



Positive Behaviour Policy

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

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Introduction

We are an inclusive school where every pupil in our care really does matter. Our mission statement is “**Learning, growing, achieving and caring together within our Christian family**”.

We achieve this through our school vision which is to ‘**Thrive in the Gift of Life**’ (**John 10:10: ‘I came that they may have life and have it abundantly’**) where we wish for each pupil to realise their full potential by providing them with a broad and balanced creative curriculum that:

- promotes spiritual, moral and social growth
- promotes understanding of the fast changing, diverse world in which we live
- encourages intellectual and physical development
- promotes our Christian Faith in action
- promotes mutual respect and responsibility

At Farington Moss St. Paul’s, we recognise that trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being (OHID, 2022). Children and young people can experience trauma in different ways.

Adverse Childhood Experiences (ACEs) ¹are traumatic events that can have lasting, cumulative effects on physical, mental and behavioural outcomes.

10 common ACEs:

- physical abuse
- sexual abuse
- psychological abuse
- physical neglect
- psychological neglect
- witnessing domestic violence
- having a close family member who misuses drugs or alcohol
- having a close family member with mental health problems
- having a close family member who served time in prison
- parental separation or divorce on account of relationship breakdown

¹ [Adverse childhood experiences: What we know, what we don't know, and what should happen next | Early Intervention Foundation](#)

Protective and Compensatory Experiences (PACES) are experiences which buffer and reduce the harmful impacts of ACEs. These are:

- Unconditional love
- Connectedness
- Community engagement
- Security: order and predictability
- Mastery/self-efficacy

Our ambition as a school is to become a 'trauma aware, right through to being trauma-informed educational setting where we will place a strong emphasis upon the emotional health and well-being of all pupils, staff and the wider school community, where we aim to create a safe, secure and inclusive learning environment where children will thrive and be given the opportunity to fulfil their potential (see **Appendix 1**).

This policy will set out how we aim to achieve this, recognising that this will be done over time as part of our journey to understand the current needs of our pupils and implement practice that aims to understand the emotional and behavioural barriers to learning, teaching and participation and identify solutions to minimise and remove these by adopting trauma-informed interventions, underpinned by what we understand to be PACES.

Purpose

Our fundamental Christian values are generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, and truthfulness. Pupils are also exposed to the Christian values of wisdom, dignity, community, hope, joy and peace. We recognise that positive behaviour, consideration and respect create a caring, stimulating and secure environment in which staff and pupils feel safe and valued.

We expect these values to be role-modelled and taught by our whole school community, where pupils are encouraged to make good choices and take responsibility for their own actions.

Our Positive Behaviour Policy aims to:

- Ensure our pupils live and learn in a happy, secure, inclusive and loving Christian environment.
- Ensure our pupils have a positive view of our school.
- Ensure pupils show respect to all individuals, including fellow pupils, staff, carers and our wider community.
- Give pupils the opportunity to make positive choices regarding their behaviour.
- Encourage, where possible, pupils to exercise self-regulation and choose appropriate socially acceptable behaviour.

National policy/ Legal framework

²[The Department for Education](#) provides non-statutory guidance advice to headteachers, staff and pupils on behaviour in schools to ensure high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment

There are several duties under current legislation that influences our behaviour policy and practice, particularly where a pupil has Special Educational Needs and/or Disabilities (SEND) that at times can affect behaviour. In particular:

- under the ³[Equality Act, 2010](#), schools must take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the ⁴[Children and Families Act, 2014](#); relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
- for pupils with an ⁵Education, Health and Care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

⁶[Part 1 of Keeping children safe in education](#) advises schools to consider whether behaviour gives cause to suspect that a pupil is suffering or is likely to suffer harm. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (DSL) or deputy. They should consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

⁷[Under the Education and Inspections Act 2006](#), headteachers of maintained schools must determine measures to be taken with a view to:

- promoting self-discipline and proper regard for authority among pupils,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

² [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

³ Section 20 of [the Equality Act \(2010\)](#)

⁴ Section 66 of [the Children & Families Act \(2014\)](#)

⁵ [Section 29](#) & [Section 42](#) of the Children and Families Act (2014)

⁶ [Part 1 of Keeping children safe in education](#)

⁷ [The Education and Inspections Act, 2006](#)

Definitions

Equality

Treating individuals equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and understand the barriers and disadvantage which individuals may face, in relation to protected characteristics. We see all members of our school community as equal and have due regard to the protected characteristics.

Diversity

Diversity is about recognising the value of difference. At its core, it involves valuing everyone as an individual and recognises that everyone is unique, with different needs, values and beliefs.

Justice

Justice, in its broadest sense, is the concept that individuals are to be treated in a manner that is equitable and fair.

Inclusion

Inclusion is about ensuring we get the best from everyone. It is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Trauma

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being (OHID, 2022⁸).

Trauma-Informed

Being trauma-informed aims to increase awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships. It aims to improve accessibility by creating culturally sensitive and safe environments by removing stereotypes and biases, valuing traditional cultural connections and incorporating policies and processes that are responsive to the cultural needs of individuals.

Toxic Stress

Occurs when there is excessive or prolonged activation of the stress response due to prolonged adversity and can disrupt the healthy development of brain architecture, impacting on emotional and behaviour responses.

⁸ [Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-definition-of-trauma-informed-practice)

Toxic Shame

An overwhelming and relentless sense of unworthiness, inadequacy, and self-disgust (⁹Bomber, 2007).

Self- Regulation

The ability to understand and manage your own energy, emotions, behaviours and attention in a socially acceptable way.

Re-traumatisation

Re-traumatisation is when someone relives the stress reactions they have previously been subjected to as a result of a traumatic event when confronted with a new, related event. It can feel as intense as when the first occasion occurred.

Restorative approach

¹⁰Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community, young people are given responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Special Educational Needs and/or Disabilities (SEND)

[The ¹¹SEND code of practice](#) states that “a child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made”.

Many children who have SEND may have a disability under ¹²[the Equality Act 2010](#). This states that a person has a disability if they have ‘a physical or mental impairment that has a “substantial” and “long-term” negative effect’ on their ability to carry out normal daily activities. For these pupils, ‘reasonable adjustments’ must be made to ensure that they are not at a substantial disadvantage.

Exclusion and suspension

Suspension refers to an exclusion from school for a fixed period.

Exclusion refers to a permanent exclusion from school.

Links to other policies and documentation

Our positive behaviour policy should be read in conjunction with the following:

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Complaints Policy](#)

⁹ Bomber, L. (2007). Inside I'm Hurting. Practical Strategies for Supporting Children with Attachment Difficulties in Schools. Worth Publishing. ISBN 10: 1903269113.

¹⁰ Hopkins, B. (1999). *The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning*. Routledge: London. <https://doi.org/10.4324/9781003423935>

¹¹ [Department for Education and Department of Health and Social Care, June 2014](#)

¹² [Equality Act 2010](#)

- [Child Protection and Safeguarding Policy](#)
- [Single Equalities Policy](#)
- [Inclusion Policy](#)
- [Parent Code of Conduct Policy](#)
- [sen-policy-and-information-report-incl-trauma-informed-2025.pdf](#)

Our Vision- Why being trauma-aware/informed matters to us

When the human brain experiences stress, the blood flow to the part of the brain responsible for decision making, planning, impulse control, moral reasoning and sense of self (pre-frontal cortex) decreases. The automatic 'fight or flight response' takes over, activating a heightened stress response as a survival strategy. For those who have experienced long-term or multiple traumas, this survival strategy may become their 'norm'.

In an educational setting, this can impact on behaviour of those children and young people who are subject to this constant 'fight or flight response' or 'toxic stress'.

Children and young people who have experienced trauma are also more likely to experience 'toxic shame' and are likely to find any form of discipline challenging, and may:

- Misinterpret well-intentioned or constructive feedback as being a personal attack against them.
- Ruminates over/find it difficult to move on from discipline.
- Find public discipline or praise difficult to tolerate (and demonstrate this through behaviour that challenges).
- Appear to 'hold a grudge' quickly.
- Recreate the 'chaos' they have experienced in their early life.
- Need more time to 'calm down' or 'self-regulate' following an episode of distress, compared to children who do not experience toxic shame.

A trauma-informed educational setting is one where all adults recognise and respond to those children and young people who have experienced trauma in a way that meets their social, emotional and mental health needs.

Here at St. Paul's Farington Moss, we are committed to an ethos and culture where we focus on the well-being and progress of all our pupils and where all members of our school community are of equal worth.

Being trauma-informed will increase our awareness of how trauma can negatively impact on children's development and life chances and will support us to improve the accessibility and quality of education by creating a culturally sensitive and safe environment to develop trusting relationships with our whole school community,

where we will seek to see beyond a child's presenting behaviour and ask, 'What does this child need?' rather than 'What is wrong with this child?'.

There are many benefits of adopting a trauma-informed approach in school, including improved wellbeing and educational experience for pupils. We understand that traumatic experiences result in feelings of helplessness which can limit their ability to function at an optimal level over time. Becoming trauma-informed will support pupils to feel more comfortable in our school environment which we hope will improve their overall wellbeing and educational outcomes.

Benefits we hope to measure by becoming trauma-informed:

- **Improved attendance-** when pupils feel safe and supported at school, they are more likely to attend regularly. This is especially important for pupils who have experienced trauma, as trauma can often lead to school avoidance.
¹³[Data from the Department for Education](#) highlights that pupils with identified SEND have higher rates of absence than those with unidentified SEND needs. By providing the necessary individual support, pupils can develop stronger connections with their teachers and peers, leading to more regular attendance and optimal learning outcomes.
- **Improved educational outcomes-** when pupils feel supported at school, they are more likely to engage in their learning and achieve improved results.
- **Improved behaviour-** when pupils feel safe, valued and supported they are more likely to behave positively. A focus on social-emotional learning supports pupils to engage in lessons and build positive relationships.
- **A safe and supportive learning environment-** being trauma-informed can help create a positive culture where everyone feels safe physically, psychologically, emotionally and socially. This environment seeks to foster a positive culture characterised by positive relationships built on trust and mutual respect amongst the school community.
- **Improved cultural, historical and gender sensitivity-** being trauma-informed will promote the recognition and respect of the diverse experiences and identities of pupils, while understanding the impact of historical and cultural contexts.
- **Empowerment and choice** – a trauma-informed approach seeks to empower pupils and families to make choices about their learning and participation, providing alternative choices for pupils who don't feel ready to participate and making accommodations for pupils with individual needs. This inclusive environment cultivates a sense of teamwork and collaboration, allowing the whole school community to thrive in the gift of life together.

¹³ [Pupil attendance in schools, Week 29 2024 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

Roles and responsibilities

The Governing Body is responsible for ensuring that our school complies with legislation, national policy, and that this policy and related policies are fully implemented. They will do this by:

- Equipping our Governors with the knowledge to fulfil their legal responsibilities through training and professional development opportunities to enable robust monitoring of our school's progress.
- Monitoring and reviewing the effectiveness and consistency of the positive behaviour policy in partnership with the headteacher.
- Monitoring the school attendance and absence.
- Monitoring interventions in place to support pupils at risk of suspension or permanent exclusion.
- Monitoring instances where pupils receive repeat suspensions.
- Arrange suitable full-time education for any pupil that has been suspended longer than 5 days.
- Considering whether excluded pupils should be reinstated.

The Headteacher and Senior Leadership Team (SLT) will ensure that the school environment encourages positive behaviour by:

- Modelling our Christian values and positive behaviour.
- Monitoring and reviewing the implementation of this policy; ensuring that all staff are aware of their responsibilities and are given appropriate support to fulfil their duties.
- Ensuring staff are equipped to manage behaviour in conjunction with this policy, identifying and supporting continuous professional development needs/opportunities.
- Monitoring and reviewing incidents reported either verbally or on CPOMS (Child Protection Online Management System).
- Liaising with specialist staff such as the SENDCo (Special Educational Needs Co-ordinator) and/or school family support officer, to consider individualised approaches to behaviour that is identified at risk.

School Staff are responsible for:

- Modelling our Christian values and positive behaviour.
- Attended planned training and professional development.
- Plan and deliver curricula and lessons that reflect the principles in this policy.
- Keep up to date with legislation and best practice relevant to their work.
- Implementing the positive behaviour policy consistently.
- Providing a personalised approach to behavioural needs of pupils.
- Recording incidents on the school's electronic system- CPOMS.

Parents, carers and visitors are expected to:

- Support their child with this positive behaviour policy
- Work in partnership with the school to identify any changes in circumstances that may impact on their child's health, wellbeing and subsequent behaviour.
- Work in partnership with the class teacher/staff to discuss any personalised approaches to behavioural needs.
- Work with identified specialists to support their child's health, wellbeing and learning needs.
- Report any concerns to their child's teacher or SLT regarding behaviour at their earliest opportunity.

Pupils are expected to:

- positively engage with the whole school community, living out the Christian ethos and values of our school.
- Keep their 'Partnership Promise' throughout the school year.

Our approach- Positive Behaviour Pupil Reward System

We recognise that positive behaviour and living the Christian ethos and values of our school will create a safe and happy learning environment for all. We believe that pupils who try hard to live our school values and with their individual learning should be acknowledged as positive role models, so we have several incentives and rewards to encourage positive behaviour, whilst ensuring that every pupil is included, and treated fairly and respectfully. We believe that this positive approach to behaviour will enable our pupils to feel valued, connected and promote engagement with the whole school community, which we know can reduce the harmful impacts of ACEs.

To encourage pupils, their carers and all staff to work in partnership to promote and embed these Christian values in all behaviour within our school community, we have developed a 'Partnership Promises' agreement that will be issued at the beginning of each school year, signed by pupils, carers, class teacher, teaching assistant(s) and welfare staff (see **Appendix 2**).

Positive behaviour is continuously encouraged and role-modelled throughout school by:

- using quiet and calm tones and mannerisms
- positive praise
- leading by example – being a positive role model
- offering meaningful rewards
- recognising all achievements
- making children feel special and valued

- effective teaching and learning
- access to individualised and differentiated curriculum
- consistency and clear boundaries
- positive engagement, such as showing interest, eye contact and smiling
- good communication and partnership between home and school

Positive recognition of behaviour will be continually rewarded with praise, encouragement and formal 'Merit' points which will be awarded for:

- Respecting everyone
- your best work
- excellent effort
- making good progress
- always working hard
- always working at a high standard
- being helpful, considerate, courteous; showing good manners
- taking pride in your work

Merits

Positive behaviour is rewarded with Merits and are counted each week and awarded to the houses: Bowland, Longridge, Parlick and Pendle. Each week the winning team is added to the chart and the pupils of the overall team winner receive a reward afternoon out of class.

These

School Awards

Half-termly trophies are presented for

Courtesy	KS1 & KS2
Punctuality	KS1 & KS2

Christian Value awards- are awarded for each class, chosen by the School Council and the School Council lead.

Year 6 achievement awards- are annually presented to individuals in Year 6 for academic achievement and contribution to school.

Individual class awards- encourages opportunities for teachers to make various awards within their own class to develop positive attitudes.

Celebration Assembly- is a celebration of work with each class making a weekly contribution. At the end of each half-term there is an Awards presentation worship when individual awards achieved in the half-term are presented.

Other rewards include:

- Stickers
- Smiles
- Well done awards
- Certificates
- Positive comments to parent/carers
- Celebrating positive behaviour/success
- Invited to visit another member of staff to reinforce success and praise
- Postcards sent home from the Head teacher
- Postcards are also awarded for full attendance.

Behaviours of concern

We acknowledge that behaviours contrary to our Christian values and ethos can be disruptive to learning, teaching and participation and can impact on health, wellbeing, and pupils' ability to thrive and reach their full potential. For the purpose of this policy, we will refer to these behaviours as 'behaviours of concern'. We recognise that to help reduce the harmful impacts of ACEs, our approach to pupils' behaviour needs to offer them order and predictability to enable them to feel safe and secure.

At St. Paul's, Farington Moss, we pride ourselves on enabling our pupils to understand that when things go wrong, or they have behaved contrary to our 'Partnership Promise', we can always do something about it. We do this by offering them time and a safe space to reflect on what they have done, how it has affected others and how they can put it right. We believe that this will support pupils to take responsibility for their behaviour and develop self-efficacy.

Behaviour Management

Reflection

Pupils will be encouraged to reflect on their behaviour and consider the following questions:

- What happened/ what's happening?
- What were you thinking/ feeling at the time?
- What do you feel / think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

Restorative approaches

As part of the steps to make things right, teaching staff may decide to use a consequence as part a restorative approach to help pupils understand the impact of their behaviour on others with the aim to encourage them to avoid repeating that behaviour in the future.

This restorative approach will also be used to support the pupil to 'pay back' to the school community through age-appropriate acts of service, for example they may be asked to carry out constructive jobs in class or in the playground, under the supervision of staff.

This approach encourages:

- respect
- strengthening and improving relationships, and friendships
- empathy and understanding of other's perspective and the impact of one's own behaviour
- unconditional regard and support, even when things go wrong
- reparation for loss, damage or harm

Following reflection, the pupil's class teacher or suitable representative will:

- Facilitate supportive discussion with the pupil, to offer time and space to reflect and establish the antecedent to their behaviour and any underlying unmet needs that may have acted as a trigger.
- Record outcome of discussion on CPOMS.
- Discuss with carer(s).
- Discuss with Headteacher and SENDCo if appropriate.
- Monitor behaviour with reward strategies.
- Facilitate restorative approaches.
- Consider consequence.

If these management strategies are not successful, carer(s) will be invited to meet with the Headteacher and SENDCo, if appropriate, to discuss and mutually agree a suitable behaviour management plan, including identification of individual emotional, social and physical needs and how the pupil will be supported to meet those needs to promote positive behaviour.

School will record pupil progress, which will be reviewed weekly by the Headteacher, or Deputy Headteacher, class teacher, and carer(s).

Consequences

Missing scheduled breaks: whilst we don't use a formal system of detention, pupils may be asked to miss all or part of a playtime or lunchtime. Parental consent is not

required in these circumstances, but staff will act reasonably given consideration for time to eat, drink and use the toilet.

External agencies may be sought to support pupils behaviour and, if deemed appropriate, a reduced timetable may be approved or a pupil may be required to spend time outside the classroom, supported by staff individually in a designated area within school.

Last Resort Interventions

¹⁴[The Department for Education](#) supports headteachers in using exclusion when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

To achieve this, suspension and permanent exclusion are sometimes necessary, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

If all approaches towards behaviour management in this policy have been exhausted, then suspensions and exclusions may sometimes be necessary as a last resort to create a safe environment for others.

The following applies:

1. Only the headteacher can exclude a pupil on disciplinary grounds.
2. A pupil may be suspended for one or more fixed periods, or permanently excluded.
3. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
4. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
5. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is lawful, reasonable, fair and proportionate.
6. When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher must apply the civil standard of proof, 'on the balance of probabilities' which establishes it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
7. Headteachers should take pupil's views into account, considering these in light of their age and understanding, before deciding to exclude.

¹⁴ [Department for Education's \(DFE\) policy and guidance](#)

Suspension: where a pupil is temporarily removed from the school, as an essential behaviour management.

A pupil may be suspended for one or more fixed periods (a maximum of 45 school days in a single academic year) and does not have to be for a continuous period.

It is important that during a suspension, pupils still receive their education, therefore the headteachers will take reasonable steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion: is when a pupil is no longer allowed to attend school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of this positive behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. The headteacher will also consider making appropriate referrals to support services and notifying key workers, such as a pupil's social worker or family support worker.

The following are examples of behaviour which will not be accepted and may lead to possible exclusion:

- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.
- 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
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

It should be noted that “one off” serious incidents may result in fixed term or even permanent exclusion.

Actions taken following an exclusion

Referral to an appropriate LEA agency

it may be necessary to refer the pupil to an external agency for support such as an Education Psychologist or Pupil Referral Unit (PRU).

Pupils with SEND including those with Education, Health and Care plans (EHC plans)

The school’s legal duties to SEND pupils remain, for example, to make reasonable adjustments in how they support disabled pupils during this period.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process. Under the Children and Families Act 2014, governing boards must use their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND. We will therefore engage proactively with carers in supporting the behaviour of pupils with additional needs.

Where a pupil has an EHC plan, we may contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.

For those with SEND, but without an EHC plan, we will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide an opportunity to request an EHC assessment or a review of the pupil’s current package of support.

Pupils who have a social worker, including looked-after children, and previously looked-after children

Where a pupil has a social worker, because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil’s carers to involve them all as early as possible in relevant conversations.

Duty to inform Parents and carer(s) about an exclusion

Whenever a headteacher makes the decision to suspend or permanently excludes a pupil they will, without delay, notify carer(s) and the pupil of the period of the suspension or permanent exclusion and the reason(s) for it.

Following any decision, the headteacher will also, without delay, provide carer(s) with the following information in writing:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- carers' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- carers' right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that carers have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Informing the governing board about an exclusion

Following any decision, the headteacher will, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil)
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a national curriculum test

Alternative Provision

For a suspension of more than five school days, the governing board will arrange suitable full-time education for the pupil, which will begin no later than the sixth school day of the suspension.

Separation of pupils for safeguarding purposes

In certain circumstances, the school may need to temporarily forbid a pupil from attending the premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this situation, the school will work with the local authority to arrange

education for the pupil. The school will inform parents of the reason why their child has been temporarily forbidden from attending the premises. This action will be used for the rare circumstances and only when separating pupils is essential and cannot practically be done in a way that lets one or more pupils remain on school premises.

Re-integration arrangements

Following any exclusion, a re-integration strategy will be co-produced with the pupil, carer(s), headteacher and relevant agencies to offer the pupil a fresh start, helping them to understand the effect of their behaviour on themselves and others, remind them how to meet the expectations of behaviour in line with the school ethos, foster a renewed sense of belonging within the school community and build engagement with learning.

This strategy will be clearly communicated at a reintegration meeting, where the pupil, carer(s), headteacher and relevant agencies will be invited into school before or at the beginning of the pupil's return. During this meeting, the headteacher will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Relevant agencies may include:

- teachers,
- SENDCo,
- family support worker,
- social worker,
- educational psychologist
- healthcare staff, such as a school nurse or CAMHS practitioner

The governing board's duty to consider an exclusion (See Appendix 3)

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated and will arrange a designated subcommittee consisting of at least three governors who will consider carers' and pupils representations about a suspension or permanent exclusion.

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term
- it would result in the pupil missing a national curriculum test

The following parties will be invited to a meeting chaired by the governing board:

- carers (and, where requested, a representative or friend)
- the headteacher

- a representative of the local authority
- the child's social worker, if the pupil has one
- the pupil should be enabled to make a representation on their own behalf if they wish to do so.

The governing board will make reasonable endeavours to arrange the meeting within the statutory time limits set out above and will try to have to facilitate it at a time that suits all relevant parties.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board will consider any representations made by carers, but it cannot direct reinstatement and is not required to arrange a meeting with carers.

Providing information to carers following a decision on reinstatement

The governing board will set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

Where the governing board declines to reinstate the pupil, it will support carers by signposting to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to exercise their rights to appeal the decision with an independent review panel. This information will be included in the letter notifying carers of a decision not to reinstate a permanently excluded pupil.

Behaviours of concern outside of school

Pupils may display behaviours of concern outside of school, these will be recognised as such when a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

The same principles and consequences that are outlined for behaviours of concern in school will be applied.

High risk behaviours

At times, behaviours that challenge may pose an imminent or immediate risk of physical and psychological harm and as such, we will be required to take actions that are reasonable in the circumstance, necessary and proportionate to the level of harm we are trying to avoid.

Reasonable force

¹⁵The term 'reasonable force' in schools is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed or necessary.

All members of school staff have a legal power to use ¹⁶reasonable force, including people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or carers accompanying students on a school organised visit.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force may be used to:

- remove disruptive pupils from the classroom, in extreme circumstances where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from assaulting a member of staff or another pupil, and
- restrain a pupil at risk of harming themselves.

The use force will never be used as a punishment as this is unlawful.

Confiscation of Inappropriate Items

¹⁷[Ensuring staff and pupils feel safe and secure](#) is vital to establishing supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps establish an environment where ¹⁸[everyone is safe](#).

There are two sets of ¹⁹legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a consequence.
2. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

¹⁵ [DfE Use of reasonable force Advice for headteachers, staff and governing bodies](#)

¹⁶ [Section 93, Education and Inspections Act 2006](#)

¹⁷ [DfE \(2022\) Searching, Screening and Confiscation. Advice for Schools.](#)

¹⁸ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

¹⁹ <https://www.legislation.gov.uk/ukpga/2006/40/section/91>

²⁰[Prohibited items](#) (this is not an exhaustive list):

- knives and weapons
- alcohol and illegal drugs
- stolen items
- any article that 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).
- ²¹[tobacco and cigarette papers](#)
- Fireworks, and
- pornographic images.

It is for the headteacher to decide if and when to return an item, or whether to dispose of it. Items taken by the class teacher which had not been agreed to be in school (toys, games etc) would be returned at the end of the day to the parents/carers. An item on the prohibited list or other hazardous items will be passed to the headteacher, where it will be stored in a lockable cabinet in the Headteachers office. Advice will be sought through external agencies, including the police, who will determine the outcome of the item.

Prevention

Risk assessments

Where there are concerns that a pupil's behaviour could lead to violence or abuse, a detailed risk assessment will be completed and measures clearly identified for supporting the pupil and staff to mitigate the likelihood of harm. The risk assessment will be regularly reviewed by SLT and updated as necessary and any changes communicated to staff promptly.

The headteacher will monitor the effectiveness of control measures in place by monitoring incident rates recorded on CPOMS and equality characteristics of affected colleagues, alongside meaningful engagement with the workforce, their trade union representatives and the board of governors.

The head teacher will also gather information about the causes of violence in school and use this information to inform risk assessments and share with staff and the governing body to inform the prevention process.

²²**Liaison with the police** may also be required to address violent incidents within the wider community or within the school environment that may require further investigation. In any case of escalation (e.g. complaint) or need for consideration of

²⁰ <https://www.legislation.gov.uk/ukpga/1996/56/section/550ZA>

²¹ <https://www.legislation.gov.uk/ukxi/2012/951/made>

²² [when-to-call-the-police--guidance-for-schools-and-colleges.pdf](#)

wider harms, the SLT will work collaboratively with the police to ensure a coordinated approach.

Reporting procedures

Our school believes that all acts of violence and abuse should be reported and investigated. This applies to verbal abuse/threats as well as physical assault, as the psychological harm which can follow such incidents can lead to mental distress for those who are unfortunate enough to be involved or experience them.

The headteacher will:

- Record all incidents on CPOMS, as soon as possible after the incident, including a detailed account of the incident, and all actions taken.
- Ensure that those involved are supported and speak with individual(s) concerned, as appropriate to the situation, in relation to resolution such as a restorative approach or reintegration meeting, which will be recorded.
- Investigate the incident or delegate this responsibility to a member of the SLT. This may include taking verbal accounts or written statements from witnesses including staff members, pupils (if appropriate) and identify the contributory factors and individual management strategies to reduce the likelihood of future incidents.
- An investigation report will be produced in a timely manner and a copy retained by school. If the incident is reported to the police, they will also receive a copy of the report.
- Use data from CPOMS to review any risk assessments linked to the activity and environment of individual(s) involved in incidents, to identify what additional mitigations should be introduced to help to prevent future reoccurrence.
- Ensure colleagues are made aware at regular intervals of the reporting procedures, how to access the reporting system, and any update to process or risk assessments resulting from an incident.
- Liaise with the SENDCo to review individualised behaviour plans or request an assessment of need as per policy.
- Provide regular anonymised reports and data to the governing board for monitoring and review.

Pupil Support

We recognise that due to a number of complex factors, at times, pupils may experience distress, emotional dysregulation and even re-traumatisation which may impact on their behaviour towards others. As a trauma-aware school, we are committed to recognising and responding to those pupils in a way that meets their

social, emotional, physical and mental health needs whilst balancing the requirement to protect the health, safety and wellbeing of our whole school community.

Due to the often unique and individual needs of pupils, we are unable to provide a one size fits all approach to consequences for behaviour, however we are committed to understanding and identifying the emotional and behavioural barriers to learning, and participation and working in partnership with pupils, carers and specialists, identifying individualised trauma-informed solutions and interventions to minimise and remove these.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As a fully inclusive school, we recognise that for some pupils additional or different action may be necessary as a result of a special educational need. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour challenges may require something additional or different so our approach to behaviour will be individualised and according to pupil need and we will support the pupil to learn behaviours expected by the school and wider community.

Where this is the case, a pupil will be identified on our school SEND register. The school's SENDCo will work collaboratively with carers and teachers to assess and evaluate pupil's individual needs to determine what support is necessary to address any unmet needs. Where necessary, support and advice will also be sought from specialist teachers, and external agencies to identify or support specific needs and create an individualised plan and review it at a mutually agreed basis.

It may also be appropriate to help other pupils in school to understand what they can do to support SEND pupils. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Peace Place

We have invested in creating a low stimulus, safe space within school in collaboration with pupils, teachers and governors. This room is called the 'peace place' which can be accessed by individuals that are dysregulated to promote self-regulation in a calming and safe space away from the learning environment.

The aim of this space will be to:

- reduce anxiety
- improve concentration by reducing sensory distractions
- promote emotional regulation, by providing a calm and predictable environment to support pupils to regulate their emotions with the option to use safe items to self-soothe

Child on child abuse

This section should be read alongside our Anti-bullying policy, where we aim to produce a consistent response to any incidents of bullying and make clear everyone's responsibilities with regard to preventing bully in our school.

This section should also be read alongside our child protection and safeguarding policy which is underpinned by the Department for Education's ²³[Keeping Children Safe in Education](#), which includes procedures to minimise the risk of child on child abuse and sets out how allegations will be dealt with along with clear processes of support for all involved.

Child on child abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to learning and have serious consequences for individuals' mental health and wellbeing, not only affecting an individual during childhood but can have a lasting effect well into adulthood. By effectively preventing and responding to abuse, we can help to create a safe, secure environment where our pupils are able to learn and fulfil their potential.

The aim of this positive behaviour policy is to ensure that any form of child-on-child abuse or harmful behaviour is dealt with immediately and consistently. Consequently, when allegations are made and appropriate responses put in place, this will reduce the extent of harm to those involved and minimise the potential impact on emotional and mental health and well-being.

Preventing violence and abuse and ensuring immediate physical safety is our priority but we also acknowledge that emotional abuse can be just as damaging. We also acknowledge that pupils with SEND, or certain health conditions are more likely to be abused or exploited than their peers.

Before deciding on appropriate action, we will always consider our safeguarding responsibilities and duty which include:

- consideration/assessment of the underlying reasons for a pupil's behaviour,
- any unmet needs,
- any harm or abuse suffered by the pupil and others,
- the risk that the pupil may pose to others, and
- the severity of the abuse.

Interventions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a last resort intervention such as a fixed-term exclusion to allow the pupil to reflect on their behaviour.

A permanent exclusion will only be considered as an absolute last resort to ensure the safety and wellbeing of other pupils in the school.

²³ [Keeping children safe in education 2024](#)

We recognise that the use of consequences alone will rarely solve issues of child-on-child abuse, and therefore we will always consider the wider actions that may need to be taken, involving external agencies if necessary to identify key learning that can inform future prevention strategies.

Staff development and training

We will ensure that all staff including colleagues employed via an agency and volunteers, receive an appropriate induction for their role and have access to and understand any relevant risk information. They may also be given access to individual EHCP and behaviour management plans for pupils if required for their role.

We will ensure that all staff including colleagues employed via an agency and volunteers, receive appropriate training and are given opportunities for professional development to ensure that they understand the principles and purpose of the school's positive behaviour policy and how to resolve and respond to behaviours that challenge, and where and when to seek support from others.

Training needs will be identified as part of the annual appraisal process for all staff including the headteacher, supported by the board of governors.

Complaints Procedure

This section should be read in conjunction with the ²⁴[school's complaint policy](#) and the ²⁵[Department for Education's use of reasonable force advice for headteachers, staff and governing bodies](#).

In respect of this positive behaviour policy, it should be noted that:

1. All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true, it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. ²⁶The Department for Education's guidance makes clear that a person should not be suspended automatically, or without careful thought.

²⁴ [complaints-policy-november-2024.pdf](#)

²⁵ [DfE advice template](#)

²⁶ [Allegations of abuse against teachers and non-teaching staff](#)

5. Any complaint must be made within 3 months by the complainant

Consultation, Monitoring & Evaluation

Our positive behaviour policy has been developed from our understanding of trauma and the impact that this can have on children's social, emotional, physical and mental development and well-being.

To counteract the harmful consequences of trauma, we recognise and promote the use of rewards and carefully considered use of consequences to reinforce the principal of Protective and Compensatory Experiences (PACEs) which will enable our pupils to feel connected, engaged, secure and develop self-efficacy in an environment where everyone is of equal value.

This policy will be monitored in accordance with the school's annual cycle of monitoring, which will include:

- behaviour reviews as a standing item on every staff meeting agenda,
- consultation with all staff at the start of each academic year,
- monitoring or feedback from pupils, carers or the governing body indicates more frequent reviews are required.

We will continue to monitor data on behaviour and consult with pupils, carers, staff, and the governing body to inform our self-evaluation of this new whole school approach to understand its impact and effect on:

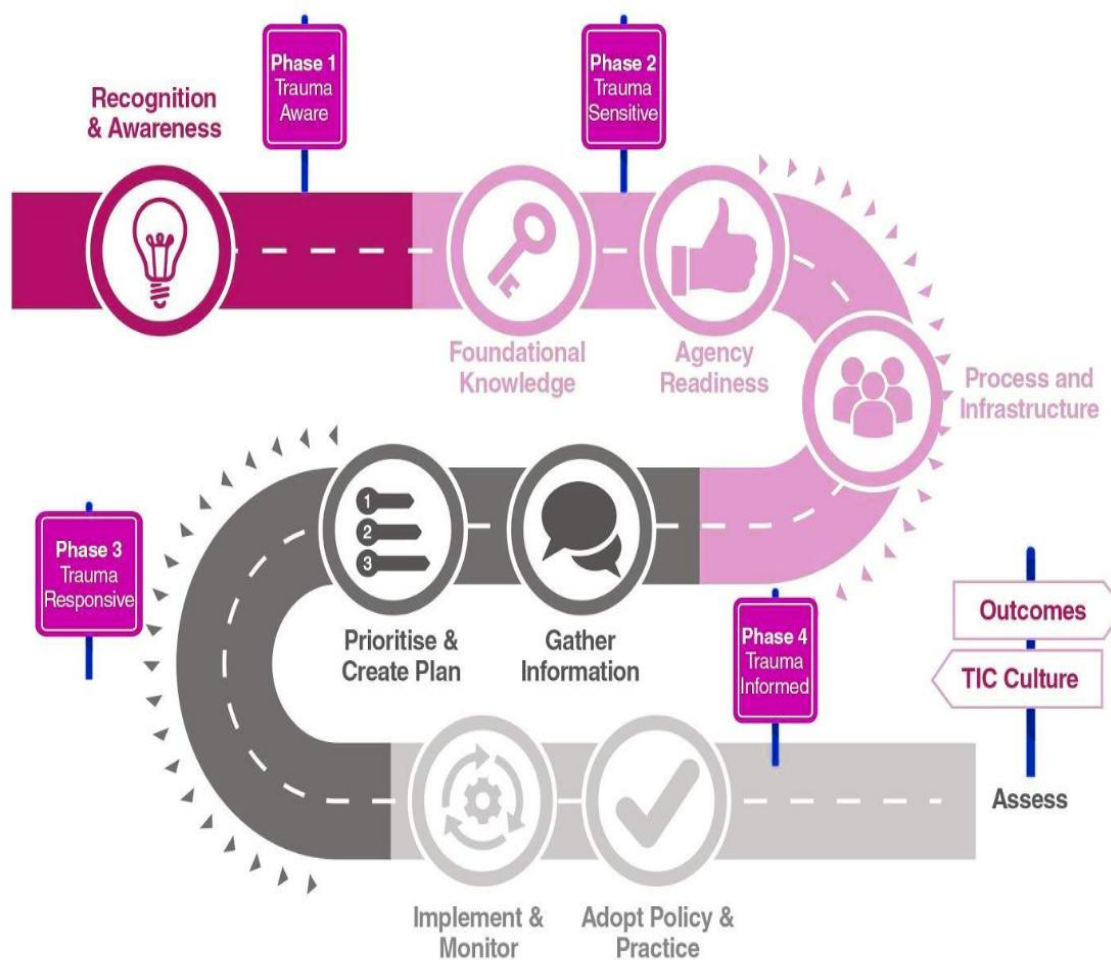
- behaviour outcomes,
- pupil and staff health, well-being and safety
- learning and teaching environment
- pupil progress and attainment

Our evaluation will be based on the intelligence gathered for the headteacher's report and the school self-evaluation as part of the governing board's standards and effectiveness committee.

Following the annual review of the policy, carers will be advised on any adaptations or changes through the school newsletter.

The school newsletter and website will also be utilised to ensure the principles of the positive behaviour policy remain high profile for the whole school community.

Appendix 1



Appendix 2 – Partnership Promise 2025-2026

The school's Christian vision is to THRIVE IN THE GIFT OF LIFE based on John 10:10 *'I came that they may have life, and have it abundantly.'*

As a Church School, we see life as God's gift, to receive that gift, and enable all people within our community to thrive in that gift of life. All that we do, whether in terms of academic life, spiritual life, or the values in which we seek to live, enables our school community to live in that abundant life. This does not happen automatically. We work hard to ensure that our vision permeates throughout the whole curriculum and is an integral part of school life.

Our St. Paul's school community is built on our Christian vision and values. These are: generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service and truthfulness. Through Jesus' teachings, all these values have an important part to play in our spiritual development and help us to make the right choices.

Expectations

I promise to:

- follow our Christian vision and values
- make the right choices
- treat everyone with respect
- be truthful
- be polite, kind and caring
- take care of property
- allow other children to turn over a new leaf (forgiveness)
- treat others as they would like to be treated (Luke 6:31)
- understand what is defined as bullying (annual anti-bullying week in November)
- be trusted to carry out tasks set them where independent work is a reasonable expectation

In worship I promise to:

- Sit calmly and respectfully
- Listen carefully to the teacher
- Join in with our hymns

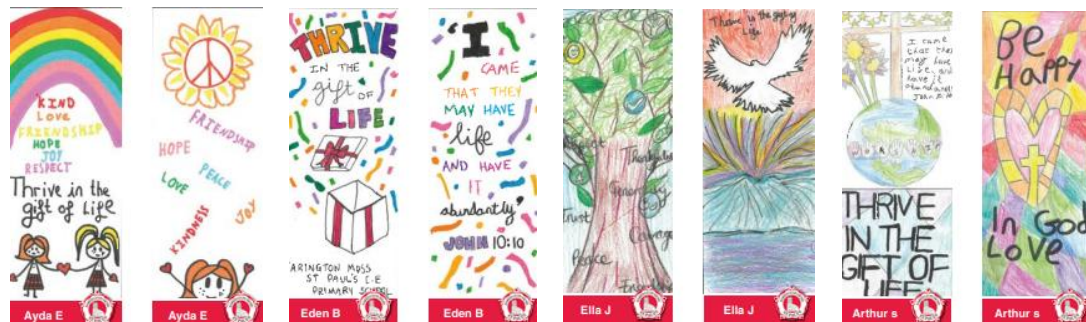
Name:

Year group:



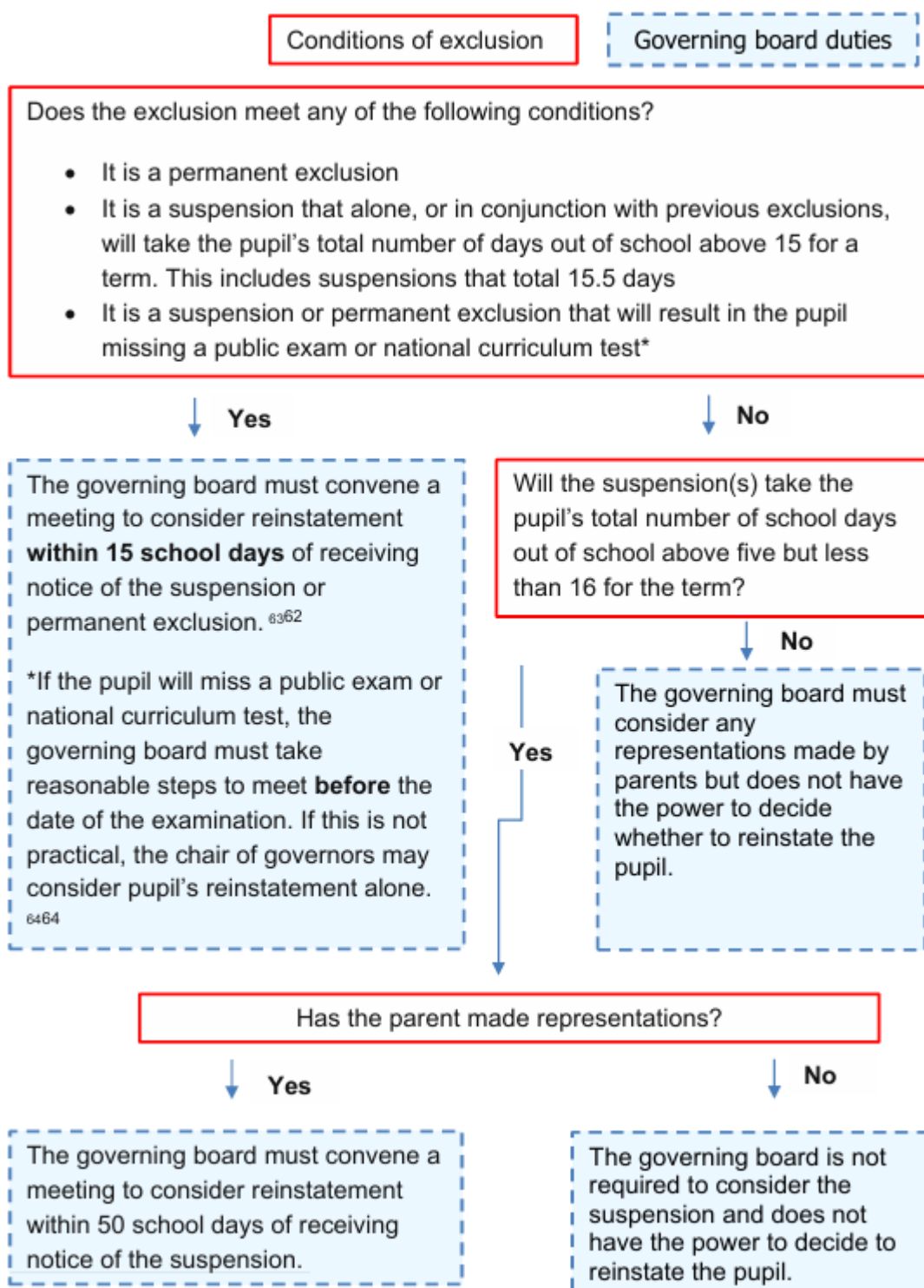
All adults will:

- follow our Christian vision and values
- be polite and courteous to all children and other adults, setting an example of model behaviour
- be positive
- recognise every day as a new day – allow children a ‘fresh start’.
- listen to, encourage and value every child
- promote the self-esteem of every child
- if a child behaves in a negative way, let them know that it is the behaviour that is disliked, not the child
- be consistent
- provide a safe and secure environment
- deal with any negative behaviour immediately
- never offer rewards or consequences that will not be carried out
- use restorative approaches
- encourage children to put themselves in the other person's shoes – to empathise
- help children who display negative behaviour to understand why their behaviour is unacceptable in a way that is appropriate to them
- create opportunities for children to talk about their concerns – pupil voice



Appendix 3

A summary of the governing board's duties to consider reinstatement⁶²⁶³⁶⁴



⁶² Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶³ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.