St Paul's
Church of England Primary School

Relationships and Behaviour Policy

Underpinned by trauma-informed practice

Document Name	Trauma Informed Relationships and Behaviour Policy		
Document written by	V.Walton	Date written	June 2026
Date for next revision*	July 2027		
Responsibility	School		
Approved by	LAB	Approved on	23/06/2026

Version	Date	Approved	Signature
0.1	May 2025	10/06/25	W.Budsworth
0.2	June 2026	23/06/26	V.Walton

"Whatever you do, work at it with all your heart."

Colossians 3:23

Believe and Achieve

We want our pupils to believe in themselves, and in their faith, so that they have the confidence to overcome barriers in order to achieve to the best of their ability whatever they aspire to.

OUR VISION

We want our pupils to believe in themselves, and in God, so that they have the confidence to overcome barriers in order to achieve, to the best of their ability, whatever they aspire to.

Our vision has been carefully chosen to reflect the Christian ethos of our school and the needs of our pupils and community. We understand that, in order to become effective citizens in today's society, our children will need to have realistic aspirations; an understanding of local, national and global issues and the knowledge of how they can impact on these; empathy for others and resilience in order to reach their goals.

Our vision is firmly rooted in the following passage from the Bible which we believe sums up the expectations that we, as a school, have of all our stakeholders – pupils, staff and parents.

"Whatever you do, work at it with all your heart." Colossians 3:23

We aim to embody this vision at all times in all our work.

OUR MISSION

Our mission is to ensure all our learners can explore and enhance their knowledge and skills by developing confidence and resilience in preparation for future life.

Through our Christian values and high expectations, we aim to nurture each child so that they become global citizens of the future.

OUR VALUES

As a Church of England school, we aim to help children develop an understanding of the Christian faith and the teachings of Jesus Christ, encouraging them to follow the commandments to 'Love God' and 'Love your neighbour as yourself.'

Our Christian values are:



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Statement of Intent

St Paul's CE Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties which may arise from trauma. Staff have a well-developed understanding of adverse childhood experiences and how they impact on the needs of pupils. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

Our Trauma-Informed Relationships and Behaviour policy echoes our vision, school aims and values which are deeply rooted in the Christian faith and underpin our school ethos. Our Christian values are embedded across all aspects of school life and support our pupils' character development in preparation for future life as a responsible citizen. Pupils' learning is also enhanced through the development of social, emotional and spiritual education which allows them to reflect on their choices and enables them to fulfil their potential.

The Local Advisory Board and staff at St Paul's CE Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

At St Paul's we aim to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We strive to promote a positive and relational culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

As part of this we also aim to develop reflective practice. This creates the space to enable a deeper understanding of our own behaviours and the behaviours of others in our community.

Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- Human Rights Act 1998
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) Keeping children safe in education 2026
- DfE (2026) Use of reasonable force and other restrictive interventions in school.

This policy should be read in conjunction with the following policies:

- Suspension and Exclusion Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Wellbeing Policy

Safeguarding and Keeping Children Safe in Education (KCSIE)

St Paul's CE Primary School recognises that positive behaviour, wellbeing and safeguarding are inextricably linked. All staff have a responsibility to safeguard and promote the welfare of children and to maintain a vigilant, child-centred approach at all times.

This policy should be read alongside the school's Child Protection and Safeguarding Policy and is informed by Keeping Children Safe in Education 2026, Working Together to Safeguard Children, and all relevant statutory guidance. All staff, including volunteers, governors, trustees and those who do not work directly with children, are required to read Part One of Keeping Children Safe in Education 2026 and adhere to the school's safeguarding procedures.

Staff understand that changes in behaviour, presentation, attendance, emotional wellbeing or relationships may be indicators that a child is experiencing abuse, neglect, exploitation, trauma or other safeguarding concerns. Concerns regarding a child's welfare must never be ignored and should be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL in line with school procedures.

Child-on-Child Abuse

The school recognises that children can abuse other children and that such incidents can occur both inside and outside of school, including online. Child-on-child abuse may include:

- Bullying, including prejudice-based and discriminatory bullying
- Physical abuse
- Emotional abuse
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Online abuse
- Sharing of nude or semi-nude images
- Image-based abuse, including AI-generated and manipulated images
- Initiation or hazing-type behaviours

Child-on-child abuse will never be dismissed as banter, part of growing up, or harmless behaviour. All allegations and concerns will be taken seriously, investigated appropriately and managed through safeguarding procedures.

Online Safety and Emerging Risks

The school recognises that safeguarding incidents can occur online as well as face-to-face. Staff will remain vigilant to emerging risks and will educate pupils about safe and responsible use of technology.

This includes awareness of:

- Social media misuse
- Online bullying
- Harmful online challenges
- Misinformation and disinformation
- AI-generated content
- Deepfake technology
- Nudification applications
- Online exploitation and coercion
- Exposure to inappropriate or harmful content

Any concerns relating to online safety or AI-enabled abuse will be treated as safeguarding concerns and referred immediately to the DSL.

Attendance and Safeguarding

The school recognises that poor attendance, persistent absence, patterns of absenteeism and children missing education can be indicators of abuse, neglect, exploitation, mental health concerns or wider safeguarding risks. Attendance information is therefore carefully monitored and considered as part of the school's safeguarding responsibilities.

Equality, Respect and Inclusion

St Paul's CE Primary School promotes a culture of dignity, respect and inclusion. The school recognises that misogyny, prejudice-based behaviour, racism, discriminatory language, harassment and harmful attitudes towards others can be indicators of wider safeguarding concerns and may form part of child-on-child abuse.

Such behaviours will be challenged immediately and addressed through the school's behaviour and safeguarding procedures. Incidents will be recorded, monitored and appropriate support provided to all involved.

Early Help and Family Support

The school is committed to identifying concerns early and providing support before difficulties escalate. Where children or families may benefit from additional support, the school will work with parents, carers and external agencies through Early Help and Family Help processes to secure positive outcomes.

Staff are aware that children may require support for a range of reasons, including mental health concerns, caring responsibilities, bereavement, attendance difficulties, family circumstances or safeguarding needs.

Vulnerable Pupils

Some children may face additional safeguarding vulnerabilities and barriers. These may include children with SEND, young carers, children in care, previously looked-after children, children experiencing mental health difficulties and those affected by adverse childhood experiences.

The school will ensure that these children receive appropriate support, encouragement and intervention to enable them to thrive both socially and academically.

Safeguarding Culture

At St Paul's, safeguarding is everyone's responsibility. We maintain a culture where pupils feel safe, listened to and valued, where concerns are acted upon promptly, and where positive relationships support children to flourish. Staff recognise that safeguarding concerns can happen anywhere and at any time, and therefore maintain the attitude that "it could happen here" whilst always acting in the best interests of the child.

Roles and responsibilities

Local Advisory Board:
The Local Advisory Board will have overall responsibility for:

- providing guidance for the headteacher on promoting good behaviour where appropriate.
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

Principal:
The Principal is responsible for:

- the overall monitoring and implementation of this policy.
- establishing high expectations of pupils' conduct and behaviour and supporting staff to implement measures to achieve this.
- encouraging positive behaviour by ensuring that all members of the school community uphold relational and restorative practices.
- ensuring all leaders are highly visible and routinely engaging with pupils, parents and staff in setting and maintaining the behaviour culture at school.
- publicising this policy to staff, parents and pupils as part of the induction process.
- ensuring staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- reporting to the Local Advisory Board on the implementation of this policy, including its effectiveness in addressing any needs that could be driving disruptive behaviour.

Teaching Staff:
Staff are expected to

- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, including when responding to challenging behaviour.
- challenge pupils to meet the school's expectations and maintain the boundaries of acceptable conduct.
- communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction.
- use positive framing to uphold routines and expectations as laid out in the STP way.
- be role models of positive behaviour by considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- use the graduated approach effectively to meet the needs of all pupils.
- record all incidents of behaviour in line with this policy.

Parents/carers:
Parents/carers are expected to:

- get to know the behaviour and pastoral care policy which is detailed on the school website.
- keep in regular and productive contact with school about their child's needs, feelings and behaviours, working in partnership to find positive solutions to support their child to thrive.
- support their child in adhering to the routines and expectations laid out in the STP Way by reinforcing the policy at home as appropriate.
- inform the school of any changes in personal circumstances that may affect their child's needs, feelings and behaviours.
- engage productively with staff in discussions about their child's behaviours and how to support them to be successful.
- engage in parent courses as recommended by school, in order to ensure there is consistency in managing behaviour both at school and at home.

Partnership and co-production between family and school is vital for the establishment of an effective and inclusive relational culture. Parents should be informed regularly about their child's successes and challenges in meeting the expectations of St Paul's. This will be detailed through the graduated response as part of this policy.

Pupils:
Pupils are expected to:

- understand and follow routines and expectations at St Paul's as determined by the STP Way – Ready, Respectful, Responsible (see below).
- treat all members of the school community with kindness and respect.
- discuss any concerns, worries or stresses with their class teacher, key adult or Designated Safeguarding Lead as soon as possible.

Pupils, including those with additional needs, should be fully aware of the routines and expectations of St Paul's, as well as the school's system for rewards and consequences. Pupils are encouraged to take ownership of their own behaviours to enable them to contribute positively to the relational culture at school.

The STP Way – Ready, Respectful, Responsible

The aims of this policy will be met by everyone observing our three key expectations:

- Be ready
- Be respectful
- Be responsible

The STP Way reflects our school's theologically rooted vision and details the behaviours that we expect to see on a daily basis and that align with our school values. These expectations are used to promote positive behaviour and learning by encouraging and developing positive relationships throughout the school community. All interactions between pupils, parents and staff are based on these expectations. We will create a safe and positive learning environment which leads to a culture of excellence and success for all.



The STP Way – Ready

At St Paul's, we believe that being ready to learn is fundamental to developing key behaviours that will support our pupils to succeed academically, socially and personally and equip them with the skills, attitudes and mindset necessary for success in all aspects of life.

What READY looks like for:

PUPILS	PARENTS	STAFF
• We wear the correct uniform/PE kit • We have our reading books, water bottles, glasses, etc. • We settle quickly and quietly at the start of lessons and other sessions so we are focused and prepared to learn right away. • We line up promptly. • We make sure we complete our home learning on time.	• We get our children to school on time, every day. • We ensure our children wear correct uniform/PE kit as stated in the policy. • We help our children to be organised and independent	• We open doors on time. • We collect pupils from the playground promptly. • We ensure our lessons are well-prepared and organised. • We ensure our classrooms are tidy and stimulating



The STP Way – Respectful

At St Paul's, we believe that respect is the key to developing positive and inclusive relationships within our communities. Respect is shown through the way we treat others, the way we listen and the way we care for our school environment. Through encouraging respect, we aim to create

a culture of compassion, understanding and collaboration, where everyone feels valued and supported so that all members of our community can thrive. This will build our pupils' characters so that they are prepared for future life in a diverse society.

What RESPECTFUL looks like for:

PUPILS	PARENTS	STAFF
• We value each other's faiths, cultures, and abilities. • We are polite and welcoming to everyone who comes to our school. • We look after our environment – in school and beyond. • We treat everyone as equals. • We listen to **all** adults and respond appropriately. • We listen to other pupils and adults and value their opinions. • We are patient and considerate when others may need more time to understand something or be ready to learn	• We value all pupils, other parents and staff. • We ensure our behaviour towards staff and other parents is always appropriate. • We follow the school rules and policies. • We communicate respectfully, speaking politely to staff and respecting appropriate times for discussions. • We are patient and understand when we cannot see a member of staff straight away. • We value the role of teachers and staff, recognising their efforts and trusting their professional judgement	• We listen to our parents and pupils and value their opinions. • We value all kinds of feedback to improve our practice. • We ensure our pupils, parents and staff voices are regularly heard. • We value diversity within our school community and treat everyone fairly. • We ensure our lessons are adapted so that everyone can be included. • We maintain confidentiality. • We are patient and understand how to respond to all pupils' needs



The STP Way – Responsible

At St Paul's, we believe that being responsible promotes self-discipline and self-esteem. Being responsible means making good choices to manage our own behaviour and encourages us to reflect on our choices and adapt them in future if necessary. A sense of responsibility also extends to supporting others to make the right choices, seeking justice for those who may need our help and caring for our environment. Through promoting responsibility, we are supporting our pupils to understand that they can make a positive difference to the lives of themselves and others through their actions.

What RESPONSIBLE looks like for:

PUPILS	PARENTS	STAFF
• We have a positive attitude to learning.	• We ensure our children are in school on time, every day.	• We ensure pupils in our school make appropriate progress through delivery of

• We share resources and materials with others. • We collaborate and support each other when we are learning. • We manage our own actions, emotions and reactions in a way that is respectful of the classroom environment and others' learning experiences. • We are resilient and stay focused and determined, even when things upset us. • We understand that we can make a difference to our world by our actions	• We ensure that we read communications sent out by school carefully and make a note of important information. • We attend parents' meetings and workshop. • We inform school in a timely manner if our children will not be in • We ensure our children complete home learning on time. • We send our children to school in weather-appropriate clothing. • We encourage positive behaviour by reinforcing respect and responsibility towards teachers and peers	well-planned and engaging lessons. • We identify gaps in pupils' learning and address them quickly. • We regularly share information about pupils' progress with parents. • We always act as positive role models for our pupils. • We support pupils to understand that they can make a difference and encourage them to be aspirational. • We build positive relationships with pupils and parents. • We maintain a safe, supportive environment for pupils

Quality First Teaching

Through quality first teaching, most needs can be met within the classroom environment.

The strategies we use include:

- Consistent reminders of the STP Way – Ready, Respectful, Responsible
- Implementing a calm and consistent approach with firm, fair and explicit boundaries
- Starting each day with a meet and greet at the classroom door
- Using the Praise in Public (PIP) and Reprimand in Private (RIP) approach
- Establishing consistent routines throughout the school day to alleviate anxiety
- Using positive language
- Believing that **all** children can succeed
- Providing an organised, clutter-free environment
- Using appropriate styles of groupings for learning
- Providing engaging learning activities that are adapted for all learners
- Ensuring that all learners are supported by adults where needed
- Implementing procedures for lining up and moving around school effectively
- Giving clear instructions using a variety of methods
- Ensuring there is an appropriate level of challenged in learning
- Using our agreed school reward systems consistently (see below)

Responding to Good Behaviour

At St Paul's, we believe that when pupils make positive choices by demonstrating the behaviours set out in the 'STP Way- Ready, Respectful, Responsible' it strengthens our community and encourages others to do the same. By celebrating and rewarding good behaviour, we reinforce the values that help pupils succeed both academically and personally. Through praise, encouragement, and recognition, we ensure that all pupils feel valued and motivated to continue making positive contributions to school life and beyond.

Verbal Praise:
We use verbal praise to clearly highlight and encourage positive behaviour in line with the STP Way. This helps children understand what is expected and motivates them to keep making good choices. A focus on this process of learning, rather than the end product, supports pupils to feel seen and valued. We share this praise with parents during pick-up, drop-off, or parent meetings whenever possible.

Dojo Points:
Children earn Dojo points for being Ready, Respectful, and Responsible. One dojo point will be awarded for displaying the identified behaviour.

STP Shout Out Cards:
Children can earn a St Paul's Shout Out card when they are seen following The STP Way—by being Ready, Respectful, or Responsible—or by showing one of our Christian values like compassion, forgiveness, justice, trust, respect, or perseverance. These are taken home.

Celebration Worship:
A celebration assembly is held every week to celebrate the pupils' successes. This is to recognise the pupils' achievements both inside and outside of school. There will be a weekly focus of an identified behaviour in line with the STP Way expectations and a token will be collected each time a pupil is observed displaying this behaviour. The class with the most tokens at the end of the week will be celebrated in worship. Pupils who achieve awards and certificates outside school are also welcome to share their achievements in worship. Parents and carers are invited to attend.

Positions of responsibility:
We reward children for positive behaviour with praise and chances to take on leadership roles like school council, ambassadors, or classroom helpers. These roles help them grow and set a great example for others.

Collective rewards:
Collective rewards are class rewards that focus on NOW-THAT rather than IF-THEN. Now-that rewards focus on recognising value. They can improve relationships and self-esteem (Pink 2018). These rewards are given when a task has been completed. It is unexpected. This type of reward recognises pupils and celebrates them authentically for their learning and growth. These rewards could be as follows: class game; dance party; circle time games; outdoor reading; choose a story; sing along; reading café; drawing time; watch a snippet of a film etc.

Pupils are supported to adhere to The STP Way – Ready, Respectful, Responsible through an inclusive, relational and restorative approach which focuses on:

- How we build relationships

- How we regulate and respond
- How we repair harm

How we build relationships

'We can't change our behaviour until we change connection.' (Kennedy 2022)

At St Paul's, we focus on building belonging and connections through strong, caring relationships by creating a safe and welcoming environment. We greet children at the classroom door every morning and afternoon to help them feel connected and 'seen'. We offer parents the opportunity for informal chats through an open-door policy.

We promote belonging by encouraging social connections between pupils and adults on the playground, where pupils may feel more confident and at ease to share their feelings and emotions.

We sing together to release endorphins and create a sense of our school uniting together. Research has shown that oxytocin (happy chemicals) is released when pupils engage in these types of activities, and this can boost mood and self-esteem.

We promote a sense of belonging and connections during lunchtimes, encouraging pupils to speak to each other and to adults whilst they eat.

When pupils listen to stories, it activates our limbic system (Lastiri 2021) which is part of the brain associated with feelings. It means pupils are genuinely connecting with staff. Relationship building happens through experience, and reading creates this experience. All classes engage in reading together daily.

Play is a form of communication - one of the ways we can connect. Playfulness is related to greater relationship satisfaction, increased feelings of trust between people, and stronger connections. Play is vitally important in our Early Years curriculum and we promote pupils playing together at lunchtimes and breaktimes across KS1 and KS2.

Our staff are trained to interact with warmth, empathy, and curiosity, helping children feel comfortable and supported. We avoid raising our voices or using criticism, as we know this can harm children's emotional well-being. Staff are trained to repair difficult situations and keep interactions positive. We also take time to understand each child's hopes, dreams, and personal experiences, so they feel safe enough to talk about anything troubling them.

Vulnerable children always have access to a trusted adult who can support them, and we put support in place to meet individual needs and ensure all pupils can achieve our expectations. We also offer a confidential system for children to ask for help when needed, while ensuring our staff feel supported and emotionally well to maintain a positive environment for everyone.

We recognise and celebrate success of our pupils, parents and staff both in and outside of school and celebrate the process of learning rather than the outcome itself. This supports everyone in viewing themselves as someone who can achieve and is valued.

Positive framing and celebrating success:

The recognition and celebration of effort is integral to our relational approach. Celebrating the process of learning rather than the outcome itself is a powerful way to build belonging and ensure

that all members of our community have a unique place where they can contribute and flourish. The use of positive framing supports us to create a culture where both expectations and redirections are positively communicated. This supports pupils to experience themselves as someone who can achieve, is worthy of time and patience and is able to do differently next time. At St Paul's, we encourage staff to make use of relational over transactional rewards whenever possible to effectively deepen their connection to the school community.

We do this by encouraging positive feedback to pupils to allow them to feel seen and valued for who they really are. When we recognise and praise effort, we are praising something that pupils can grow and develop. When it is linked to their character, it is more powerful because it shows you are taking time to observe the pupil.

We also encourage making positive affirmations part of the school's routine and culture as this can build connections with pupils, as they feel noticed. Positive affirmations can have a lasting impact on a pupil's wellbeing.

Setting and sustaining boundaries:
Consistent and predictable boundaries and behaviours through the STP Way ensure that we build safety, trust and belonging for all members of our community. This is communicated with the school community through a range of ways i.e. school induction procedures; moving up day; in the classroom; in communal spaces. Every interaction with a pupil is seen as an opportunity to reinforce the STP Way.

By defining what great looks like with pupils and staff in each of these areas, we:

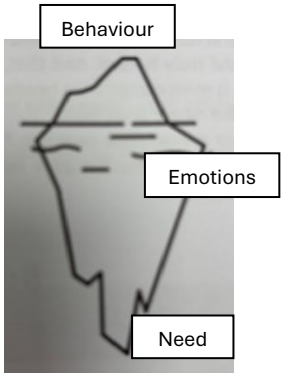
- build complete consistency and clarity of expectations;
- allow trust and belonging to grow;
- reduce cognitive load about what is expected of pupils in each classroom; and,
- empower teachers to spend time on what really matters: building relationships and securing progress for every pupil.

How we regulate and respond

At St Paul's we aim to support pupils to regulate their behaviour using evidence-based methods to heal any damage caused by trauma, using emotionally supportive interactions between adults and children.

This approach focuses on helping vulnerable pupils feel safe, calm, and supported, especially when they experience stress. We aim to support pupils cope with difficult emotions, which supports their learning and protects their mental and physical health, both now and in the future.

At STP, we understand that every child is unique, shaped by their own experiences. We know that a child's ability to learn is closely linked to how well they can manage their emotions and feelings.



Rather than just looking at behaviour on the surface, we take a "needs-based" approach. This means we see behaviour as a way for children to show us what they might be feeling or needing inside. You can think of it like an iceberg—behaviour is the part we see above the surface, but underneath there is a lot going on, like thoughts, feelings, and unmet needs.

All our staff are trained to look beyond the behaviour and understand what might be causing it. They use a variety of strategies to help children stay calm and in control. When a child is "regulated," it does not mean they're perfectly happy or calm all the time, but it does mean they're in a better place to cope with things and learn.

Every child has their own unique "window of tolerance"—a term used by Dr. Daniel Siegel to describe how much stress or emotion a child can manage before they feel overwhelmed. Our goal is to support each child in staying within that window so they can feel safe, understood, and ready to learn.

Listening to Pupils

At St Paul's, we believe it is important to listen to our pupils and understand their experiences. When something happens, we make sure we hear from the child and take their views seriously. We use different ways to help children share how they're feeling—especially those who might find it hard to express themselves. This helps us respond in the most supportive and effective way.

Co-regulation

We know that managing emotions—something we call *regulation*—can be difficult for children, and school staff play a key role in helping them with this. We call this *co-regulation*, which simply means helping a child calm down by being calm ourselves. This could be through Sensory Circuits. It might involve breathing together, using calming techniques, or just being there quietly and supportively. For staff to do this well, it's important they also feel supported and cared for, and our school leaders work hard to create a culture of kindness, empathy, and understanding in line with our Christian values.

Emotional Check-Ins

Our classrooms are carefully designed to help children feel calm and in control. We use tools like the "Zones of Regulation," which are displayed in every class. These help pupils check in with how they're feeling and become part of their daily routine. This helps us spot when a child might be struggling emotionally and support them early—before things feel too overwhelming. This approach helps pupils return to learning more quickly and with less stress. Some children also have individual plans that offer extra support tailored to their needs.

Preparing Pupils Emotionally

We ensure that we prepare children in advance for things that might be stressful or upsetting. By talking things through beforehand and helping them know what to expect, we can reduce anxiety

and help them feel more secure. Visual timetables are also a big part of this—they give children a clear idea of what's coming next.

Emotion Coaching

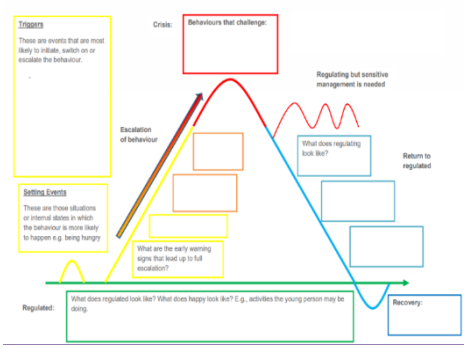
All our staff are trained in a method called *emotion coaching*. This helps children understand and name their feelings and teaches them ways to manage emotions with the help of a trusted adult. We follow a clear, consistent process to help children feel safe and supported during difficult moments. See Appendix 1 for some emotion coaching scripts.

Message to child	Example scripts
Recognise and empathise	Look for verbal and physical signs of the emotion being felt. Use STAR approach – Stop, Think, Attune, Reflect
Label feelings and validate them - I understand how you feel, you're not alone.	I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.
Set expectations - We can't always get/do what we want	These are the rules that we must follow. Doing that is not okay. It's okay to be worried. Hitting other people is not okay.
We can sort this out.	We need to figure out what to do next time. Have you got any ideas?

Some pupils may require positive regulation plans where individual strategies are adopted and tailored to ensure there is an individualised approach to respond to and progress a pupil's skillset of regulation. These plans are created alongside children and families as detailed within the graduated approach.

Managing crisis

Our staff are trained to understand what a child might be going through during moments of emotional crisis. They use a model called the "conflict curve" to help them recognise the different stages a child may move through—like becoming overwhelmed, struggling to stay in control, calming down, and eventually feeling settled again. By understanding these natural, automatic responses to stress (rather than seeing them as bad behaviour), staff can plan ahead and support each child in a caring and thoughtful way.



To help with this, we also use Dr. Dan Siegel's "hand model of the brain," which gives a simple way to explain what's happening in the brain when a child is feeling out of control. We share this with children too, so they can better understand their own feelings and reactions—and learn how to manage them in a healthy way.

Behaviour and Trauma

When a child has been through difficult or frightening experiences—what we call trauma—it can change the way they understand and respond to feeling safe. The more times a child has felt

threatened in the past, the more likely their brain is to stay on high alert, always looking out for danger—even when they are actually safe (Hepburn, 2023).

Every child responds to feeling unsafe in their own way. At school, these responses can look different from one child to another. Below is a simple overview of how a child's reaction to feeling threatened might show up in the classroom or around school.



threatening language shouting throwing perceived defiance physically responsive physical output	leaving the area unsettled demeanour creating space tightened muscles increased movement	seemingly unable to follow requests disengaged blank expression difficulty communicating	faint disorientated lack of body control floppy	withholding the truth (perhaps to protect another) pleading bribing repeat yours and someone else's thoughts desperate sense of urgency negotiating

At STP, we understand that some children have been through difficult experiences, and this can affect how safe they feel—especially in school. Our staff work hard to help these pupils feel secure and supported again.

Children who have experienced trauma need adults who are consistently there for them—calm, kind, and dependable. That steady presence helps them feel grounded and safe.

We focus on building strong, trusting relationships with each child. Instead of jumping straight to punishment when behaviour is challenging, we try to connect with the child first, understanding what's going on underneath the behaviour. We know that harsh responses can make things worse, so we approach these situations with care, patience, and compassion.

Creating a Safe and Supportive School Environment

At STP, we know that *predictability* and *consistency* help children feel safe—especially those who may find change or uncertainty overwhelming. When children know what to expect, it helps reduce anxiety and supports their emotional wellbeing throughout the school day.

Here's how our staff help create a sense of safety and structure:

- We use visual timetables in classrooms, so children can clearly see what's happening and what's coming next.
- Teachers explain the plan for the lesson or day, so pupils feel prepared.
- Wherever possible, we make sure familiar adults are with the children. If a new adult is covering, we always take time to introduce them properly.
- If a teacher needs to step out for a meeting or planning time, we let pupils know when we'll be back, so they don't feel unsure or unsettled.
- We talk to children in advance about any changes to their day and, where needed, have one-on-one conversations so they can ask questions and feel reassured.

Giving Pupils Structured Choices

We also support children by giving them *structured choices*. This helps them feel heard and respected, without feeling overwhelmed by too many options. These choices are guided by adults but still give pupils a sense of control. For example:

- "Would you like to read your book in the book corner **or** at your table?"
- "We're doing English now—would you prefer to use a pencil **or** a handwriting pen?"

Helping Pupils Communicate

Some children find it hard to ask for help or talk about how they're feeling. That's why we use simple, familiar communication tools to support them. For example:

- A non-verbal signal (like a hand gesture) agreed between the child and teacher, so they can ask for help without speaking.
- A classroom Communication Box where pupils can write or draw anything they want to share—whether they're feeling excited, nervous, sad, or happy.

These strategies help us build strong, caring relationships with every child and make sure they feel seen, heard, and supported every day.

At STP, we use a step-by-step approach to support students, working closely with both school teams and parents to meet each child's needs.

How we repair harm – responding to concerning behaviour

At St Paul's, whilst we will always strive to support pupils to engage with learning in a positive manner, we understand that, at times, there may be occasions when it may be necessary to deal with incidents of poor conduct and wrong choices. In these instances, there is a staged response to behaviour as detailed below.

If a child has an individual behaviour plan, this should be followed.

Restorative conversations

As part of our approaches to managing behaviour, adults should hold a reparation conversation. This conversation will normally take place during the school day. Sometimes it may include other adults / children. Staff will use the script below for the restorative conversation and record responses.

1. What happened?

2. What were you thinking at the time?

3. What have you thought since?

4. How did this make people feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in the future? Responses should be saved to CPOMS.

Recording restorative conversations:

Recording restorative conversations (on the weekly tracker) lesson by lesson across each day is essential to the consistent and effective implementation of our behaviour policy. This practice ensures that all staff have a clear and up-to-date understanding of individual student behaviour, patterns, and progress, enabling a more joined-up and proactive approach to support. It allows for accurate tracking of both concerns and improvements, helping to build a fuller picture of each pupil's experience and responses over time. It promotes accountability and transparency, ensuring that all restorative approaches are followed through and aligned with our school's values. Consistently documenting these conversations also strengthens communication between staff and supports early intervention, contributing to a more positive and reflective school culture.

Supporting behaviour at playtimes and lunchtimes

The STP Way – Ready, Respectful, Responsible expectations – must be consistently applied by all staff.

Adults on duty must:

- Ensure that all children are Ready, Respectful and Responsible
- Encourage and teach new games
- Space out around the playground and field
- Be vigilant
- Use positive language at all times
- Praise in public (PIP) and reprimand in private (RIP)
- Ensure that pupils line up safely and supervise them entering the school building

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. Adults on duty should intervene to prevent most friendship disputes. Restorative conversations should be used to resolve friendship issues, using appropriate questioning as detailed above.

Behaviour incidents should be managed at lunch time in line with the policy. Adult intervention must focus on the undesirable behaviour and not the child.

Children who are displaying undesirable behaviours that are not in line with our Ready, Respectful, Responsible expectations should be spoken to first and given a clear reminder of these.

First Reminder	Reminder given of Ready, Respectful, Responsible expectations
Second Reminder	If the undesirable behaviour continues, the child will be given a clear reminder: "I have already spoken to you about _____ which is not ready, respectful or responsible behaviour. I need you to stop that now and I will be watching you to make sure that happens."
First Consequence	If the undesirable behaviour continues, the child will be directed to the Regulation Station on the playground and must remain there for five minutes to re-regulate. The Regulation Station will have calming techniques available for pupils to access and a timer. When the five minutes are up, an adult will direct the child back to their play, reminding them of the expectations.

Final Consequence	If the undesirable behaviour continues, the child will be asked to accompany the adult, who will say, "Come with me. Thank you." The child will be taken to a senior leader who will hold a restorative conversation with the child. The conversation will focus on the undesirable behaviour and its impact and not on the child. The conversation will end with clear reminders of our Ready, Respectful, Responsible expectations. Should a consequence be necessary, this will be issued by the senior leaders and they will feedback to the class teacher so that this can be shared with parents. Senior leaders will log the incident on CPOMS.

To foster good relationships, lunchtime staff will constantly 'catch children being good' and share this with them. Lunchtime staff are encouraged to hand out stickers to reinforce this message and will rotate weekly to identify a child from each phase to receive a lunchtime behaviour award in Celebration Worship.

Supporting Pupils with SEND

Sometimes, children with special educational needs and disabilities (SEND) may show certain behaviours as a way of expressing their feelings or asking for help. These behaviours aren't "naughty" – they're often signs that the child is trying to tell us something important.

- Avoiding work – Your child might avoid a task if they don't fully understand the instructions or if they're feeling unsure about what to do. They may need extra support or reassurance that they're on the right track.
- Constantly seeking adult attention – They might follow adults around or ask the same questions over and over. This could be their way of checking that they're doing things correctly or making sure they're liked and noticed.
- Calling out – If your child often calls out, it could be because they want to feel seen or need reassurance that they're doing okay.

Using our Zones of Regulation approach will help identify the child's feelings, triggers and guide staff to the appropriate way to respond.

All adults who teach a group of children are responsible for understanding each child's individual needs before working with them. This includes reading and using each child's *Individual Education Plan (IEP)*, which outlines what helps and what doesn't help your child learn and behave well. For example, if a child has ADHD and needs to move around, taking away playtime as a punishment might make things worse. Instead, other strategies should be used that are more suited to their needs. Teachers may also adjust behaviour systems to better support individual children.

If a child doesn't respond well to the usual rules or systems, teachers should consider *why* and look for better ways to support them—these will also be included in the child's IEP and reviewed by the school's Inclusion Leader. Important details, like what might trigger a child's negative behaviour, are included in the IEP so all staff are aware and can respond appropriately. When a teacher is away, they must make sure any substitute or covering staff know about your child's needs and follow the same approach for consistency.

Extra care is taken for children who have attachment difficulties or have experienced trauma, to ensure they feel safe and supported.

How we work together

Graduated Response:

We adopt a graduated response which provides a layered support framework to address any need that arises. The graduated response connects teams and systems in school together with parents, to ensure that there is a co-ordinated and transparent approach that targets the level and expertise of intervention required, depending on the pupil's needs.

There are four waves within the graduated approach.

Wave 1	An inclusive, universal offer which ensures all pupils are proactively supported to understand what great behaviour looks like – STP Way - Ready, Respectful, Responsible.

At Wave 1 of the graduated response, class teachers hold primary responsibility for setting the foundation of positive behaviour through inclusive, high-quality teaching and strong relational practice. As detailed in our behaviour policy, this universal offer includes explicitly teaching and modelling the STP Way – Ready, Respectful, Responsible – in every interaction and lesson. Teachers must create predictable, safe learning environments where expectations are clear and consistently upheld, using positive framing and emotional check-ins to support regulation and build trust. At this stage, staff use their deep understanding of pupil needs to identify early signs of dysregulation and respond through relational strategies, such as emotion coaching and co-regulation. Crucially, class teachers are expected to track restorative conversations lesson by lesson, enabling early identification of patterns and facilitating timely support or escalation if needed. This daily ownership at Wave 1 is vital in ensuring that all pupils are given the opportunity to thrive within a consistent, caring, and proactive framework.

Wave 2	A support offer which swiftly identifies pupils who are struggling to thrive within the universal offer, adding depth to individualised support strategies through a single page profile. The pupil, teaching staff and assigned senior leader/SENDCo will host a behaviour meeting to address any concerns.

At Wave 2 of the graduated response, teaching staff play a key role in recognising when a pupil is struggling to thrive within the universal offer and may require more individualised support. In line with the behaviour policy, it is the responsibility of the class teacher to communicate concerns with an assigned senior leader or the SENDCo when a pupil's behaviour patterns suggest emerging or persistent needs. This communication should be underpinned by clear evidence from the restorative tracker, which records lesson-by-lesson conversations and highlights repeated themes or triggers. Using this evidence, the teacher collaborates with the pupil and senior leader to co-produce a single page profile, outlining tailored strategies that reflect the pupil's needs and strengths. This ensures that interventions remain child-centred, targeted, and responsive, supporting the pupil to re-engage successfully with the STP Way.

Wave 3	A targeted support offer which swiftly identifies pupils who need additional support and intervention to self-regulate and understand the range of ways in which their body responds to different situations. A positive regulation plan is created that adds depth to the range of strategies and targeted intervention. This is linked to the conflict curve. A team around the child is created: pupil, teacher, parent and assigned Senior Leader. At this stage there may also be an offer of a parenting course to support the implementation of this plan. The use of reasonable force may be included within wave 3.

At Wave 3 of the graduated response, pupils who continue to face significant challenges with behaviour and emotional regulation require a more intensive and individualised approach. Their emotional needs are carefully assessed using a range of evidence, including the restorative tracker, CPOMS entries, and classroom observations. A Positive Regulation Plan is then co-produced with the pupil, parents, class teacher, and an assigned senior leader to ensure a holistic and coordinated response. This plan details tailored strategies, linked to the conflict curve and individual triggers, which support the pupil in recognising and managing their emotional responses. It is the class teacher's responsibility to actively engage in regular, reflective conversations with the pupil, helping them understand their emotions, take ownership of their actions, and practise agreed regulation strategies throughout the school day. These conversations are essential in building trust, maintaining consistency, and embedding the plan into daily classroom practice. Through this collaborative and relational approach, pupils are supported to rebuild their sense of safety and make sustained progress.

Wave 4	A specialist intervention offer which ensures that external, expert support is available for those few pupils with the most complex needs, who require intensive, individualised care. This level of support will be detailed within the family's early help document.

At Wave 4 of the graduated response, when a pupil's needs remain complex and persistent despite the implementation of a Positive Regulation Plan at Wave 3, the SENDCo will initiate an Early Help Assessment (EHA), through liaison with the class teacher, to coordinate specialist intervention. An Early Help Assessment is a structured, multi-agency process designed to identify a child's unmet needs at the earliest possible stage and bring together the right support from both within and beyond the school. It involves working closely with the pupil, their family, and external professionals—such as educational psychologists, CAMHS, IThrive, social care, or behaviour support services—to build a comprehensive understanding of the pupil's situation. The EHA enables the team to create a clear and detailed action plan that outlines targeted outcomes, responsibilities, and review points. It strengthens the support already in place by building on the strategies developed in Wave 3 and ensures that the pupil receives a coordinated, holistic response tailored to their unique circumstances. This collaborative approach aims to reduce barriers, promote well-being, and ensure the pupil is supported to thrive both in school and at home.

Disciplinary sanctions:

Most behavioural incidents will be dealt with in line with the graduated response, which prioritises relational, inclusive, and restorative approaches tailored to each pupil's needs. However, the school is mindful that in some cases, it may be necessary to issue a disciplinary sanction where behaviour significantly impacts the safety, learning, or well-being of others, or where repeated behaviours require a clear and firm response. These sanctions are always considered carefully, used proportionately, and implemented alongside ongoing support.

Disciplinary sanctions may include:

- **A verbal reminder or warning**, linked to the STP Way: *Ready, Respectful, Responsible*
- **Loss of privilege**, such as missing a classroom responsibility or special activity
- **Missed breaktime or lunchtime** to reflect and engage in restorative dialogue
- **Internal reflection time** to allow the pupil space to calm and reset
- **Restorative conversations** supported by staff, involving those affected
- **Behaviour report card or daily check-in** to monitor and support improvements
- **Temporary removal from class** to ensure calm and safety
- **Meetings with parents/carers** to plan next steps collaboratively
- **Fixed-term suspension** in response to serious or repeated breaches of the behaviour policy.

These sanctions are always used in conjunction with the graduated response to ensure that pupils are supported to reflect, repair relationships, and re-engage positively with school life.

All behaviour incidents should be recorded on CPOMS using the ABC approach:

Antecedent – what was happening before the behaviour
Behaviour – what behaviour was seen
Consequence – what happened immediately after the behaviour

Supporting Pupils' Emotional Wellbeing at School

At St Paul's, our staff develop strong skills in listening, empathy, and meaningful conversation so they can support children in a way that feels kind, respectful, and helpful, rather than just asking lots of questions or giving advice.

We also aim to guide both staff and parents, tools and training to have compassionate, understanding conversations with children, especially those who are struggling or facing tough situations at home. These conversations are designed to help children feel heard and understood, and to give them more confidence in handling life's challenges.

When children have a trusting relationship with a staff member, they feel more comfortable expressing painful or confusing experiences, not just with words, but through art, play, music, drama, sand play, and emotion-based activities. This helps them begin to understand and process what they've been through in a safe and supportive space.

In the classroom, through subjects like PSHE (Personal, Social and Health Education), we teach children about mental health, emotions, relationships, and how to take care of their bodies and minds. This education is based on the latest psychological and brain science research, helping children make thoughtful choices about how they live their lives.

Finally, we train our staff to support children who may be "acting out" their pain—by helping them move from behaviour to self-reflection and healing. Staff are learning how to gently challenge negative thoughts children may have about themselves and help them build more positive, hopeful stories about who they are.

Suspension and Exclusion

For clarity this guidance will use the following definitions:

A **“suspension”** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **“exclusion”** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school’s Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

At St Paul’s, we use a supportive and inclusive approach to behaviour, called *The STP Way and a graduated response*. This helps us reduce the number of suspensions and exclusions by focusing on strong relationships, restorative conversations, and understanding each child's needs.

However, there may be rare situations where a child’s behaviour is serious or happens repeatedly, and the school must consider a suspension or even a permanent exclusion. This is always a last resort and only done when necessary to protect the safety, learning, and wellbeing of other students and staff.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

If a suspension or exclusion is being considered, we will always follow the government’s guidance and ensure everything is handled with care and fairness.

Use of Reasonable Force

This section of the policy should be read alongside DfE guidance: Use of reasonable force and other restrictive interventions in schools (February 2025)

For clarity, this guidance will use the following definitions:

Reasonable force: Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a pupil’s movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

At STP, we follow the DFE guidance on 'Use of reasonable force and other restrictive interventions in schools (February 2025) which makes clear that all members of staff have the legal power to use reasonable force in certain circumstances i.e. to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or doing something that prejudiced discipline at the school, whether during a teaching session or otherwise.

Our behaviour policy focuses on developing an inclusive, relational and restorative approach where prevention and de-escalation strategies are at the core of our practice.

Preventative measures are embedded within how we aim to build relationships resulting in a sense of belonging for our pupils and staff. Effective de-escalation strategies are embedded within how we regulate and respond to our pupils' needs and in how we repair harm. Staff are equipped to use a range of de-escalation strategies to meet individual needs.

The school's graduated response to managing behaviour provides a layered support framework which aims to prevent the need for the use of reasonable force, restrictive interventions or restraint. As part of this, school aims to identify the underlying triggers of challenging behaviour so we can provide proactive support, create an inclusive environment and consider the impact of school policies on all pupils, including those with SEND.

However, when assessing whether it is reasonable to use force and/or restrictive interventions in a situation, the member of staff should use their professional judgement.

Factors staff might want to consider include:

Is it necessary?

Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff should assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect,

communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not definitive, and consideration must be given to all other relevant factors.

Use of reasonable force to search pupils

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

Unacceptable uses of force

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

Schools does not have a 'no contact' policy in line with government guidance. School will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions as this can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is appropriate include:

- to give first aid
- to guide or escort pupils, e.g. holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, e.g. a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

Recording the use of force

At STP, staff will record all significant incidents in which a staff member uses force on a pupil. A significant incident refers to any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils.'

Incidents must be recorded in writing by the staff member(s) involved as soon as practicable after the event. The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of the pupil's positive regulation plan (wave 3).

Staff will use the agreed proforma detailed in the Appendix **??** to record the following as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- time, date, location and approximate length of time the intervention was used.
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable.
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Reporting the use of force

All significant incidents are reported to parents through a face-to-face meeting as soon as practicable after the event. Appendix **2** will be used to report the use of reasonable force to parents. As part of the meeting, parents' views will be recorded as part of the meeting and used to inform next steps.

Monitoring the use of reasonable force

A use of reasonable force log will be kept and used as a tool to report to the Local Advisory Board (LAB). The Senior Leadership Team, along with the LAB will use the log of significant incidents to:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of reasonable force and/or other restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Duty of care:

STP recognises the challenges that can be posed to pupils and staff in incidences where reasonable force is used. Following significant incidents, a debrief will be held with pupils and staff involved to understand what happened during the incident and why, as well as to repair and rebuild relationships through dialogue. This process will be facilitated by a staff member / SLT

who were not directly involved in the incident. School will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Absconding from school

St Paul's staff have a duty of care to take all reasonable steps to ensure that pupils are kept safe whilst in the school's care. We aim to reduce the potential for absconding by ensuring the following is in place:

- The site is secure.
- Supervision levels are appropriate.
- STP expectations are clear to all pupils.
- Individual risk assessments are in place where absconding is a possibility.
- Visits to venues for trips are completed in advance to undertake a risk assessment and approved by the principal prior to the trip commencing.

In the event of a pupil absconding from the premises, the following timeline will be followed:

1. •Inform a member of the Senior Leadership Team immediately
   •Ensure other pupils are contained in a safe environment
2. •Senior Leaders will direct staff to check school premises
   •If the pupil is found within the school premises, staff will use strategies to defuse, de-escalate and return pupil to their routine.
3. •If the pupil is not located within the first few minutes (or has been observed lesaving school grounds), senior leaders will inform parents and police

Following an incident, a meeting will be held with the pupil, family and principal/senior leaders to complete a positive regulation plan, including a risk assessment linked to absconding from school.

The Learning Mentor will organise targeted intervention for the pupil on their return to school.

Mobile phones / electronic devices in school

Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. One of the greatest challenges facing schools is the presence of mobile phones. Mobile phones risk unnecessary distraction, disruption and diversion. This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers' efforts away from learning. We owe it to our pupils to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school.

At STP we understand that older pupils may require access to their mobile phone when walking to and from school. Therefore, on entry to school each pupil must hand in their mobile phone / electronic device to the school office. Pupils will then collect the items at the end of the school day. Should a staff member suspect that a pupil may have a mobile phone in school, this will be

reported to a leader immediately who will determine whether a search (in line with the guidance below) needs to take place.

Searching, screening and confiscation

This section of the policy should be read alongside the DfE guidance on 'Screening Searching and Confiscation.'

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in school or any other item that the school rules identify as an item which may be searched for.
The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search for the items specified below.

The list of prohibited items is:
• knives and weapons.
• alcohol.
• illegal drugs.
• stolen items.
• tobacco and cigarette papers
• fireworks
• any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

Before searching:

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the school rules for which a search can be made. The authorised member of staff should assess how urgent the need for a search is and should consider the risks to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Staff should always seek the co-operation of the pupils before conducting a search. If the pupil is not willing to co-operate with the search the member of staff should seek further advice from the headteacher. If the member of staff still considers the search to be necessary due to a potential risk to other pupils and staff, the pupil must continue to be supervised and kept separate from other pupils.

The headteacher will then determine whether the pupil will be sanctioned in line with this behaviour policy or whether further action will be needed. This will involve a phone call home to parents should the pupil continue to refuse to co-operate.

During a search:

An appropriate location for the search should be found. The search should always take place on school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The search should be away from other pupils.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of a different sex and/or without a witness present only:

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

The extent of the search:

A member of staff may search a pupil's outer clothing, pockets, possessions including bags, desks or lockers. The person conducting the search must not require the pupils to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

After the search:

Whether or not items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's safeguarding and child protection policy.

Recording searches

Any search by a member of staff for a prohibited item and all searches conducted by police officers must be recorded on the school's CPOMS system using the category 'Searching, screening and confiscation'. The proforma detailed below will be completed, regardless of whether an item has been found.

All search information will be analysed by leaders to determine whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data.

Informing parents

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable using the proforma detailed in Appendix **3**.

Confiscation

An authorised staff member carrying out a search can confiscate any items that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils.
- is prohibited or identified in the school rules for which a search can be made.
- is evidence in relation to an offence.

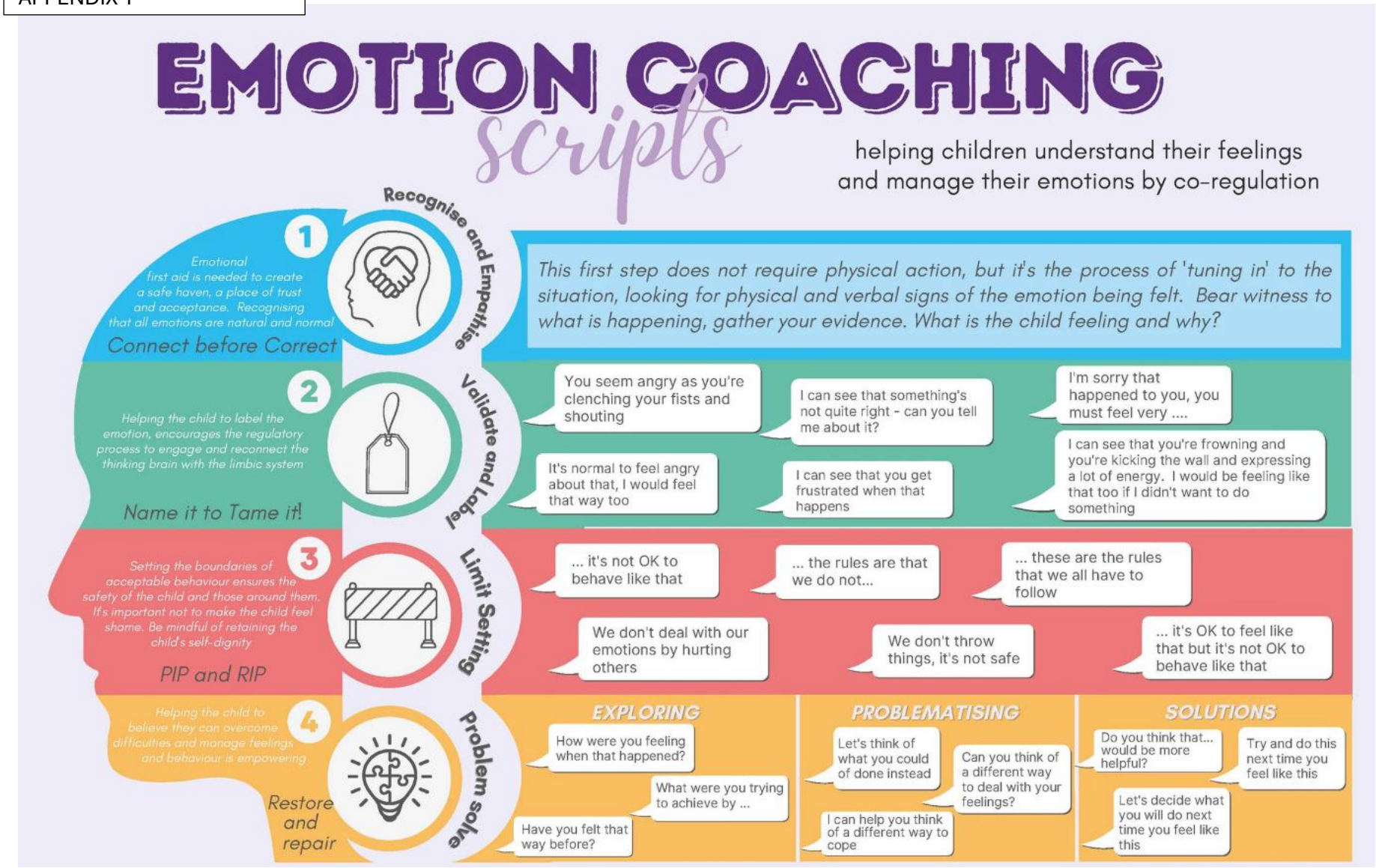
The member of staff, in liaison with the headteacher should consider all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. Headteachers should refer to the

paragraphs 58 – 79 of the screening, screening and confiscation DFE guidance linked to the confiscation of items.

Monitoring and Review

The behaviour and pastoral policy will be reviewed annually by the Principal. Following each review, the policy will be presented to the Local Advisory Board for approval before being shared with all stakeholders.

APPENDIX 1


EMOTION COACHING
scripts
helping children understand their feelings and manage their emotions by co-regulation
Recognise and Empathise
1
Emotional first aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal
Connect before Correct
This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?
Validate and Label
2
Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system
Name it to Tame it!
You seem angry as you're clenching your fists and shouting
I can see that something's not quite right - can you tell me about it?
I'm sorry that happened to you, you must feel very ....
It's normal to feel angry about that, I would feel that way too
I can see that you get frustrated when that happens
I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something
Limit Setting
3
Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame. Be mindful of retaining the child's self-dignity
PIP and RIP
... it's not OK to behave like that
... the rules are that we do not...
... these are the rules that we all have to follow
We don't deal with our emotions by hurting others
We don't throw things, it's not safe
... it's OK to feel like that but it's not OK to behave like that
Problem solve
4
Helping the child to believe they can overcome difficulties and manage feelings and behaviour is empowering
Restore and repair
EXPLORING
How were you feeling when that happened?
What were you trying to achieve by ...
Have you felt that way before?
PROBLEMATISING
Let's think of what you could of done instead
Can you think of a different way to deal with your feelings?
I can help you think of a different way to cope
SOLUTIONS
Do you think that... would be more helpful?
Try and do this next time you feel like this
Let's decide what you will do next time you feel like this

STP Staged approach to behaviour

Stage of behaviour	examples	Sanctions/Consequence	Comments
Stage 1 (class based strategies)	• Interrupting • Shouting out • Distracting others • Ignoring instructions • Silly noises • Pushing in line • Running around school	- Verbal reminder / warning - Disapproving look to signify unacceptability of behaviour - Change of seating position - quiet word in the moment - behaviour toolkit	Often praising good behaviour (e.g. thank you to all of you who are walking along the corridor sensibly) has a positive effect on those not behaving.
Stage 2	**Persistent Stage 1 behaviour** Behaviours that begin at Stage 2: - Rudeness - Affecting other pupil's learning - Inappropriate remarks i.e. name calling - Answering back to an adult - Damaging school's / pupil's property Being unkind to peers	- Time out for child to consider actions / calm down (calming area with a brain activity, on the wall if outside) - Loss of playtime depending on severity - Conversation with parents from class teacher at the end of the day – face to face or phone call - Sent to buddy classroom (Y4/5, Y3/5) escorted by an adult - **RED CARD 'Warning card'**	At this stage, more than 2 occasions in a week, parents should be called in for a meeting with class teacher to discuss behaviour and expectations.
Stage 3	**Persistent Stage 2 behaviour** Behaviours that instantly begin at Stage 3: - Throwing objects with intent to harm - Repeated refusal to follow tasks - Stealing - Verbal abuse to an adult in school	- **Red card given to child** - Loss of playtime / lunchtime detention - Sent to ABO Lead - Parents contacted by class teacher - Class withdrawal (time out with TA, table outside classroom, different work station, time out in hall if lunch)	Situation to be monitored closely by teachers, learning mentor, SENDCo - Individual behaviour plan to be considered - SNAP assessment conducted by SENDCo - Seek advice from Primary inclusion Team If two occasions of being unkind to another child is evident, to prevent an escalation and this behaviour being seen as bullying, a friendship Agreement will be drawn up with parents
Stage 4	**Persistent Stage 3 behaviour** **Behaviours that instantly begin at stage 4:**	- Sent to ABO lead	Situation to be monitored closely by teachers, ABO, Deputy and Headteacher

	- Bullying (we class bullying as three incidents of bullying behaviour – e.g. physical, verbal or online from one child or a group of children to another child or group of children within one half term) - Abusive remarks linked to the Equality Duty e.g. racist etc - Fighting - Violence - Very serious challenge to authority - Sexual Harassment	- Meeting with parents face to face with class teacher/SLT to look at behaviour agreement - Report card issued -Internal exclusion - Loss of playtime (2days etc…) - Fixed term ban on representing the school - Visits outside school may be removed as privileges - Class withdrawal / internal exclusion - fixed term Exclusion for the most serious incidents of behaviour	Friendship Agreement to be put in place Individual behaviour plan to be reviewed with parents/teacher Seek advice from Primary inclusion Team Safeguarding team at the Bridge. Home school agreement signed by parents/child/teacher
Stage 5	**Persistent Stage 4 behaviour** **Behaviours that begin at stage 5:** Bullying/ hate crime - Persistent verbal abuse to a member of staff - Physical abuse to any member of staff /adult or child - Malicious physical assault on another pupil requiring medical attention - Sexual Violence	- Headteacher meets with child and parents - Exclusion for a fixed term Chair of Governors involved - Involvement of Police - Permanent exclusion from school	
All decisions are at the discretion of the Headteacher and based on individual pupil needs. **Stage 3, 4 and Stage 5 incidents should be recorded on CPOMS**			