Oakmoor School Behaviour Policy

Please read the policy in conjunction with the following policies and documents: Trust Suspensions and permanent exclusions, mobile phone policy, safeguarding policy, SEND policy, uniform policy and the home school agreement.

1. Introduction

Our vision is for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives. Our mission is to create a vibrant, inclusive and aspirational school, which transforms life chances for students through excellent teaching and learning. The foundations of our mission are to create a strong sense of belonging through explicit use of our core values.

The intention of this document is to provide a clear framework for all stakeholders to uphold our high student behavioural expectations.

2. Core Principle

"Belonging to Oakmoor means we keep our hands, feet and unkind words to ourselves." This core principle guides all stakeholders to ensure that Oakmoor School is a safe, inclusive School where all students can reach their full potential.

Safeguarding is at the heart of our approach to behaviour. Behaviour may, in some circumstances, be an indicator that a student is experiencing harm, abuse, exploitation, unmet need or another safeguarding concern. Where behaviour raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy and consult the Designated Safeguarding Lead (DSL) as appropriate. Behavioural consequences may still be applied where appropriate, alongside safeguarding assessment, intervention and support. This does not mean that safeguarding concerns or additional needs automatically remove accountability for behaviour; rather, they inform how the school understands and responds to it.

3. Core Values

Ambition: We have high expectations not only for ourselves but also for our community, and work towards those goals with enthusiasm and perseverance.

Determination: Mistakes are learning opportunities. We never give up on our learning because when we work hard we achieve amazing results.

Excellence: Success is a journey not a destination. We focus on controlling the controllables and being the best versions of ourselves.

Integrity: We do the right thing because it is the right thing to do (especially when no one is watching). We are kind to everyone.

Kindness: We create a positive and supportive learning environment where students feel safe and valued. We show empathy and understanding towards all students, regardless of their background or abilities.

Respect: We treat others in our community as we wish to be treated through courtesy and professionalism. We always follow instructions: first time, every time.

4. Expected Behaviours

Our school community is expected to use our values every day. By combining our behaviour curriculum with our rewards programme, students are motivated to demonstrate the positive behaviours every day of every year.

4.1 Students will:

- Be ready to learn on arrival to school, every day.
- Keep their hands, feet and unkind words to themselves.
- Demonstrate each of our core values, every moment of every day.
- When an error of judgement is made, they will use our core values to reflect and move forward.
- Use kind and respectful language.
- Show consideration for others' personal space and property.
- Actively participate in learning activities.
- Support their peers and contribute positively to the school community.
- Be in their designated classroom, seated and ready to learn before the lesson bell rings.

4.2 Staff will:

- Embody and promote our core values (Ambition, Determination, Excellence, Integrity, Kindness, and Respect) in their interactions with students and colleagues.
- Use our values as a framework for praising and reinforcing positive behaviours:

    - Recognise and celebrate ***ambition*** when students set high goals for themselves.
    - Praise ***determination*** when students persevere through challenges.
    - Acknowledge ***excellence*** in both academic achievements and personal conduct.
    - Commend displays of ***integrity*** in students' actions and decisions.
    - Highlight and reward acts of ***kindness*** among students.
    - Appreciate and encourage ***respect***ful behaviour towards all members of the school community.
- Model respectful behaviour and language aligned with our values.
- Consistently enforce our behaviour policy, referring to our values when addressing misconduct.
- Provide clear expectations and boundaries, explaining how they relate to our school values.
- Support students in developing self-regulation skills by referencing our values and how they apply to various situations.
- Use our values as a basis for setting classroom norms and creating a positive learning environment.
- Incorporate discussions about our values into lessons and pastoral time to deepen students' understanding and application of these principles.

4.3 Parents/Carers will:

- Reinforce the school's behaviour policy at home.
- Embrace our values and support their children's education through consistent use of our core values.
- Support our clear expectations and boundaries, explaining how they relate to our school values.
- Communicate respectfully with school staff.
- Support their child's learning and development.
- Attend school events and parent-teacher meetings.

5. Rewards and Recognition

Our school uses a tiered achievement system to recognise and celebrate students whose character consistently reflects our core values:

Value	Bronze	Silver	Gold	
Ambition				
Determination				

Excellence				End of Year award
Integrity				
Kindness				
Respect				

- Students receive badges for each level achieved:
    - Bronze = 20 points for the relevant value
    - Silver = 40 points for the relevant value
    - Gold = 60 points for the relevant value
- Those who reach gold level for all six values during the academic year receive a special End-of-Year award and badge.
- The expectation is that all students will strive to achieve five end of year awards within their time with us.

Additional forms of recognition include:

- Verbal praise from staff.
- Postcards home.
- Certificates of achievement.
- Special responsibilities or privileges.
- Recognition in school assemblies or newsletters.

6. Consequences for negative behaviour

Our approach to negative behaviour uses a tiered system of consequences matched with appropriate interventions. This is designed to be fair, consistent and proportionate to the behaviour. Please refer to Appendix 1.

6.1 Classroom expectations: Reset – 40 - Removal

Reset

A reset is a verbal warning where the teacher will ensure there are no barriers to student progress in that lesson, whilst resetting behavioural expectations. This is an opportunity for the student to refocus on our values. This will help them present the positive behaviours we expect of them.

40-minute detention

If further negative behaviours are presented by the student, the 40 stage is reached – a 40 minute detention will be set. These detentions are held after school hours in the school

canteen. Students complete a reflection sheet, engage in assigned tasks, and may complete homework.

Removal - Lesson

If further negative behaviours are presented after the 40 stage has already been reached, a student will be removed from timetabled classes to spend three lessons in the reflection room.

To make this system clear, the Teacher will display the table below in their classroom.

Name	Reset	40	Removal
Student A			
Student B			

6.2 3 x Reset

We have three different types of Reset:

- Classroom reset
- Tutor reset
- Out of lesson reset

When a student reaches three resets of any type within five school days, a 40 minute detention is issued.

6.3 Removal – Wrong place, wrong time

At Oakmoor we allow five minutes for students to move to their next classroom. If a student is more than 2 minutes late, they receive a Removal – Wrong place, wrong time. They will spend three hours in the reflection room.

For example:

9:05 – End of Tutor bell
9:10 – End of lesson transition
9:12 – Student is late. Removal – Wrong place, wrong time

Where this is a repeated pattern of behaviour, we work with the student to understand the barriers they are facing. When we have staff capacity, we will support students by escorting and settling them into their timetabled lesson.

6.4 Removal – Uniform

Students who arrive to school wearing incorrect uniform can:

1. Borrow our spare uniform.
2. Contact home and ask a family member to bring a correct item.
3. Spend the school day in the reflection room.

Refusal to comply with reasonable instructions to resolve a uniform issue may result in further sanctions, which may include suspension where appropriate.

6.5 Serious negative behaviours (level 3 and 4)

When a negative behaviour of this level occurs, there are four possible consequences:

1. Twilight detention.
2. 5 lessons in our reflection room.
3. RESET day – Isolation with their Academic and Pastoral Leader.
4. Suspension.

Examples of level 3 and 4 negative behaviours are given in appendix 1. The final consequence is decided on a case by case basis and previous conduct of the student involved is taken into account.

7 Our whole school sanctions

7.1 Whole school 40 minute detention

Our whole school detentions take place in our dining room. They are held on Monday, Wednesday and Friday from 3:05 PM to 3:45 PM.

Some department specific detentions take place on a Thursday, in our dining room from 3:05 PM to 3:45PM.

In our 40-minute detentions students must complete a reflection sheet and a set activity. Once complete, students are encouraged to complete homework.

7.2 Twilight detentions

Our twilight detentions take place in our dining room. They are held on Monday, Wednesday and Friday from 3:05 PM to 4:15 PM.

In our twilight detentions students must complete a reflection sheet and a set activity. Once complete, students are encouraged to complete homework.

7.3 Reflection room

The Reflection room is a silent work area where students complete work set and are supported to reflect on any negative behaviours. The default time spent in the reflection room is 3 lessons.

Expectations in the reflection room are aligned with our classrooms. We use Reset Phone call Removal.

Golden opportunity

Each student is given a fortnightly golden opportunity, which means if they act with integrity and meet our expectations they only stay for 1 hour, rather than 3 hours.

Reset & Go

Some students require additional support to be successful in school. Where barriers to learning are genuine and specialist support is needed, we use **Reset & Go**.

Students on RESET & Go remain after school for up to one hour. They may leave once they are calm, regulated, and have completed the work or reflection tasks provided. The purpose of RESET & Go is to give students the additional support, structure, and guidance needed to help them be successful in school.

Reset & Go is an agreed support strategy for identified students and will be authorised by the relevant APL/SEND or senior leader.

Reset

This is a verbal warning where the teacher will ensure there are no barriers to students meeting our expectations. This is an opportunity for the student to refocus on our values to help present the positive behaviours we expect of them.

Phone call

If a student does not respond positively to Reset, a member of staff will make a phone call home. The purpose of this conversation is to work in partnership with families so that the student can become calm, make positive choices and demonstrate that they can complete their work with integrity. We believe that a supportive conversation with a family member can often help students to reset and be successful.

Removal

Where a student persistently fails to meet expectations in the Reflection Room, or is involved in a serious incident, they may be removed from the Reflection Room and a further consequence considered. This may include suspension where appropriate.

7.4 Reset day

In some circumstances, a student may be assigned a Reset Day. This is used when a student has been involved in a serious behavioural incident or where there has been a significant decline in positive behaviour over a sustained period.

The majority of the day is spent working with the Academic and Pastoral Leader. The purpose of the Reset Day is to provide time for reflection, identify any barriers to success and develop strategies to support improvement. Together, the student and Academic and Pastoral Leader will agree on a way forward and refocus on the positive behaviours expected at school.

7.5 Supervision with a senior member of staff

In some rare circumstances students will be isolated from their lessons and spend a fixed period of time with a senior member of staff.

8. Ready to Learn Criteria

At Oakmoor students must be ready to learn at 8:30.

Students must have:

- Full correct uniform
- Phone pouch
- Full pencil case with complete stationery
- A school bag

Consequence for not being ready to learn:

Where a student is not Ready to Learn, staff will first seek to resolve the issue wherever reasonably possible, for example through loaned equipment, uniform or a temporary phone pouch. Refusal to remedy the issue or circumstances where the student cannot meet the Ready to Learn requirements after reasonable support has been offered, may result in placement in the Reflection Room.

Please refer to our uniform policy for further information.

9. Support Systems

Oakmoor has high expectations for all students. We recognise, however, that some students may require reasonable adjustments or additional support in order to meet those expectations. In responding to behaviour, staff will consider relevant SEND, disability, medical, safeguarding and other individual needs, while maintaining the safety, learning and wellbeing of the wider school community.

Please see appendix 2. This links to our SEND and Inclusion policy.

10. Suspension and Permanent Exclusion

Please see the Trust policy for suspensions and exclusions.

Suspensions will be used for significantly unacceptable behaviour either as a one-off or for cumulative poor behaviour, perhaps climaxing in an unacceptable incident. There is not an exhaustive list of reasons for when a suspension may be applied but such negative behaviour might be:

- Physical assault (including coughing and spitting at someone).
- Verbal abuse.
- Threatening behaviour.
- Intimidating behaviour.
- Bullying.
- Racist abuse.
- Sexual misconduct.
- Carrying or using drugs and alcohol.
- Smoking or vaping.
- Damage/Vandalism.
- Theft.
- Persistent disruptive behaviour.
- Persistent defiance.

10.1 Reintegration from a suspension

The school implements a comprehensive reintegration strategy to support all students returning from a suspension.

10.1.2 Reintegration Process

The reintegration process aims to:

- Ensure the student understands the impact of their negative behaviour on our community and themselves.

- Provide necessary support to address underlying issues.
- Equip the student with strategies to manage their behaviour more effectively.
- Successfully transition the student back into the school environment.
- Prevent recurrence of the behaviours that led to the suspension.

10.1.3 Reintegration meeting

These are always held with students. We strongly advise parents to attend. As part of this meeting, we will:

- Set achievable targets for behaviour improvement.
- Review and implement additional support measures as required.
- Where appropriate develop a student education plan.
- Place the student on report to a senior member of staff.
- In some cases investigate a potential placement in on-site or off-site alternative provision for a fixed period.
- In some cases investigate the use of Offsite direction to another educational establishment.

11. Off-site Direction

The school may use off-site direction as an intervention strategy. This requires a student to attend another education setting.

Key aspects of off-site direction:

- It is a temporary measure used as part of a planned intervention.
- The governing board must comply with relevant regulations.
- Parents must be given clear information about the placement.
- The placement will be regularly reviewed.
- The goal is to support the student's reintegration to mainstream education.

12. Mobile Phones

We are a phone-free school. We use a lockable pouch system. Mobile phones, wireless earbuds, headphones and similar devices are not permitted for use during the school day. Please refer to the mobile phone policy for more detail.

The consequences for breaches of the mobile policy are:

First Breach

The device and pouch will be confiscated and parents/carers notified. The device will be stored securely and parents/carers will be required to collect the device.

Repeated Breaches:

• Students may be required to hand their phone into Reception each morning for an agreed period.

• Additional sanctions may be applied in line with the Behaviour Policy.

Refusal to Comply Students who refuse to surrender a device or refuse to comply with reasonable staff instructions will be removed from circulation while the matter is investigated.

Parents/carers will be contacted and further sanctions may be applied.

13. Addressing Online Behaviour Issues

The school's behavioural expectations extend to online behaviour where the conduct affects students or staff, disrupts the orderly running of the school, threatens another member of the school community, adversely affects the school's reputation, or raises a safeguarding concern. Online behaviour may be subject to school sanctions even where it occurs away from the school premises or outside the school day, where it falls within the circumstances in which the school is entitled to regulate student conduct.

Where online behaviour indicates possible abuse, exploitation, harmful sexual behaviour, sexual harassment, sharing of nude or semi-nude imagery, AI-generated or manipulated abusive imagery, threats, criminal behaviour or another safeguarding risk, the Child Protection and Safeguarding Policy will take precedence and the DSL will be informed.

13.1 Approach to Online Issues

When dealing with online behaviour issues, we:

- Work collaboratively with the child and parents.
- Discuss the incident in relation to our school values (Ambition, Determination, Excellence, Integrity, Kindness, and Respect).
- Help the child understand the impact of their online actions.
- Involve parents in developing strategies to prevent future incidents.
- Provide guidance on online safety.

- Educate students about responsible online behaviour.
- Offer resources to parents on monitoring and managing their child's online activities.
- Recommend contacting social media providers.
- Recommend reporting inappropriate content or negative behaviour to the platform owner.
- Guide families through the process of requesting content removal if necessary.

13.2 Advice on involving law enforcement

Where online behaviour may constitute a criminal offence or creates a significant safeguarding risk, the school will follow its safeguarding procedures, including liaison with or referral to the police, Children's Social Care or other relevant agencies where appropriate. The school will support students and families in reporting incidents and preserving relevant evidence where required.

14 Prohibited items, searching, screening and confiscation

Possession of any prohibited items, which includes but are by no means limited to:

- Knives or weapons.
- Alcohol or Illegal drugs.
- Stolen items.
- Anything smoking or vape related.
- Explosive devices.
- Fireworks.
- Pornographic or other age-inappropriate sexual material, subject to the safeguarding procedures applicable where such material involves or may involve children.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

For the purpose of the school's searching arrangements, mobile phones and smart devices held or used contrary to the Mobile Phone and Smart Device Policy are items which may be searched for in accordance with the school's published rules and statutory guidance.

14.1 Searching, screening and confiscation

- Searching, screening and confiscation will only be conducted in line with the DfE Guidance on Searching, Screening and Confiscation - Advice for Schools (July 2022).
- The school may require students to undergo screening where this is considered appropriate to support the safety and good order of the school.
- Screening may include the use of a hand-held metal detection wand and may take place without individual suspicion or consent, in accordance with DfE guidance.
- The use of a hand-held metal detection wand constitutes screening rather than a physical search of the student.
- Screening will be undertaken proportionately and with due regard to students' dignity, additional needs and any relevant safeguarding considerations.
- Students are expected to cooperate fully with any reasonable request to participate in a screening process. Refusal to cooperate may result in the student being removed from circulation, parents/carers being contacted, and further action being taken in accordance with this Behaviour Policy.
- Where screening indicates the possible presence of a prohibited item, an authorised member of staff may consider whether a search is appropriate and lawful in accordance with DfE guidance.
- Searches will be conducted respectfully, proportionately and with due regard for the student's dignity, age, additional needs and any relevant safeguarding considerations.
- The school may search for and confiscate any item prohibited by law, any item banned under this Behaviour Policy, or any item reasonably suspected of being intended for use in a way that could cause harm, disruption, intimidation or damage.
- Prohibited items may include, but are not limited to: weapons, knives, bladed articles, drugs, alcohol, stolen items, tobacco or vaping products, fireworks, laser pens, and any item which could be used to threaten, intimidate or injure others.
- Any prohibited or illegal items found may be confiscated, retained, destroyed or handed to the police as appropriate.

- Parents/carers will normally be informed where a search has taken place and/or prohibited items have been found, unless there is a safeguarding reason not to do so.
- Where a device may contain evidence relating to a safeguarding concern, abuse, exploitation, harmful sexual behaviour or criminal activity, staff will seek advice from the DSL or a senior leader before accessing or examining content, in accordance with the school's Child Protection and Safeguarding Policy.

15 How we deal with persistent unkindness

How We Respond to Unkindness

We are committed to ensuring that all students feel safe, respected, and valued. Where an investigation finds that a student has acted unkindly towards another student, the following graduated sanctions will apply:

- A confirmed incident of unkindness will result in an **L3 Unkindness Behaviour Log** and a **serious consequence,** determined in accordance with the sanctions set out in this policy.
- A second confirmed incident of unkindness directed towards the same student will result in a further **L3 Unkindness Behaviour Log** and a **serious consequence,** determined in accordance with the sanctions set out in this policy.
- Any subsequent confirmed incidents of unkindness towards the same student will result in an **L4 Behaviour Log**.
- Persistent or repeated unkindness towards the same student will be considered a serious behavioural concern and is likely to result in a **suspension**.

This graduated approach is intended for incidents appropriately categorised as unkindness. Behaviour which constitutes or may constitute bullying, discriminatory behaviour, harassment, sexual harassment, violence, child-on-child abuse or a safeguarding concern will be dealt with according to the nature and seriousness of the behaviour and will not need to progress through the stages below before a higher-level response is taken.

The nature of any serious consequence will be determined at the discretion of the student's **Academic and Pastoral Leader (APL)**, taking account of the circumstances, severity, and impact of the incident.

Where appropriate, the school will also use a range of interventions to support the student responsible for the unkindness. These interventions may include restorative approaches, mentoring, pastoral support, targeted behaviour monitoring, or other strategies designed to help the student develop more positive behaviours and relationships.

The school reserves the right to accelerate sanctions where the severity, impact, or nature of the unkindness warrants a more serious response. All incidents will be investigated thoroughly before any sanction is applied.

16. Analysis of behavioural information

The school will regularly analyse behaviour data, including suspensions, permanent exclusions, off-site directions, removals from lessons, detentions and other significant behaviour incidents. Where appropriate, this analysis will consider patterns relating to individual students and groups, including students with SEND, disadvantaged students and other potentially vulnerable groups.

Repeated removals, suspensions or significant changes in a student's behaviour will also be considered as potential indicators of unmet need or a safeguarding concern and may result in further assessment, support or intervention.

We do this to ensure that this policy is applied fairly and consistently, to identify patterns or disparities between groups of students and to ensure that appropriate support and intervention are put in place.

16.1 Behaviour recording

All behaviour incidents, both positive and negative, are recorded on our MIS (Management Information System) Arbor. This ensures a comprehensive and easily accessible record of each student's behaviour over time.

16.2 Positive Behaviours

Staff members record positive behaviours onto Arbor that align with our school values (Ambition, Determination, Excellence, Integrity, Kindness, and Respect). These may include:

- Exceptional effort in class.
- Acts of kindness.
- Demonstrating leadership.
- Showing resilience in face of challenges.

- Academic achievements.

16.3 Negative behaviours

Staff also record negative behaviours onto Arbor, which may include:

- Disruption in class through our RESET, 40, REMOVAL system.
- Failure to complete homework.
- Incidents of disrespect or unkindness.
- Disrespectful behaviour towards members of our community and environment.
- Example negative behaviours listed in appendix 1.

Each recorded incident includes details such as the date, time, location, staff member involved, and a description of the behaviour.

16.4 Analysis and Tracking

The data recorded in Arbor is regularly analysed by the Senior Leadership Team, Academic and Pastoral Leaders (APLs), and other relevant staff members. This analysis allows us to:

- Track individual student behaviour over time.
- Identify patterns or trends in behaviour across year groups or the whole school.
- Recognize students who consistently demonstrate positive behaviours.
- Identify students who may need additional support or intervention.
- Evaluate the effectiveness of behaviour management strategies.

16.5 Informing the Behaviour Curriculum

The insights gained from this analysis directly inform our behaviour curriculum, which is based on our school values and delivered through:

1. Daily Staff/Student Interactions:

- Staff use the data to tailor their approaches to individual students.
- Positive behaviours are reinforced and celebrated.
- Areas for improvement are addressed promptly and consistently.

2. PSHE Curriculum:

- Topics and lessons are adjusted to address prevalent behaviour issues.
- Success stories and positive trends are shared to reinforce good behaviour.
- Specific values or behaviours that need more focus are incorporated into lessons.

3. Whole-School Initiatives:

- Assembly themes are chosen to address behavioural trends.
- Reward systems are adjusted to encourage positive behaviours.
- Intervention programs are developed for students needing additional support.

By continuously recording, analysing and responding to behaviour data, we ensure that our approach to behaviour management is dynamic, responsive, and tailored to the current needs of our school community. This data-driven approach allows us to create a positive school culture that promotes learning, personal growth, and the embodiment of our core values.

Appendix 1 – Indicative behaviour responses and interventions

The examples below provide an indication of the school's usual response. They are not exhaustive. The school will take account of the nature, severity, context and impact of the behaviour, any relevant safeguarding or SEND considerations, previous behaviour and the support or intervention required. More serious behaviours may result in an accelerated response.

Intervention level	Typical consequence	Typical interventions	Example negative behaviours
Level 0	•Class RESET.	•Review barriers to learning. •Review provision map. •Remind of expectations.	• Talking over the Teacher. • Lack of stationery.
Level 1	•40-minute detention.	•All above +. •Phone call home. •Department report. •Discuss with tutor.	• Lack of homework. • 3 x Any type of RESET • Invading personal space. • Dining hall queue violation.
Level 2	•Multiple 40-minute detentions in a week.	If single subject: •Parent + teacher meeting. •Department report. •HOD intervention. If multiple subjects: •Parent DW1 meeting. •DW1 report.	• Repeating Level 1 behaviours.
Level 3	• Reflection room. • Twilight detention	•All above +. •DW2 report. •Parent DW2 meeting. •Student education plan.	• Removal – Lesson. • Removal – Uniform. • Removal – Truancy. • Defiance. • Unkindness.

			• Vandalism. • Theft.
Level 4	• Reflection room. • APL or SLT Internal supervision. • Suspension. • Twilight education. • Off-site direction to another school.	• All Above +. • Risk assessment. • Regular meetings with Senior staff.	• Behaviour constituting or associated with child-on-child abuse. • Verbal or physical student on staff abuse. • Drug or alcohol related behaviour. • Vaping or smoking. • Persistent Level 3 behaviour.
Level 5	Permanent Exclusion		• Persistent Level 4. • One off serious incident.

Appendix 2 – Student education plan

As part of the reintegration process, when multiple suspensions have been issued, we may utilise a Student Education Plan (SEP) to better understand and address any unmet needs that may be contributing to the student's behaviour issues. The SEP process involves:

a) Comprehensive Assessment:

- Review of the student's academic performance, behaviour records, and any previous interventions
- Consultation with teachers, support staff, and external agencies (if involved)
- Discussion with the student and their parents/carers to gather their perspectives

b) Identifying Unmet Needs:

The SEP aims to identify any underlying factors that may be influencing the student's behaviour, such as:

- Learning difficulties or undiagnosed SEND.
- Social, emotional, or mental health challenges.
- Family or home life issues.

- Bullying or peer relationship problems.
- Lack of engagement with the curriculum.

c) Tailored Support Plan:

- Based on the identified needs, a tailored support plan is developed, which may include:
- Additional academic support or interventions
- Emotional and behavioural support, such as counselling or mentoring
- Referrals to external agencies for specialized support
- Adjustments to the student's timetable or classroom environment
- Strategies for staff to better support the student in class

d) Regular Review:

- The SEP is regularly reviewed and adjusted as needed
- Progress is monitored and celebrated
- Ongoing communication is maintained between school, student, and parents/carers

Oakmoor School **Student Education Plan**

Name: House/Tutor Group:

Context:			
Concern – select all that apply			
Wellbeing/Mental Health Safeguarding Self-Harm Unkindness	Behaviour Peer Relationships Adult Relationships Community Behaviour	Attendance Punctuality Learning Need/SEND Social Media Concern	Home Life Identity ADHD/ASD Risky Behaviour

Support Strategies – select all that apply		
Internal actions SNAP assessment ADHD Info Gathering ASD Info Gathering Letter of Apology Self Help Strategies - Mental Health Home Visit SEND concern referral	Internal 1 2 1 pastoral ELSA/TALA Hub Inclusion referral Link Inclusion referral DW1 DW2 Extra-Curricular Activity Reward/Incentive Risk Assessment to be put in place Pastoral 1 to 1 Counsellor Reflection room Lunch/break time out Restorative practise Regular Parental liaison ASD/ADHD info gathering	External YCP/YOT Eary Help Hub Referral Stop Domestic Abuse IARF/CP Referral PCSO Meeting Parenting Support CAMHS Referral ASD referral OWL centre School Nurse Sexual Health Nurse LGBTQ+ Referral Future You Academy 21 Online Reduced Hours Declared Behaviour curriculum LIT referral Willow Team Catch 22 Social Prescriber