



Behaviour Policy & Restrictive Intervention

St Paul's Church of England Primary School

Fountain of Life

*Overflowing generosity Recognise
& Illuminate*

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life. Updated March 2026



Introduction

At St Paul's Primary School, we strongly believe that working together with our staff, pupils and parents, is vital in ensuring that our school, as a family, create a safe and secure environment, whereby all its members can flourish. Staff members and pupils from YR-Y6 have formed a working party to create this policy. We have also considered the viewpoints of our parents, ensuring that this policy reflects the whole school community.

At St Paul's, Gospel values permeate through every aspect of school life and guide the aims and rationale of our school policies. Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

St Paul's Primary School is an equal opportunities school, where behaviour is both taught and managed in line with our policies. All pupils within our school have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

In order to function as a supportive community, we actively promote good relations between children of different groups and those who share Protected Characteristics. Through assemblies, PSHE lessons and daily worship, we encourage children to celebrate our differences and similarities as well as consider the health, safety and the feelings of others through the promotion of Spiritual, Moral, Social and Cultural Development and British Values.

This policy should be read in conjunction with the Equality and Diversity Plan, Safeguarding Policy, SEN Policy, Anti-Bullying & Online Safety Policy, Child on Child Abuse &, PSHE Policy.

Legislation, Statutory Requirements and Guidance

This policy is based on legislation and guidance from the Department for Education (DfE):

- Behaviour and discipline in schools: advice for headteachers and school staff (2016)
- Behaviour in schools: advice for headteachers and school staff (2022)
- Searching, screening and confiscation at school (2018)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England (2017)



- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022)
- Use of reasonable force in schools (2026)
- Supporting pupils with medical conditions at school
- The SEND Code of Practice (2015)
- Section 175 of the Education Act 2002 (safeguarding and promoting welfare)
- Sections 88-94 of the Education and Inspections Act 2006 (duty to regulate behaviour and publish a policy)
- Maintained schools must publish their behaviour policy online.

Support for Emotional Needs:

The SENDCO, learning mentors and SLT provide targeted support for children with additional needs. Pastoral support, reflective conversations, and sensory regulation strategies are embedded in our practice.

External agencies are engaged when needed to provide specialist input.

Inclusion and SEND:

We are fully inclusive and will make reasonable adjustments for pupils with SEND.

We recognise the impact of trauma, attachment difficulties and neurodiversity on behaviour.

Staff will reflect on whether a child was able to understand and manage their behaviour in context.

Staff will adapt expectations and consequences sensitively, ensuring that the pupil's dignity is maintained.

The SENDCO will in conjunction with outside agencies and the class teachers will develop individualised support plans and co-regulation strategies.

Consider whether additional assessments or support are needed.

Working with Parents and Carers

We value the vital role of parents and carers in shaping children's behaviour. The school wishes to work collaboratively with parents to support children behaving well both at home and at school. A supportive partnership will be strong and be of ultimate benefit to the children.



We will:

Communicate openly and regularly about children's needs and progress.

Seek parental input to co-create strategies for supporting positive behaviour.

Involve families in restorative processes where appropriate.

Ask parents to keep us informed of behaviour difficulties or circumstances experienced at home which may affect their child's behaviour at school.

School Aims

To create an environment where everyone, and especially children, feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.

To create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

To create and maintain cultures where pupils and staff flourish in safety and dignity.

To focus attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.

We believe these aims will develop us; spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

Our Behaviour Principles:

I care for you: you care for me.

I respect you: you respect me

I listen to you: you listen to me

Respect and contribute to our School and its environment

Take appropriate risk and commit to difficult things

Work together and respect each other



Rationale

It is fundamental that the whole St. Paul's community (Children, Parents, Teachers, Teacher assistants, Support staff, Administration staff, School Business Manager, cleaning staff and Governors) understand, are committed to, model and promote positive behaviour.

Positive behaviour needs to be Rewarded, Encouraged and Taught.

Positive behaviour management is developed by positive and respectful relationships between children and adults.

Behaviour Curriculum

The school has a clearly defined behaviour curriculum which is explicitly taught, modelled and revisited regularly. This includes routines, expectations, and social behaviours appropriate to different contexts. For example, children are expected to transition around the school and from the playground in a calm and orderly way with suitable adaptations in place for children who need support.

Classroom Management

All staff are aware that if there is no consistency with rewards and consequences, then it is likely that unacceptable behaviour will be present. All staff are therefore responsible for promoting positive behaviours within our school and will consistently:

Greet each pupil as they arrive in the morning with a 'Morning greeting'

Establish clear routines using the visual timetables to support when needed

Communicate expectations of behaviour through verbal and non-verbal means

Highlight reward and promoting good behaviour

Conclude the day positively with all children

Responding in a consistent and respectful way when behaviour does not meet expectations.



Objectives

St Pauls' Positive Behaviour Traffic Lights:

At St Paul's, behaviour is grouped into three types:

Green Behaviour (Expected positive behaviour, in keeping with our Gospel Values)

Examples: Listening when someone is speaking, Hands up to speak, following instructions or being prepared for each lesson, Good manners.

Yellow Behaviour (Low-level negative behaviour)

Examples: Calling out, throwing pencils or rubbers, forgetting PE kit/Homework regularly or talking in class/assembly when asked not to, running in corridors.

Staff will give children two verbal warnings/chances to improve their behaviour, before issuing a yellow card.

Red Behaviour (High level negative behaviour) Eg Hitting someone, Swearing, Name calling,

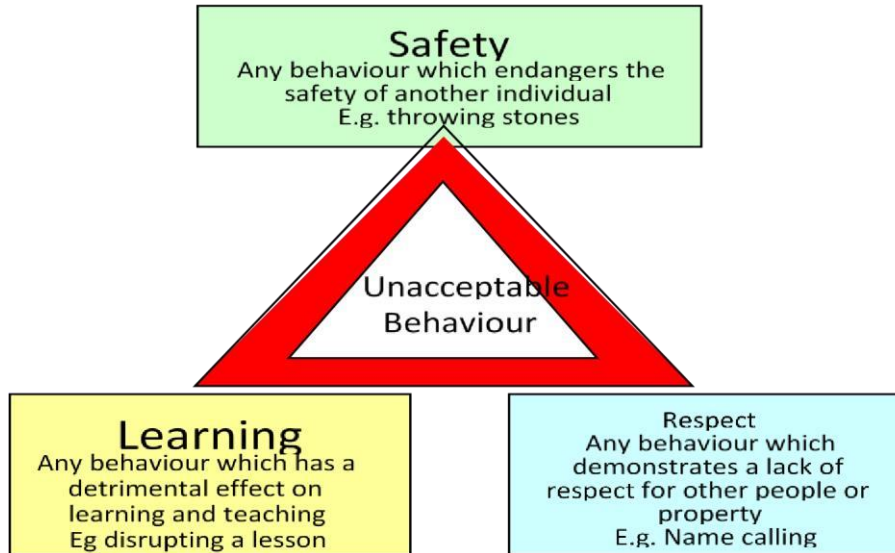
Ignoring instructions/rules repeatedly or deliberate damage to school property, Bullying.

If children receive three yellow cards in one day, this will result in red card behaviour and a phone call home.

Where a child has been given a red card, they will spend time with an adult to fill out a 'reflection' sheet. This allows the child time to reflect upon their actions and think about how things could be done differently in the future. This will be included on the child's file on My Concern, and a copy will be shared with parents.



Unacceptable Behaviour Summary



Responding to good behaviour (Green)

When a pupil's behaviour meets or goes beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour is rewarded with:

Verbal praise

Communicating praise to parents via a phone call or written correspondence

Positions of responsibility, such as council member or being entrusted with a particular decision or project

DoJo Points

Attendance Cup

Stickers/Reward tokens/postcards from staff and Headteacher award stickers

Certificates, prize ceremonies or special assemblies

Weekly Gold Certificate Celebration assembly



Golden Tickets are awarded to children by the lunchtime supervisor for good manners and behaviour. These children will then receive a golden ticket during Friday worship and this allows them to extra play at the end of term.

Consequences for Unacceptable Behaviour

All consequences are reasonable, proportionate and consider the individual needs of the pupil, including any SEND or safeguarding considerations.

Consequences are implemented where necessary and as appropriate, depending on the incident.

Teachers can put in place consequences for children whose conduct falls below the standard, which could reasonably be expected of them. This means that if a child misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply one of the agreed consequences for the behaviour.

We are aware, however, that different approaches work for different children, and, when using the guidelines, staff will consider the appropriateness of any course of action.

Consequences, although not an exhaustive list, may include:

Yellow Card Consequences:

- Five-minute reflection & discussion time
- Verbal warning
- Loss of golden time
- Completing any work missed

Repeated Yellow Card Consequences:

Loss of privileges, such as attending an after-school club or playing in/representing a school team.

Lunch time reflection & discussion.

Work to be completed at break time or at home.

Discussion with Assistant Head of phase

Where a child repeatedly displays low-level behaviours, the class teacher will meet with the child's parents on a 3-week basis until improvements in behaviour are noted.



Red Card Behaviour Consequences

A meeting (in person or via the phone) will be held with the parent and class teacher

Loss of After School activities

Reflection time during break or lunch time play

The Assistant Head of Phase & Deputy Head/Headteacher will support the class teacher when any red card behaviours are repeatedly displayed.

Where children repeatedly display "red card behaviour" parents will be informed by the Assistant head of that phase and the Headteacher/Deputy advised. A follow up meeting will be arranged to discuss improvements/deterioration in behaviour where an appropriate course of action would be agreed, possibly with the help of outside agencies. A behaviour plan or home school communication book may be introduced for a short period of time.

Important features of consequences include:

A focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind child".

A message about what the child should do in future immediately after the misbehaviour.

'Shining a light' on the behaviour, trying to understand the trigger and being proactive in supporting the pupil.

Consequences appropriate to the behaviour.

Looking for the possibility of praise after the consequence, to encourage positive behaviour.

Removal from Class, Seclusion, Suspension and Exclusion

In a minority of cases following a severe incident, there may be a need to consider a removal from either class (seclusion), suspension or permanent exclusion as an immediate consequence. A removal from class, suspension or permanent exclusion may also be necessary when the range of interventions and consequences identified have not led to an improvement in a child's behaviour. The Headteacher, in conjunction with the Senior Leaders/Phase Leaders, or the Deputy Headteacher acting in the Headteacher's absence makes this decision.



Removal from class is where a pupil, for serious misbehaviour or disciplinary reasons, is required to spend a limited time out of the classroom. This is deemed a serious consequence and is only considered once other strategies have been attempted. Children will be given a comfort break and opportunity to walk in the fresh air during the day. The child will be fully supervised during this time. Parents will be informed the same day if their child has been removed from class.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class:

- Relational Support Plan
- Meetings with pastoral lead
- Use of teaching assistants
- Pupil support units/interventions - e.g Brookfield intervention hub
- Multi-agency assessment

It is vitally important that the home/school link is strong in supporting the school's behaviour policy and every effort will be made in enlisting the support of parents throughout the process.

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones. Pupils will always be supported to follow the rules, and this may take the form of reflective conversations or targeted pastoral support.

Restrictive interventions and reasonable force

Our school is committed to treating every pupil with dignity and fairness. All decisions around restrictive intervention are made without discrimination, ensuring every child is supported, protected, and respected equally.



Restrictive Interventions and reasonable force will never be used as a punishment and will only be used as a last resort when all other strategies have been exhausted.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force is the amount of force that staff members can (in certain circumstances) legally use to temporarily restrict a pupil's movement. It means using no more force than is necessary, for the least amount of time for the desired outcome.

All members of school staff can use a restrictive intervention - including reasonable force - to prevent or stop a pupil from:

Causing injury to themselves or others

Committing a criminal offence

Damaging property

Causing disorder among pupils at the school, whether during a teaching session or otherwise

Some members of staff who are more likely to need to use restrictive interventions will be adequately trained to do so safely and lawfully and will be trained in strategies to prevent the need to use reasonable force. The staff at St Paul's are trained using 'Team Teach'.

Staff will not use techniques that restrict breathing or circulation, including holding a pupil on the ground or applying pressure to the neck, chest or abdomen.

Before using a restrictive intervention with a pupil, staff should consider:

If it's necessary: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further.

If it's proportionate: staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions.



The pupil's welfare: staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity.

Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room is a form of seclusion.

After using restrictive intervention with a pupil, staff will:

Write a restrictive intervention form outlining the intervention and the holds used to prevent injury or damage to property. (Unless there is an exceptional circumstance, this will happen on the same day as the incident).

Meet with the parents to discuss the report and share a copy with parents. (Unless there is an exceptional circumstance, this will happen on the same day as the incident).

Senior staff will have a follow-up conversation with the staff member(s) and pupil(s) involved, so you can understand what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. It's best for this to be facilitated by a staff member who wasn't involved in the incident.

Using this information, senior staff will evaluate the incident as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how you could avoid using restrictive interventions in future - for example, by amending or introducing a behaviour support plan for the pupil.

Senior staff will continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed. Pupils who witnessed the incident may also need support.

The advocates will monitor data on restrictive interventions to ensure compliance, consistency and pupil safety.

Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, a risk assessment will be in place following an agreed plan with the SENDCO and parents of the child.



Pupils with SEND and/or disabilities

Restrictive interventions, including reasonable force, can be used on pupils with special educational needs and/or disabilities (SEND).

Staff will work to manage and reduce the risk - for example, by understanding the pupil's triggers and providing staff training.

Where appropriate, staff will work with the pupil, their parents/carers, and other professionals to develop:

Prevention and de-escalation strategies · A behaviour plan that sets out prevention strategies and the types of physical interventions that will be used

Child-on-child abuse

Child-on-child abuse can present in many forms such as verbal abuse, physical assault or online bullying and staff are trained to recognise the signs of such behaviour and report the incident following the school's procedures. Children are regularly reminded to use kind hands, kind feet and kind words to prevent incidents occurring. When an incident does take place, the child is given a red card and consequences detailed above are actioned, parents are informed and the incident is recorded on the school system, My Concern.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. We are committed to supporting the victim and perpetrator of bullying and providing pastoral support and enhanced access to our nurture provision. Please refer to St-Paul's Anti-bullying Policy for full details.

Prejudice-based and discriminatory bullying including sexual harassment and sexual violence

The school will ensure that any incidents of a discriminatory or sexual nature will be immediately reported to a member of the Senior Leadership Team. Incidents that discriminate against a child in terms of language or behaviour in line with the Equality and Diversity Plan or Anti-Bullying Policy, will lead to the following actions:

The staff member will establish whether the child understands the language or actions that have been used.

The consequences system is used at the staff member's discretion following this investigation.



All incidents are logged, reported to the Headteacher and parents of both parties are informed.

Incidents of sexual harassment or sexual violence will also be recorded on the school's safeguarding system, My Concern.

Behaviour Online and Cyber Bullying

We understand that the way in which pupils relate to one another online can have a significant impact on the culture at school. As part of online safety lessons, we teach children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. The majority of online incidents occur outside of the school day and off premises and parents are responsible for this behaviour. However, where incidents have an impact on relationships within school, the Headteacher reserves the right to put in place appropriate consequences.

All children and staff are expected to read and agree to the terms in the IT Acceptable Use Policy.

Behaviour outside of the school premises

Where non-criminal poor behaviour and bullying occur off the school premises and is reported to the school, the Headteacher has the power to apply appropriate consequences. These may include discussions with the pupil/s to reflect on their behaviour with either their Phase leader or a member of the Senior Leadership Team and reporting the incident to parents.

Personalised approach for children with additional needs

Some children with additional needs and /or those impacted by trauma will have personalised behaviour plans to support recognition and reinforcement of positive behaviours.

For those pupils where a different approach is needed, their behaviour plan describes the personalised strategies and resources in place to support the child in meeting their individual behaviour targets. These plans are shared with parents, key staff and the pupil, and are reviewed termly.

Confiscation and searches

Searching and confiscation is conducted in line with the DfES's latest guidance on searching, screening and confiscation. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, 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 listed below.



List of prohibited items:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco or vapes

Fireworks

Pornographic images

Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil).

The authorised member of staff may search the pupil's outer clothing, pockets or possessions in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded on our school safeguarding system, My Concern.

Monitoring of behaviour

The monitoring of behaviour takes place by the DSL team and Assistant Head of Phase. All incidents are recorded on My Concern. Weekly analysis will highlight any children who are struggling to make the right choices independently, enabling support to be put in place to meet their needs.

Pupil Transition

New children entering the school will have the expectations communicated to them from their class teacher. They will also be expected to sign the acceptable use of ICT policy. Where pupils with additional needs join the school, a meeting may be held with parents, SENDCO and a member of the Senior Leadership team in order to put a plan in place to best support their needs from day one.

At the start of each academic year, the children and class teacher create their own list of class rules.

Staff Training

Staff training on Behaviour and Relationships takes place through CPD sessions to ensure the Behaviour Policy and strategies are followed consistently. New staff to school have an



induction which includes training on behaviour including the expectations and use of the traffic light system.

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

Reviewed & Approved by Advocates/Governors: March 2026



St Paul's Restrictive Intervention Reporting Form

Name of the individual:	Date of birth:
Full name and signature of the individual completing this report:	Date of writing this report:
Location of this incident:	Date of the incident:
Full names of other individuals present:	

The following information is an account of what happened before, during, and after the incident.

- Give a comprehensive and accurate account of the incident with specific, clear details.
- Avoid abbreviations and jargon where possible.
- Give details of any restrictive and non-restrictive practices used, including the full names of individuals involved, and the impact it had.

What happened before the incident? What strategies did you use to try to prevent the situation from escalating?
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What happened during the incident? (Reason for physical intervention)

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What happened after the incident?

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Start time of any restrictive physical intervention:	Duration of any restrictive physical intervention:

Why was the intervention in the best interests of the individual?

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Describe any injuries and if medical treatment was offered and accepted.
Injuries should also be recorded in your organisation's accident book.

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St Paul's Church of England Primary School

Behaviour Policy and Statement of Behaviour Principles

External agencies who have been informed of this incident (if applicable):

Other supporting records relevant to this incident (if applicable):

Wherever possible, the viewpoint of the individual should be gathered and recorded using appropriate communication support strategies.

Viewpoint of the individual:

Signature of the individual (if applicable):

Was a debriefing offered? Yes/ No

Was a debriefing accepted? Yes/ No

Include any completed debrief form with this report.

Risk assessment implications following this incident: Follow up actions required:

Name and signature of the person monitoring these records:

Role in this organisation:







St Paul's Church of England Primary School
Behaviour Policy and Statement of Behaviour Principles