful, inclusive and aligned with the school's trauma-informed ethos.

Structured Programmes and Tools

Oakwood School uses structured, developmentally appropriate approaches to support emotional regulation and social understanding, which may include:

- Emotional literacy and regulation teaching embedded within the curriculum
- Thrive Sessions and Drawing and Talking Sessions
- Small-group or individual social skills sessions, focusing on communication, turn-taking, problem-solving and repair
- Visual supports, emotion scales and regulation tools to help pupils identify and manage feelings
- Targeted interventions linked to individual behaviour support plans and EHCP outcomes

These approaches are adapted to pupils' age, developmental stage and emotional readiness, ensuring relevance and consistency.

Targeted and Personalised Support

Where pupils require additional support, the school provides targeted and personalised interventions, which may include:

- Individual behaviour support plans
- Increased adult support or key adult allocation
- Adjusted routines, timetables or expectations
- Access to calm spaces or regulation breaks

Supports are reviewed regularly and adjusted in response to pupils' progress and changing needs.

Multi-Agency Coordination and Planning

Positive behaviour support at Oakwood School is strengthened through close collaboration between the education team and the wider multi-agency network.

- Planning and review involve:
  - Teaching staff
  - Senior leaders
  - Therapists or specialist professionals where applicable
  - Local Authority representatives linked to EHCPs
- Information is shared appropriately to ensure:
  - Consistency of approach across education and care
  - Alignment between therapeutic strategies and classroom practice
  - A shared understanding of pupils' needs, triggers and progress

This joined-up approach ensures that behaviour support is coherent, responsive and centred on the whole child.

10. Behaviour as Learning: Connection Before Correction

Regulation precedes reasoning. We prioritise connection before correction, then scaffold reflection and problem-solving. We use restorative conversations to help learners understand impact and make amends.

Core restorative questions:

1. What happened?
2. What were you thinking/feeling at the time?

3. Who has been affected and how?
4. What can we do to make things right?

As part of **restore and repair**, amends may be verbal, written, symbolic or practical.

- **Timetabling and Oversight**
  Restorative practice is embedded within the school day and used **as close to the incident as possible**, once the learner is regulated. Initial restorative conversations are usually facilitated by the **key adult or class teacher**, with more complex or repeated incidents supported and overseen by **Alex Williams, Thrive Practitioner and Trauma-Informed Lead**. Where appropriate, restorative work may be timetabled into pastoral sessions or individual support time to allow space for reflection and repair.

- **Learner Voice and Choice**
  Learners' voice is central to restorative practice. Pupils are supported to express their views in ways that feel safe and achievable for them, including verbal discussion, visuals, written reflection or supported alternatives. Learners are actively involved in identifying appropriate amends and next steps, ensuring that outcomes are meaningful, proportionate and achievable. Their views are recorded and used to inform ongoing support and behaviour planning.

- **Involvement of Parents, Carers and Guardians**
  Where appropriate and in line with the nature of the incident, parents/carers/guardians are informed of restorative work and outcomes. This may include sharing the approach used, the agreed amends and strategies to support consistency between home and school. **Alex Williams, as Thrive Practitioner and Trauma-Informed Lead**, may support communication with families to ensure understanding of the trauma-informed and restorative approach being used.

11. Logical Consequences

Consequences are protective (safety and rights of others) and/or educational (learning for next time). They are logical, proportionate, dignified and time-limited, and they run alongside relational support and skill-building.

Protective consequences may include:

- Increased adult support/ratios or adjusted timetable.
- Access to outside space or alternative/differentiated teaching space.

- Supported movement during high-stress contexts.
- In rare cases, short-term removal from specific activities while protective measures are put in place.
- *(All protective measures pair with education and repair.)*

Educational consequences may include:

- Completing or re-doing work impacted by behaviour.
- Rehearsal/modelling of prosocial alternatives.
- Practical repairs where appropriate (fix/clean, help to restore).
- Reflect-repair-restore activities to understand impact and make amends.

Illustrative table

Behaviour (examples)	Possible consequences/outcomes (examples)
Lower-impact (calling out, distracting, refusal	Co-regulation with a trusted adult; acknowledgement of feelings; reflective conversation; curiosity about “why/why now”; plan for next time; brief educational task.
Medium-impact behaviours	Increased adult support; structured restorative process; incident logged; review of support strategies; modification of routines or environment; targeted intervention; parental communication where appropriate.
Higher-impact (bullying, discriminatory conduct, significant deliberate damage)	**SLT notified**; restorative process; incident recorded; parents/carers/guardians informed; outcome personalised to need, severity and response; timetable adjustments and reintegration plan as required.

Thresholds and Decision-Making

- Thresholds are determined by considering:
  - Impact, not just intent
  - Frequency and pattern of behaviour
  - Risk to self or others
  - Pupil’s emotional state, trauma history and ability to regulate
- Movement between thresholds is not automatic or punitive; decisions are always made on an individual, contextual and needs-led basis.

Authorisation of Outcomes and Consistency

- Class teachers and key adults may implement responses to lower-impact behaviours and lead restorative conversations.
- Senior Leadership Team (SLT) involvement is required for higher-impact behaviours or where behaviour presents a safeguarding concern.
- Outcomes such as timetable adjustments, extended support planning or significant sanctions must be authorised by the Head Teacher or SLT delegate.

Consistency is assured through:

- Use of this policy and shared behaviour thresholds
- Professional dialogue and moderation via team meetings
- Oversight of incident records and behaviour data
- Support and guidance from Alex Williams, Thrive Practitioner and Trauma-Informed Lead, to ensure responses remain aligned with trauma-informed practice

At all stages, the focus remains on learning, repair and reintegration, supporting pupils to understand impact, rebuild relationships and develop the skills needed for positive behaviour over time.

12. Supporting Those Harmed

When someone is harmed (physically or emotionally), we ensure safety, provide first aid/medical support where required, escalate in line with the Safeguarding and Child Protection Policy, and offer timely relational support. We reduce guilt/anxiety through reassurance, and we make support offers explicit and easy to access.

Examples of additional support that may be offered include:

Immediate emotional and relational support

- A calm, trusted adult staying with the learner or staff member until they feel settled.
- Reassurance that they are safe, believed, and not at fault for having a stress response.
- Quiet, low-stimulus space to recover emotionally or physically.
- Normalising feelings ("It makes sense you felt scared/angry/worried — you're not alone.").

Practical safety and wellbeing support

- Arranging for a familiar adult to accompany the person back into routine when they are ready.
- Providing comfort items, sensory tools or grounding strategies.
- Adjusting the timetable or environment temporarily to promote a sense of safety.

Communication and reflection (when appropriate)

- Offering a supportive check-in once regulated ("How are you feeling now? What would help?").
- Helping them put their experience into words using non-leading, trauma-aware language.
- Giving space to express feelings through writing, drawing or supported conversation.

Repairing relationships

- Facilitated restorative conversation when appropriate and only if the learner is ready.
- Clear reassurance that relationships remain intact and that adults are committed to repair.

Coordination with the wider support network

- Contacting parents/carers/guardians to offer reassurance and outline support provided.
- Making internal referrals to pastoral, wellbeing or mental health support teams.
- Engaging therapeutic, clinical or multi-agency professionals if patterns or needs emerge.

Follow-up and ongoing support

- Checking in later the same day and during subsequent days if needed.
- Updating personalised plans or risk assessments to reduce the likelihood of recurrence.
- Ensuring staff wellbeing support is offered where incidents have been distressing.

Escalation

When thresholds for escalation are met — for example, when there is immediate risk, significant distress, or indicators of a safeguarding concern — staff follow the 'Safeguarding and Child Protection' Policy. Escalation is always used to increase safety and support, never as a disciplinary response. Help is requested early, communication is clear, and the learner remains at the centre of our decision-making. Once safe, we follow up with appropriate support, recording and review to ensure learning and prevention.

When escalation thresholds are met, Oakwood School draws on a range of internal support roles to increase safety and provide timely, appropriate support. These include:

- Head Teacher and Senior Leadership Team (SLT)
- Designated Safeguarding Lead (DSL) / Designated Safeguarding Person (DSP) in line with Cambian Group arrangements
- Alex Williams – Thrive Practitioner and Trauma-Informed Lead, supporting regulation, emotional wellbeing and restorative follow-up
- Teaching staff and key adults who know the learner well

Regulation and Quiet Spaces

Pupils are supported to regulate in designated calm and quiet spaces within the school environment. These spaces are:

- Clearly identified and risk assessed
- Staffed or supervised according to individual need
- Used proactively to reduce distress and support emotional regulation

Access to these spaces is flexible and responsive, supporting pupils to regain calm before reflection or problem-solving is attempted.

Communication with Parents/Carers/Guardians

Following escalation, parents/carers/guardians are informed where appropriate, in line with safeguarding guidance and the nature of the incident. Communication:

- Is timely, clear and factual
- Focuses on safety, support provided and next steps
- Is led by the Head Teacher, DSL or delegated senior member of staff
- Reflects the school's trauma-informed and restorative approach

Ongoing communication is used to support consistency between home and school where this is in the best interests of the learner.

Follow-Up and Referral Routes

Once immediate risk has reduced, follow-up support may include:

- Review or update of individual behaviour and support plans
- Thrive-informed or therapeutic input
- Liaison with Local Authority services in Shropshire, including emotional wellbeing or mental health services, where appropriate and through agreed referral pathways
- Continued monitoring and review to support learning, prevention and reintegration

All actions are recorded in line with Cambian policies and reviewed to ensure appropriate safeguards remain in place.

Policy Reference

All escalation procedures must be read in conjunction with the Cambian Safeguarding and Child Protection Policy, which outlines reporting procedures, escalation routes and statutory responsibilities.

13. Risk Assessment and Positive Behaviour Support Plans

We use dynamic and formal risk assessment to anticipate stressors and agree strategies that keep everyone safe and learning. Plans identify early signs of dysregulation, effective responses, roles, and escalation/withdrawal strategies. Plans are co-produced with the learner (where possible) and with families/carers and relevant professionals.

At Oakwood School, both dynamic and formal risk assessment are used to support safety, emotional regulation and learning.

- **Templates and Responsibility**

- Formal plans are recorded using Cambian risk assessment and support planning templates, including individual risk assessments and behaviour/support plans where required.
- These are completed by the class teacher or key adult who knows the learner well, with input from Alex Williams, Thrive Practitioner and Trauma-Informed Lead, and other relevant staff/professionals as appropriate.
- Dynamic risk assessment is used by all staff throughout the school day to respond flexibly to changing circumstances, in line with agreed plans.

- **Review, Oversight and Storage**
  - Plans are reviewed regularly and additionally following incidents, escalation, or a change in need.
  - Oversight is provided by the Senior Leadership Team (SLT) to ensure consistency, proportionality and alignment with trauma-informed practice.
  - All plans are stored securely in accordance with Cambian data protection requirements and are accessible to relevant staff to ensure consistency of response.

- **Links to SEND and Multi-Agency Processes**
  - Where applicable, plans link directly to Education, Health and Care Plans (EHCPs) and identified outcomes.
  - Planning is informed by, and shared with, the multi-agency network as appropriate, including Local Authority professionals and therapeutic services.
  - This ensures a coordinated approach that aligns educational, behavioural and wellbeing strategies across settings.

- **Policy Reference**
  - All risk assessment and planning processes must be read alongside the Risk Assessment and Risk Management in Care Policy, which sets out the overarching framework for identifying, managing and reviewing risk at Oakwood School.

14. Reducing Restrictive Interventions / Restraint & Seclusion

Our approach is grounded in Positive Behaviour Support (PBS) and trauma-responsive, relational practice. We know that learners thrive when they feel safe, understood and connected, and that most behaviour of concern can be prevented through proactive planning, trusting relationships and consistent, predictable environments.

Restrictive practices/interventions/restraint & seclusion are **only ever used as an absolute last resort**, and only when all other reasonable options have been tried or considered and immediate harm cannot be prevented in any other way. They are not a routine strategy, not a behaviour management tool, and not a response to refusal,

non-compliance or expressions of distress. Their sole purpose is to keep a learner or others safe in situations of imminent and significant risk.

Any restrictive practices/interventions/restraint & seclusion must be the least restrictive option available, used for the shortest possible time, carried out by staff who are trained, authorised and confident in trauma-responsive practice, and ended as soon as the risk reduces.

Sites record, review and analyse every incident to ensure learning leads to the ongoing reduction of restrictive practices across the organisation. This reflective culture is essential to safe, ethical practice.

Physical intervention is rare, an absolute last resort, and used only to prevent harm, protect rights, or maintain safety. Any intervention must be necessary, proportionate, and time-limited, with continuous attempts to reduce intervention through de-escalation and co-regulation.

All incidents are recorded promptly, reported to the Headteacher/Principal, reviewed for learning, and followed by support for all involved. The long-term aim is always increased self-regulation and the reduction of restrictive interventions / restraint and seclusion practices

- **Approved Training and Refresh Cycles**

  All staff who may be involved in restrictive practices or physical intervention receive training through Pillars, the Cambian-approved training provider. Training is delivered in line with Cambian Group requirements, with regular refreshers to ensure staff remain confident, competent and aligned with trauma-responsive practice**.**

- **Local Policy and Procedure**

  Practice at Oakwood School is governed by Cambian Group policies, including the Restrictive Physical Intervention / Positive Behaviour Support procedures, which are stored within the school's policy framework and made accessible to all staff. These procedures must be read alongside the Risk Assessment and Risk Management in Care Policy and Safeguarding and Child Protection Policy.

- **Recording, Notification and Timescales**

  All incidents involving restrictive intervention are recorded promptly using the Behaviour Watch system.
  The Head Teacher is notified of every incident.
  Parents/carers/guardians are informed as soon as reasonably practicable following the incident, in line with Cambian guidance and the local procedure.

- **Post-Incident Review and Debrief**

- Every incident is followed by a post-incident review, focused on learning, reflection and prevention.
- Learners are supported through restorative debrief and emotional regulation once they are calm.
- Staff involved are offered a reflective debrief, supported by senior leaders and, where appropriate, Alex Williams (Thrive Practitioner and Trauma-Informed Lead).
- Incident data is reviewed by SLT and Regional Lead to identify patterns, inform training needs and support the ongoing reduction of restrictive practices.
- This local approach ensures that restrictive interventions remain rare, ethical, proportionate and continually reduced, with learning embedded into practice across the school

14a. Restrictive Physical Intervention

The school is committed to a Positive Behaviour Support (PBS), relational and trauma-informed approach that prioritises prevention, de-escalation, co-regulation and therapeutic support. Restrictive physical intervention is only used as a last resort when there is an immediate risk of harm to the pupil, other pupils, staff members, or where there is a risk of serious property damage.

The school uses PILLARS approach to behaviour support and restrictive intervention. Physical interventions are always undertaken in accordance with the principles of necessity, proportionality, reasonableness and least restriction. Any intervention must be for the shortest time necessary to reduce the immediate risk and restore safety.

Only staff who have received approved training, together with regular refresher training and competency assessment, may use restrictive physical interventions. Staff are additionally trained in trauma-informed practice, Positive Behaviour Support, de-escalation techniques and relational approaches to behaviour management.

Every incident involving restrictive physical intervention is recorded in behaviour watch, reported to senior leaders, reviewed for learning and oversight, and monitored to identify patterns, support needs and opportunities to further reduce restrictive practices. Parents/carers will be informed in accordance with school procedures and safeguarding requirements.

Where a pupil presents a foreseeable risk of behaviours that may require restrictive intervention, appropriate risk assessments, Behaviour Support Plans and individualised support strategies will be developed and reviewed regularly. The school's aim is always to reduce the frequency, duration and intensity of restrictive

interventions through proactive support, therapeutic relationships and the development of pupils' self-regulation skills.

The school follows the principles contained within Department for Education guidance on the use of reasonable force in schools and promotes a culture where restrictive practices are minimised and used only where absolutely necessary to maintain safety

15. Screening, Searching and Confiscation

To maintain a safe and predictable learning environment, staff may act to prevent harm, protect the wellbeing of learners and uphold site expectations. Screening, searching and confiscation are permitted safety measures and must always be carried out in a way that is lawful, necessary, proportionate, respectful and trauma-responsive.

Any search or confiscation is approached calmly, with clear communication, and with attention to the learner's dignity and emotional safety. High-value, prohibited or inappropriate items are handled sensitively, with timely communication to parents/carers/guardians and clear arrangements for return or secure storage.

Where possible, staff use relational approaches and conversation first. Searches are only undertaken when justified, and by staff who understand the correct procedures for the nation in which the site operates.

National Guidance (England)

Searches and confiscation at Oakwood School are carried out in line with statutory guidance for schools in England, as referenced in Appendix A–C of this policy (including *Searching, Screening and Confiscation: Advice for Schools*, DfE). Staff are expected to be familiar with the legal framework applicable in England.

Authorisation, Conduct and Recording

- Searches may only be authorised and conducted by the Head Teacher or delegated senior staff, in line with Cambian Group policy.
- Wherever possible, searches are carried out by two members of staff, with at least one witness present, and by staff of the same sex as the learner unless an immediate risk requires otherwise.
- All searches and confiscations are recorded promptly, including the reason, outcome and any follow-up actions, using the school's agreed recording systems and in accordance with safeguarding procedures.

Prohibited and Banned Items

Prohibited items include, but are not limited to:

- Weapons or items that could cause harm
- Illegal substances, alcohol or drugs
- Stolen items
- \Items causing or likely to cause disruption, distress or harm

Site-specific banned items may also include:

- Vapes, e-cigarettes or related paraphernalia
- Lighters and matches
- Inappropriate or harmful electronic devices or content
- Any item identified through risk assessment as unsafe for individual learners

Return, Storage and Communication

- Confiscated items are stored securely on site.
- Arrangements for return, disposal or retention are determined by the nature of the item, safeguarding considerations and statutory guidance.
- Parents/carers/guardians are informed in a timely manner, with clear information about the reason for confiscation and next steps.
- Where required, items may be returned directly to parents/carers rather than to the learner.

16. Suspension / Exclusion

Suspension / Exclusion is a last-resort safety measure used only when other proportionate, preventative and restorative responses have been tried or would not keep people safe. Decisions are evidence-based, necessary and time-limited, with clear communication to Learners and families, and suitable education arrangements maintained. We apply PBS throughout—exploring triggers, adapting environments, and agreeing regulation strategies—and, where suspension / exclusion occurs, we plan for reintegration that restores relationships, strengthens support and protects learning access (including SEN considerations).

 Before suspension or exclusion is considered, staff must evidence that proportionate, preventative and restorative alternatives have been attempted or carefully considered, unless immediate safety cannot be maintained. These include:

- Review and implementation of Positive Behaviour Support (PBS) plans and individual risk assessments
- Environmental adjustments (e.g. reduced demands, adapted timetables, quiet/regulation spaces)
- Time-bound protective measures, such as increased staffing ratios, short-term timetable modifications or supervised regulation breaks
- Enhanced co-regulation and relational repair, including restorative conversations
- Targeted support from staff possibly including: Alex Williams (Thrive Practitioner and Trauma-Informed Lead) and senior staff
- Multi-agency consultation where appropriate, including consideration of EHCP outcomes and SEND requirements

These measures are reviewed for effectiveness, and learning from each step informs next actions.

Policy Reference

All decisions and processes relating to suspension or exclusion must be read in conjunction with the Cambian Suspension / Exclusion Policy, which sets out

statutory requirements, decision-making authority, education continuity arrangements and reintegration expectations.

17. Recording, Reporting and Data

We record significant behaviour incidents, restrictive interventions, discriminatory incidents, and safeguarding concerns promptly and accurately. Data is used to:

- Identify patterns and triggers;
- Assess equity and disproportionality;
- Inform personalised plans and site-wide improvements;
- Provide assurance to leaders and governors/trustees.

Oakwood School records behaviour and safeguarding information using Behaviour Watch, the school's agreed incident recording and monitoring system. This system is used to log:

- Significant behaviour incidents
- Restrictive interventions
- Discriminatory or prejudice-based incidents
- Safeguarding concerns

Recording Responsibilities, Timeframes and Quality Checks

- The member of staff involved in, or witnessing, the incident is responsible for completing the initial record on Behaviour Watch.
- Records are completed as soon as practicable, and always within the same working day wherever possible.
- Senior Leadership Team (SLT) and the Head Teacher review incident records to ensure accuracy, proportionality and consistency.
- Behaviour and safeguarding data is routinely monitored to check quality, identify patterns and ensure appropriate follow-up actions.

Notification and Escalation Routes

- Head Teacher: Notified of all significant incidents, restrictive interventions and safeguarding concerns.
- SLT: Have oversight of behaviour trends, repeat incidents and support planning.
- Regional Lead: Is able to review all incidents via behaviour watch
- Parents/carers/guardians: Informed in a timely and appropriate manner, in line with the nature of the incident
- Local Authorities / Commissioners: Notified where required through agreed reporting and contractual routes, particularly for safeguarding concerns, restrictive interventions or incidents linked to EHCPs.

Use of Data and Assurance

Behaviour Watch data is analysed to:

- Identify trends, triggers and unmet needs
- Monitor equity and potential disproportionality
- Inform individual behaviour support and risk management plans

- Support site-wide improvement and assurance to leaders and governance structures

Data Protection, Privacy and Retention

All records are managed in line with Cambian data protection, confidentiality and record-retention policies. Access to Behaviour Watch is restricted to authorised staff only, and information is stored securely and retained in accordance with statutory and organisational requirements.

18. Data Insight, Learning Reviews and Improvement (Universal)

Leaders undertake regular reviews of behaviour data, incident reports, and stakeholder feedback to evaluate impact and drive improvement. Post-incident reviews focus on learning and prevention, not blame. Findings inform training, environment adjustments, curriculum, and planning.

Meeting Structures and Review Cycles

Leaders at Oakwood School undertake regular, structured reviews to evaluate behaviour practice and outcomes. These include:

- Weekly or fortnightly SLT reviews, where behaviour data, Behaviour Watch reports, safeguarding incidents and restrictive interventions are considered.
- Post-incident reviews, led by SLT and supported by Alex Williams (Thrive Practitioner and Trauma-Informed Lead), focusing on learning, prevention and support needs.
- Planned staff meetings and supervision, where emerging themes, pupil needs and practice adjustments are discussed.

Reviews focus on patterns, triggers, equity, effectiveness of support strategies and the impact of trauma-informed and PBS approaches.

Action Tracking and Quality Assurance (QA)

Actions arising from reviews are:

- Clearly identified and assigned to named staff or leaders
- Time-bound and linked to individual pupils, staff development or environmental change
- Revisited through ongoing QA cycles, including learning walks, incident audits, reflective supervision and follow-up data review

This ensures that learning from incidents leads to sustained improvement rather than one-off responses.

Governance and Assurance

Assurance is provided to Cambian governance structures through:

- Regular reporting from school leadership on behaviour trends, safeguarding, restrictive interventions and improvements
- Regional Lead monitoring of Dylos and KPI systems
- Analysis of Behaviour Watch data and audit findings
- Evidence of training, staff support and reduction strategies

- National QA governance oversight checks on Safeguarding, incident review and behaviour trends

This structured oversight ensures leaders and governance have confidence that behaviour practice at Oakwood School remains safe, ethical, consistent and continually improving, with learners' wellbeing and outcomes at its core.

19. Roles and Responsibilities

Headteacher/Principal

- Leads and sets the tone for PBS and relational practice.
- Ensures training, supervision and resourcing.
- Oversees local adaptations and compliance.
- Authorises high-level decisions (e.g., protective measures) in line with national frameworks.

Senior Leadership Team (SLT)

- Implements and monitors this policy.
- Oversees personalised planning and risk.
- Supports staff wellbeing and professional judgement.
- Engages families and the multi-agency team.

Teachers and Staff Team

- Apply PBS and relational practice consistently.
- Teach, model and rehearse prosocial skills.
- Record incidents accurately and on time.
- Co-produce and review learner plans with the education team and multi-agency team.

Learners

- Engage with learning, practise strategies, and participate in restore and repair processes.
- Share their views on what helps them feel safe, regulated and included.

Parents/Carers/Guardians and Professionals

- Collaborate with the site; share relevant information.
- Participate in planning and reviews to support consistency across contexts.

Regional Education Lead

- Monitoring behaviour data, interventions and outcomes at a regional level
- Providing challenge, guidance and support to school leaders
- Supporting quality assurance activity and improvement planning

Managing Director of Education:

- Ensuring compliance with statutory requirements, regulatory expectations and Cambian policy
- Setting strategic direction for behaviour, inclusion and SEND across education services
- Reviewing assurance reports and outcomes relating to behaviour, safeguarding and restraint reduction
- Supporting continuous improvement and system-wide learning

20. Inclusion, Equity and Additional Needs

We will always endeavour to understand behaviour, support wellbeing, and make **reasonable adjustments** to enable progress and engagement. Many behaviours reflect underlying communication, sensory, medical or neurodevelopmental needs. We integrate PBS with the **SEN** processes and with multi-agency support to ensure learners' needs are met.

Our aim is to help learners return to their **window of tolerance**, so they can connect, learn and thrive.

- Positive Behaviour Support (PBS) at Oakwood School is fully integrated with the school's **SEND processes**. Behaviour support plans, risk assessments and PBS strategies are aligned to **Education, Health and Care Plans (EHCPs)** and identified outcomes. PBS is used as a practical mechanism to remove barriers to learning, support regulation and promote engagement, rather than as a standalone behaviour system. Where learners do not yet have an EHCP, PBS informs assessment, planning and review as part of graduated SEND support.
- Where required, the school works collaboratively with **multi-agency professionals** to support learner wellbeing and behaviour. This may include access to:
- Educational Psychology (EP)
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority SEND services
- Advice and recommendations from specialists are incorporated into PBS plans, risk assessments and curriculum adjustments to ensure a joined-up approach across education and wellbeing.

Reasonable adjustments are identified through:

- Ongoing assessment and observation
- PBS planning and incident review
- Input from learners, families/carers and professionals
- Review of EHCP outcomes and targets

Adjustments may include changes to environment, routines, curriculum delivery, staffing or expectations. All adjustments are **agreed collaboratively**, implemented consistently by staff, and **reviewed regularly** to assess impact. Adjustments are updated in response to learner progress, wellbeing or emerging need, ensuring support remains responsive and proportionate.

Through this integrated approach, Oakwood School ensures that PBS, SEND planning and multi-agency support work together to help learners return to their **window of tolerance**, enabling them to feel safe, connected and ready to learn.

21. Training and Professional Development (Universal)

All staff receive role-appropriate training in PBS, trauma-responsive and relational practice, de-escalation, restorative approaches, equality and inclusion, and recording/reporting standards. Training is inducted, refreshed, and quality-assured.

All staff at Oakwood School receive **role-appropriate training**, mapped and tracked in line with Cambian Group expectations. This includes:

- **Ongoing refresher training**, delivered at planned intervals, to ensure skills remain current and embedded in daily practice.
- **Physical Intervention training**, where applicable, delivered through **Pillars (Cambian-approved provider)** for staff whose roles require it, with mandatory refresh cycles in line with Cambian guidance.
- Additional targeted training identified through incident review, quality assurance activity or emerging learner needs.

Supervision, Coaching and Fidelity Checks
Staff practice is supported and sustained through:

- **Regular supervision and professional dialogue**, led by line managers and senior leaders
- Coaching and reflective support from **Alex Williams (Thrive Practitioner and Trauma-Informed Lead)** to strengthen trauma-informed and PBS-aligned practice
- Ongoing modelling and guidance from experienced staff

Fidelity to PBS and trauma-responsive approaches is quality assured through:

- Learning walks and observations
- Review of Behaviour Watch records and incident data
- Post-incident reviews focused on learning and prevention
- SLT oversight of training uptake, consistency and impact

22. Monitoring, Quality Assurance and Compliance

Compliance is monitored through learning walks, observation, record audits, incident analysis, stakeholder feedback and governance oversight. Findings inform targeted improvement.

Quality Assurance (QA) Schedule and Responsible Leads

Monitoring and QA at Oakwood School are undertaken through a **planned and cyclical programme** led by the **Head Teacher and Senior Leadership Team (SLT)**, with oversight from regional and organisational leaders. This includes:

- **Termly learning walks and focused observations** to review behaviour practice, PBS fidelity and trauma-responsive approaches.
- **Regular record audits** (including Behaviour Watch entries, risk assessments and plans) to check accuracy, timeliness and consistency.
- **Ongoing incident analysis** to identify patterns, triggers, equity and areas for improvement.
- **Stakeholder feedback** gathered from learners, staff and families, used to inform reflection and development.

Support and specialist oversight are provided by **the Head Teacher** with regional input where required from the **Regional Education Lead**.

Reporting and Governance Assurance

Outcomes from QA activity is summarised and reported through **Cambian governance and assurance structures**.

This includes:

- Regular leadership reports on behaviour trends, safeguarding, restrictive interventions and improvement actions.
- Review of headline data, emerging risks and evidence of impact.
- Assurance that statutory duties, corporate policy and best practice expectations are being met.

Findings inform targeted training, environmental adaptations, planning and policy review, ensuring continuous improvement and sustained compliance across the site.

23. Publishing and Communication

Owner: Headteacher/Principal (or delegated SLT lead).

This policy will be published to staff, learners (in accessible formats), and parents/carers/guardians, with versions appropriate to audience and reading age. Alternative formats will be provided on request to meet accessibility needs.

The policy is published on the school website and available in printed format for those who request it.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in England.

Working Together to Safeguard Children (Dec 2023)

- **Means:** Statutory multi-agency guidance on help, protection and child-centred practice for all school and under 18 FE provision.
- **Requires:** Effective multi-agency arrangements, timely referrals, lawful information sharing and clear safeguarding oversight that interfaces with behaviour/PBS.
- **Our stance:** Behaviour/PBS is delivered within a strong safeguarding culture that acts early and collaborates well.
- **Implementation example:** Local safeguarding pathway map with escalation routes; decision logs attached to behaviour incidents.
  Links: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (KCSIE) (in force 1 Sep 2025)

- **Means:** Statutory guidance for schools and colleges on safeguarding, safer recruitment and managing concerns for under-18s in any site.
- **Requires:** Up-to-date policies, DSL/Deputies, training/induction, early help processes and robust record-keeping that align with behaviour/PBS systems.
- **Our stance:** PBS is embedded within KCSIE-compliant systems, training and oversight.
- **Implementation example:** Annual DSL report to governance showing links between behaviour trends and safeguarding actions.
  Links: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)

- **Means:** Non-statutory DfE guidance for all school types and under 18 FE provision on designing and running behaviour systems.

- **Requires:** Behaviour curriculum, consistent routines, restorative responses, SEND-aware practice and transparent policy implementation.
- **Our stance:** We implement a PBS, trauma-responsive, restorative model with clear routines and relational practice.
- **Implementation example:** Behaviour policy with PBS principles; restore/repair flow; staff toolkit and coaching notes.
  Links: https://www.gov.uk/government/publications/behaviour-in-schools--2

School Suspensions and Permanent Exclusions (Aug 2024)

- **Means:** Statutory guidance on suspensions, permanent exclusions, duties to inform/educate and review processes.
- **Requires:** Lawful, proportionate decisions; timely notifications; suitable education from day 6; governance monitoring and data use.
- **Our stance:** Exclusion is a **last resort**; PBS planning, alternatives and reintegration are expected.
- **Implementation example:** Exclusion file with evidence of alternatives tried, decision rationale and reintegration plan.
  Links: https://www.gov.uk/government/publications/school-exclusion

Searching, Screening and Confiscation in Schools (Jul 2023)

- **Means:** Guidance on lawful, necessary and proportionate searching/screening powers and confiscation processes.
- **Requires:** Clear authorisation, witnessing/recording, respectful conduct, secure handling/return and family communication.
- **Our stance:** Use relational de-escalation first; search only when justified; maintain dignity and clear records.
- **Implementation example:** Search register capturing authoriser, witness, rationale, outcome and same-day contact.
  Links: https://www.gov.uk/government/publications/searching-screening-and-confiscation
-

Restrictive Interventions, including use of reasonable force, in schools (effective 1 Apr 2026)

- **Means:** New DfE framework that places “reasonable force” within restrictive interventions, strengthening prevention, recording and parental reporting.
- **Requires:** Last-resort, necessary and proportionate use only; detailed incident recording and prompt parental notification; continual reduction focus.
- **Our stance:** We reduce restrictive practices year-on-year; each incident triggers a learning review and plan update.
- **Implementation example:** Post-incident review template with environmental adjustments and strategy changes.
  Links: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

The Education (Independent School Standards) Regulations 2014

- **Means:** Legally binding standards for independent schools (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Fit-for-purpose behaviour/safeguarding policies, safe premises and compliant information/complaints handling.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped to Parts 1, 3, 7 and 8.
- **Implementation example:** Standards compliance matrix with evidence references and review dates.
  Links: https://www.legislation.gov.uk/uksi/2014/3283

Ofsted – Education Inspection Framework (Nov 2025)

- **Means:** Framework for inspection of non-association independent schools and FE & skills providers.
- **Requires:** Evidence of behaviour culture, personal development, safeguarding and leadership impact in triangulated form.
- **Our stance:** PBS impact is triangulated through data, learner voice and observation.
- **Implementation example:** Termly PBS dashboard feeding SEF and improvement plan.
  Links: https://www.gov.uk/government/publications/education-inspection-framework

SEND Code of Practice: 0 to 25 Years (updated Sep 2024)

- **Means:** Statutory guidance for SEND across **schools and FE**; graduated response, co-production and access arrangements.
- **Requires:** Personalised planning (incl. behaviour support), reasonable adjustments and review cycles linked to learning access.
- **Our stance:** Behaviour support is integrated with SEND processes and curriculum access.
- **Implementation example:** Joint behaviour/SEND plan with regulation strategies, environmental adaptations and review dates.
  Links: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

This policy will be reviewed by the Mark Hazlehurst - Headteacher every year. At every review, the policy will be approved by Rob McConomy, Regional Lead.
This policy will be due for renewal in September 2027.

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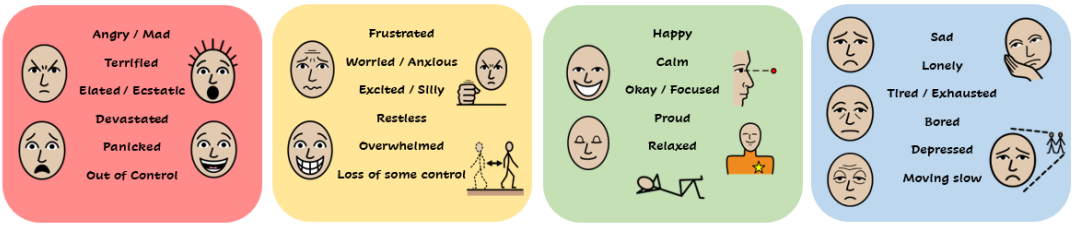

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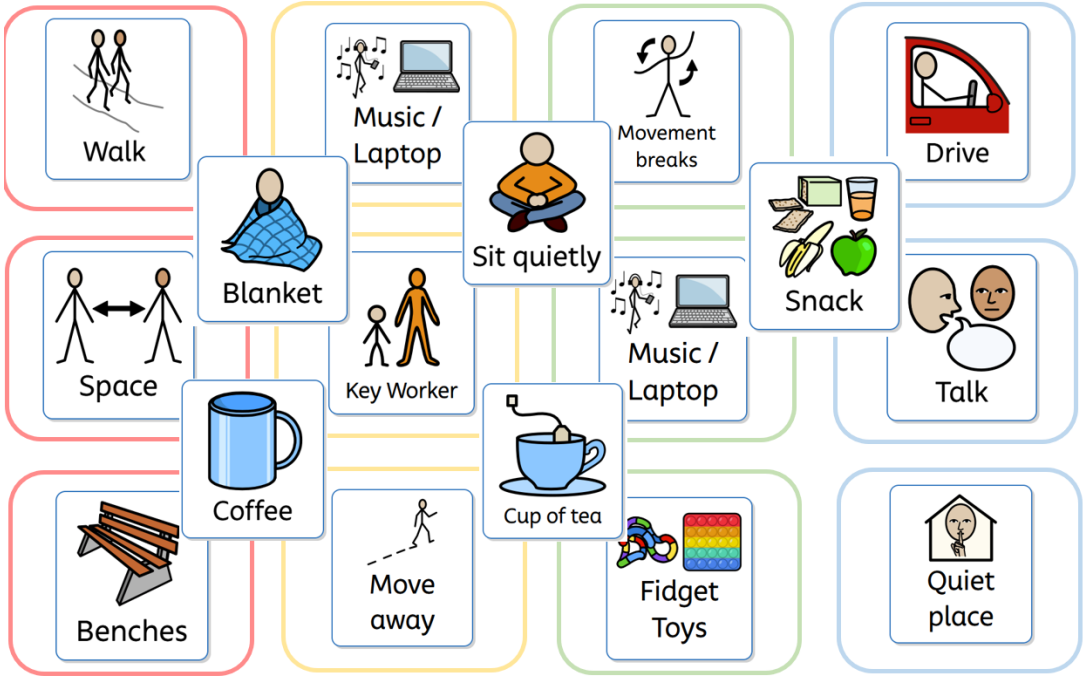
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