



Relationship, Behaviour & Anti-Bullying Policy 2026

Relationship, Behaviour & Anti-Bullying Policy 2026 – Including Governing Body Behaviour Principles, Restrictive Physical Intervention, Reasonable Force and Positive Touch

Purpose, Vision and Relational Culture

At St Paul's CofE Primary School & Nursery, relationships are at the heart of everything we do. We believe children flourish when they feel safe, valued, understood and connected to others. Our relational approach is rooted in our Christian vision, *Learning in God's Love*, and lived through our values of Courage, Compassion and Community.

Our vision is that everyone at St Paul's CofE Primary School and Nursery knows that they are loved and valued by God. We help everyone to grow in courage and compassion. Children are encouraged to reach their full potential and flourish as they learn together as a community.

This vision is theologically rooted in the words of St Paul's letter to the Corinthians:

"Stand firm in the faith; be courageous; be strong. Let all that you do be done in love."
— 1 Corinthians 16:13–14

We believe this calling to "do all things in love" should be reflected in every interaction across school life — in the way adults support children, the way children treat one another and the way relationships are repaired when difficulties arise.

Throughout the Gospels, Jesus consistently showed compassion, forgiveness and dignity to others, particularly those who were struggling, excluded or had made mistakes. Even whilst on the cross, Jesus said:

"Father, forgive them, for they do not know what they are doing."
— Luke 23:34

This example of forgiveness and restoration is central to our relational and restorative approach to behaviour at St Paul's. We believe children should be supported to reflect, repair relationships and move forwards positively rather than being defined solely by mistakes they have made.

We are an inclusive school where everybody belongs. We believe every child deserves to feel safe, cared for and understood, regardless of their needs, background or experiences. This includes children who may have experienced trauma, adversity or difficulties in previous educational settings. Over recent years, St Paul's has welcomed children who have been permanently excluded elsewhere because we believe every child deserves another chance, another relationship and another opportunity to succeed.

At St Paul's, relational practice is not a behaviour initiative or isolated strategy. It is the foundation of our culture, inclusion, safeguarding, teaching and leadership.

We understand that:

- behaviour is communication

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- relationships create safety
- children must feel emotionally secure before they can fully learn
- inclusion is not conditional on children being easy to support

Our school rules:

- Be Ready – prepared emotionally, socially and academically to learn and participate fully
- Be Safe – making choices that protect the wellbeing and safety of ourselves and others
- Be Kind – showing compassion, inclusion, respect and care through our words and actions

These expectations underpin every aspect of school life and are taught, modelled and reinforced consistently by all adults.

Adults consistently use the language of Be Ready, Be Safe and Be Kind when recognising and correcting behaviour so that children experience clear, predictable expectations across the school.

Visitors to St Paul's should experience:

- kind, caring children
- warm and positive relationships
- calm and emotionally consistent adults
- a purposeful but lively atmosphere
- children interacting respectfully with peers and adults
- a strong sense of community and belonging

St Paul's is a calm school, but never a silent one. We believe schools should be places filled with curiosity, conversation, joy and positive human connection.

Principles and Relational Approach

Our approach to behaviour is built upon:

- positive relationships
- emotional safety
- consistency
- restorative practice
- inclusion
- high expectations
- understanding behaviour as communication

We recognise that children cannot always regulate, communicate or behave in the same way, particularly when they are experiencing anxiety, trauma, unmet needs or emotional dysregulation.

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At St Paul's:

- connection comes before correction
- regulation comes before reasoning
- children should never feel that mistakes remove their belonging
- adults remain calm and emotionally regulated
- dignity is preserved, even during moments of challenge

Adults set the tone through their own conduct, modelling:

- kindness
- patience
- professionalism
- fairness
- emotional regulation
- compassion

We believe behaviour is most effectively supported through prevention. Staff therefore create calm, predictable and emotionally safe environments where children:

- understand expectations
- feel noticed and valued
- know adults care for them
- experience consistency
- feel safe enough to learn

When difficulties arise, behaviour is addressed proportionately and relationally. We seek not only to stop unwanted behaviour, but to understand it, support the child and repair relationships afterwards. Where suspension has occurred, reintegration will be carefully planned to ensure children experience a positive and supported return to school. Reintegration approaches may include restorative conversations, emotional regulation support, adapted provision, trusted adult check-ins, pastoral support and graduated transition arrangements. The focus is on restoring safety, rebuilding belonging and supporting long-term success.

Our Christian vision calls us to see the value and dignity in every child, even during moments of challenge or dysregulation. We believe no child should lose their sense of belonging because of mistakes or behaviour difficulties.

Restorative practice is central to our approach. Children are supported to:

- reflect on behaviour
- understand impact
- repair harm
- rebuild trust

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- move forwards positively

We believe consequences and nurture work together.

The school recognises its duties under the Equality Act 2010 and Children and Families Act 2014. Reasonable adjustments may be required for some children with SEND, disabilities, medical needs or significant vulnerabilities in order to help them successfully access school and meet behaviour expectations.

Adjustments are considered proactively and individually and may include adapted routines, sensory support, regulation strategies, communication approaches, environmental adaptations or additional adult support.

Behaviour Curriculum and Explicit Teaching of Expectations

At St Paul's, positive behaviour is explicitly taught, modelled and practised as part of our wider behaviour curriculum.

We recognise that children are not simply expected to know how to behave appropriately in every situation. Adults therefore teach, model and reinforce routines, expectations and social behaviours consistently across school life.

Children are explicitly taught:

- how to move around school safely and respectfully
- classroom routines and expectations
- how to communicate respectfully
- how to resolve conflict appropriately
- how to regulate emotions safely
- how to work collaboratively
- how to show readiness for learning
- how to contribute positively to the school community

Expected behaviours are regularly revisited, practised and reinforced through:

- classroom routines
- collective worship
- PSHE
- restorative conversations
- modelling by adults
- assemblies
- transition support
- relational coaching

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Adults establish clear routines for gaining attention. They do not routinely talk over children; they pause and wait for children to demonstrate readiness before continuing teaching or giving instructions.

Where routines slip, adults reteach, model and practise the expected behaviour rather than relying on repeated verbal correction.

We recognise that some children may require additional modelling, scaffolding, repetition or adaptation in order to successfully meet behaviour expectations.

Roles and Responsibilities

Staff Responsibilities

All adults at St Paul's are expected to care for all children.

Staff will:

- model the school rules consistently
- build positive relationships with children
- greet children warmly each morning
- maintain calm and respectful interactions
- co-regulate children during dysregulation
- teach expectations explicitly
- apply behaviour systems fairly and consistently
- preserve children's dignity
- use restorative approaches following incidents
- record incidents accurately using Trackit Lights
- maintain ownership of routine and low-level behaviour wherever it is safe and appropriate to do so
- seek support when needed

Leadership support should strengthen the authority and relationship of the adult working with the child rather than create a hierarchy in which behaviour is routinely passed to a more senior adult.

Staff must always seek support where behaviour presents a risk to safety, significant dysregulation, persistent disruption, a safeguarding concern or where an individual plan requires this.

Adults must never:

- shout at children
- humiliate children publicly
- respond emotionally to behaviour
- shame or label children

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If an adult feels unable to remain calm, they are expected to seek support from another adult immediately.

Pupil Responsibilities

Children are expected to:

- follow the Be Ready, Be Safe, Be Kind rules
- treat others respectfully and kindly
- take responsibility for choices
- engage positively in restorative conversations
- work with adults to repair relationships
- contribute positively to the school community

Children are supported to understand that mistakes can be learned from and repaired.

Parent and Carer Responsibilities

Parents and carers are important partners in our relational approach.

We aim for relationships between home and school to feel approachable, supportive and relational. Staff and families are often on first-name terms because we believe strong relationships support children most effectively.

Parents and carers are expected to:

- support school expectations
- communicate openly with school
- work collaboratively with staff
- promote respectful and kind behaviour
- engage positively with restorative processes

When behaviour incidents occur, discussions focus not only on what happened, but on how adults can work together to support the child moving forwards.

We believe strong relationships between school and families reflect our Christian value of community and help children feel secure, supported and understood.

Governor Responsibilities

Governors monitor the implementation and impact of this policy, ensuring:

- high standards are maintained
- inclusion remains central
- safeguarding is prioritised
- behaviour systems are fair and effective
- the school's Christian vision is reflected in practice

Staff Training, Support and Development

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At St Paul's, we recognise that consistent and effective relational practice requires ongoing professional development and support.

Staff receive regular training and coaching linked to:

- relational practice
- restorative approaches
- behaviour regulation
- safeguarding
- trauma-informed practice
- SEND and neurodiversity
- de-escalation strategies
- restrictive physical intervention
- emotional wellbeing and mental health

New staff are inducted carefully into the school's culture, routines, expectations and relational approach to behaviour.

Professional development is supported through coaching, reflection, collaboration and ongoing professional dialogue to ensure consistency across the school.

Leaders actively support staff with behaviour and safeguarding matters and maintain a visible presence across school to help sustain calm, safe and supportive environments.

Preventing Behaviour Difficulties

At St Paul's, we believe the most effective behaviour support happens before difficulties escalate.

Prevention includes:

- positive meet and greet routines
- emotionally safe classrooms
- clear routines and expectations
- visual timetables
- strong adult relationships
- emotional check-ins
- explicit teaching of social and emotional skills
- calm and consistent adult responses
- positive recognition
- proactive safeguarding

Where appropriate, adults describe the behaviour they want to see rather than repeatedly focusing on unwanted behaviour. For example, "Safe walking, please" rather than "No running".

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Adults give first attention to positive conduct wherever possible, noticing and naming children who are demonstrating the school rules. Specific recognition such as “Well done for showing Ready” helps children understand exactly what successful behaviour looks like.

All children are greeted daily by staff to ensure they feel welcomed, noticed and emotionally safe.

Some children may require additional relational support, including:

- adjusted starts to the day
- breakfast provision with trusted adults
- nurture support
- sensory support
- emotional check-ins
- access to the nurture room or farm
- regulation spaces

Children who are vulnerable or emotionally dysregulated are intentionally supported before behaviour escalates.

PSHE and emotional literacy are taught explicitly through:

- Jigsaw
- restorative approaches
- circle times
- relational modelling
- Zones of Regulation approaches

Positive behaviour is recognised publicly, while correction is handled calmly and privately wherever possible.

Recognising and Rewarding Positive Behaviour

Recognition is central to our approach because children thrive when positive choices are noticed and celebrated.

Staff use:

- specific verbal praise
- recognition of effort and kindness
- house points
- celebration assemblies
- certificates
- positive communication with families
- opportunities for responsibility and leadership

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Children are recognised not only for achievement, but for living out the Be Ready, Be Safe and Be Kind expectations through:

- kindness
- resilience
- courage
- compassion
- readiness to learn
- positive relationships

Our reward systems strengthen both individual motivation and collective belonging.

Trackit Lights – Behaviour Monitoring and Recognition System

At St Paul's CofE Primary School & Nursery, we use the Trackit Lights system to provide a clear, consistent and relational approach to behaviour support and recognition.

Trackit Lights helps children understand that every choice matters and that positive behaviour strengthens both individual success and the wider school community.

Green – Positive Recognition

Children earn green status for demonstrating the Be Ready, Be Safe and Be Kind rules.

Green behaviour earns:

- one house point
- contribution towards house totals
- recognition from adults and peers
- progress towards certificates

Certificates are awarded at:

- Bronze – 50 points
- Silver – 100 points
- Gold – 200 points
- Platinum – 300 points
- Diamond – 400 points

Successes are celebrated publicly through assemblies and school celebrations.

Amber – Reminder and Reflection

Amber acts as a reminder and opportunity to reflect, regulate and make positive choices.

Adults will:

- calmly remind children of expectations
- support reflection

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- provide opportunities to regulate and improve behaviour

Yellow – Continued Concern

Yellow indicates repeated or more significant concerns.

This may involve:

- restorative conversations
- reflection time
- parental communication
- increased adult support

Red – Serious Behaviour

Serious behaviours such as aggression, deliberate harm or extreme unsafe behaviour may result in a red.

Red behaviour is:

- recorded appropriately
- investigated thoroughly
- followed by restorative support
- communicated with parents

The focus remains on:

- restoring safety
- repairing relationships
- understanding behaviour
- supporting future success

Trackit Lights is not simply a sanction system. It is a relational tool designed to:

- reinforce positive choices
- support emotional growth
- maintain consistency
- strengthen belonging
- help children learn from mistakes

Respectful Relationships and Preventing Bullying

Kind and respectful relationships are central to life at St Paul's.

We are clear that bullying in any form is unacceptable.

Bullying includes deliberate and repeated behaviour intended to cause harm, including:

- physical bullying
- verbal bullying

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- emotional bullying
- social exclusion
- online bullying
- prejudice-based bullying

At St Paul's, bullying prevention is embedded through:

- strong relationships
- PSHE teaching
- restorative practice
- assemblies
- circle times
- Family Links approaches
- staff vigilance
- Girls on Board approaches to support healthy friendships and relational wellbeing

Children are encouraged to speak to trusted adults if they feel unsafe.

Understanding Bullying and Relational Conflict

At St Paul's, we recognise that children will sometimes fall out, disagree, make unkind choices or experience difficulties in friendships and relationships. These situations, whilst important, are not automatically considered bullying.

Bullying is different because it is:

- deliberate
- repeated over time
- intended to cause harm
- involves a real or perceived imbalance of power

Single incidents of unkindness, arguments, friendship fallouts or disagreements between children will still be taken seriously and addressed appropriately by staff through restorative approaches, support and relationship repair. However, these situations may not meet the definition of bullying.

We understand that parents and carers may naturally feel upset or worried when their child experiences conflict or unkind behaviour. Staff will always listen carefully to concerns, investigate thoroughly and explain clearly how incidents are being addressed.

Our priority is always to:

- keep children safe
- support emotional wellbeing
- repair relationships
- prevent repeated harmful behaviour

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- ensure children feel listened to and supported

Staff carefully consider:

- context
- frequency
- intent
- impact
- relationship dynamics

before determining whether behaviour meets the definition of bullying.

All concerns are:

- listened to carefully
- investigated sensitively
- recorded appropriately
- followed up thoroughly

Children who experience bullying will be:

- listened to carefully
- supported emotionally
- helped to feel safe again
- regularly checked in with by trusted adults
- supported to rebuild confidence and relationships where appropriate

Parents are informed and involved throughout the process.

Where bullying is confirmed:

- immediate action is taken
- victims are supported
- restorative approaches are used where appropriate
- children causing harm are helped to understand impact and rebuild relationships

Incidents involving racism, homophobia, transphobia, sexism or disability-related prejudice are treated with utmost seriousness and monitored by leaders and governors.

We are committed to ensuring that no child experiences discrimination, harassment or bullying because of:

- race
- religion
- disability
- sex

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- sexual orientation
- gender reassignment
- family background
- additional needs

Any prejudice-based behaviour is treated seriously and addressed in line with safeguarding and equality guidance.

All anti-bullying work aligns with safeguarding procedures and Keeping Children Safe in Education.

Behaviour Beyond the School Day

Children are expected to uphold the Be Ready, Be Safe and Be Kind rules beyond the school gates.

This includes:

- travelling to and from school
- school trips
- residential visits
- sporting events
- online behaviour
- behaviour within the local community

Children are expected to:

- represent the school positively
- show kindness, respect and care towards others
- behave safely
- demonstrate responsibility

Serious incidents outside school may still be addressed through this policy where they impact:

- safety
- wellbeing
- relationships
- the reputation of the school community

This also includes online behaviour and the use of social media where actions may:

- impact the wellbeing or safety of members of the school community
- damage relationships
- constitute bullying, harassment or safeguarding concerns
- bring the school into disrepute

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The school may respond to behaviour occurring online or outside school where it affects the safety, wellbeing or orderly running of the school community.

Mobile Phones and Smart Devices

Children should not use mobile phones or smart devices during the school day unless agreed in exceptional circumstances by school leaders.

Where children bring mobile phones to school, devices must:

- be switched off
- handed to staff or stored securely in line with school procedures
- not be used on school premises without permission

The school is not responsible for loss or damage to personal devices brought onto site.

Any misuse of phones, smart devices or online communication which impacts the safety, wellbeing or relationships of members of the school community will be addressed in line with this policy, safeguarding procedures and relevant legislation.

Online Conduct, Social Media and Mobile Phones

Children are reminded that the Be Ready, Be Safe and Be Kind expectations apply online just as they do in person.

Online behaviour that causes:

- distress
- exclusion
- bullying
- conflict
- reputational harm

will be treated as a breach of this policy.

This includes:

- hurtful messages
- sharing images without consent
- online exclusion
- spreading rumours
- harmful social media behaviour

Mobile phones are not permitted in school unless authorised by the Headteacher. Any approved devices must be handed to staff securely at the beginning of the day.

Supporting Children with SEND and Additional Needs

At St Paul's, inclusion is central to our identity.

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We recognise that some children require additional support to successfully regulate emotions, communicate needs and meet behaviour expectations.

Behaviour may sometimes communicate:

- anxiety
- sensory overwhelm
- trauma
- emotional distress
- communication difficulty
- unmet need

Children with SEND are supported through:

- Regulation Plans
- Support Plans
- risk assessments
- nurture provision
- sensory support
- trusted adult relationships
- adapted approaches
- structured routines

Providing different support is not lowering expectations. It is ensuring children have equitable opportunities to succeed.

We believe every child is loved and valued by God and should therefore be treated with dignity, compassion and patience, regardless of need, behaviour or background.

Children are not required to be “easy” in order to deserve belonging, support and care.

Evergreen Class

Evergreen Class provides specialist provision for children with Autism Spectrum Disorder and EHCPs.

Provision includes:

- highly individualised support
- visual timetables
- sensory regulation strategies
- low-arousal approaches
- personalised reward systems
- regulation opportunities
- close partnership with families

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- monitoring alongside external professionals

Children within Evergreen Class may communicate distress, anxiety or dysregulation in different ways. Staff use relational approaches, co-regulation, visual support and personalised strategies to help children feel safe, understood and successful. The emphasis is always on emotional regulation, predictability, communication and relationship-building rather than punishment or compliance-based approaches.

Children accessing Evergreen Class may require adapted behavioural approaches, environments, expectations and responses in order to meet their individual needs successfully. This may mean that strategies, rewards, consequences, routines and regulation support differ from those used within mainstream classrooms.

These adaptations are not about lowering expectations, but about ensuring provision is equitable, inclusive and appropriate to each child's level of need, communication, regulation and developmental profile.

Relationships and emotional safety remain central to all provision within Evergreen Class.

SEARCH Nurture Hub

The SEARCH Nurture Hub provides targeted relational and emotional support for children who require additional help with regulation, wellbeing, social communication or readiness for learning.

Provision within SEARCH is rooted in:

- strong relationships
- emotional safety
- nurture
- co-regulation
- consistent routines
- restorative approaches

Children accessing SEARCH may require support due to:

- social, emotional or mental health needs
- anxiety
- trauma or adverse experiences
- dysregulation
- barriers affecting engagement with learning

Staff use calm, predictable and nurturing approaches to help children feel safe, understood and successful. Support may include:

- nurture group work
- emotional regulation support
- sensory strategies
- Zones of Regulation approaches

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- ELSA interventions
- trusted adult time
- structured transitions
- personalised support plans

Children accessing the SEARCH Nurture Hub may require adapted behavioural approaches, environments, expectations and responses in order to meet their individual needs successfully. This may mean that strategies, rewards, consequences, routines and regulation support differ from those used within mainstream classrooms.

These adaptations are not about lowering expectations, but about ensuring provision is equitable, inclusive and appropriate to each child's emotional, developmental and regulation needs.

Children within SEARCH are supported to develop emotional literacy, resilience, self-regulation and positive relationships whilst maintaining high expectations and a strong sense of belonging within the wider school community.

Relationships, dignity and emotional wellbeing remain central to all provision within the SEARCH Nurture Hub.

Suspension and Permanent Exclusion

At St Paul's, we believe inclusion, nurture and relational practice should always be prioritised wherever possible. We are committed to understanding behaviour, supporting children and working collaboratively with families and external agencies to reduce the likelihood of suspension or permanent exclusion.

However, we also recognise the importance of maintaining a calm, safe and supportive environment where all children and adults feel safe, respected and able to learn.

Suspension and permanent exclusion may therefore be used where necessary and lawful in line with the Department for Education statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)*.

Permanent exclusion will only be used:

- in response to a serious breach or persistent breaches of the behaviour policy
- where allowing the child to remain in school would seriously harm the education or welfare of others or the child themselves
- as a last resort after appropriate support and interventions have been considered

Before decisions are made, leaders will consider:

- the individual circumstances
- safeguarding responsibilities
- SEND and Equality Act duties
- reasonable adjustments

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- contributing factors
- the child's views where appropriate
- risk to staff and other children

The school will not use unlawful exclusions, including:

- informal or unofficial exclusions
- sending children home without formally recording suspensions
- part-time timetables used unlawfully
- exclusion because of unmet SEND needs
- pressure on families to remove children from school

Following suspension, children will be supported through a reintegration process which may include:

- reintegration meetings
- restorative conversations
- adapted support plans
- emotional regulation support
- graduated reintegration arrangements
- multi-agency involvement where appropriate

The aim of reintegration is to restore belonging, rebuild relationships and support future success.

Separation for Safeguarding Purposes

In exceptional circumstances, it may be necessary to temporarily prevent a child from attending school or parts of school for safeguarding reasons whilst investigations or risk assessments are carried out.

This may occur, for example:

- following allegations of harm
- where there are concerns regarding child-on-child abuse
- where children cannot safely remain together temporarily
- where significant safeguarding risks have been identified

This is not a disciplinary exclusion.

Any decision will:

- involve the Designated Safeguarding Lead
- be proportionate and time limited
- prioritise the safety and wellbeing of all children
- involve communication with parents and relevant agencies
- ensure education continues during the period wherever required

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The school will follow Keeping Children Safe in Education and relevant statutory guidance when making such decisions.

Related Guidance and Legislation

This policy should be read alongside:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Searching, Screening and Confiscation Advice for Schools
- Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026)
- SEND Code of Practice: 0–25 Years
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and Behaviour in Schools Guidance

Restrictive Physical Intervention, Reasonable Force, Seclusion and Positive Touch – Policy and Procedures

This policy should be read alongside all other sections within this Relationship, Behaviour and Anti-Bullying Policy.

At St Paul's CofE Primary School & Nursery, restrictive physical intervention is always viewed within the context of:

- safeguarding
- relational practice
- emotional regulation
- inclusion
- dignity
- proportionality
- the safety and wellbeing of all involved

We believe that strong relationships, calm environments and early intervention significantly reduce the likelihood of restrictive intervention becoming necessary.

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006

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- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989
- Keeping Children Safe in Education
- DfE, Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026)

Under Section 93 of the Education and Inspections Act 2006, school staff may use reasonable force in the circumstances permitted by law, including where necessary to prevent a pupil from committing an offence, injuring themselves or others, damaging property, or prejudicing the maintenance of good order and discipline. Reasonable force will only ever be used:

- when necessary
- where circumstances allow, after less restrictive options have been considered or attempted
- using the minimum force required
- for the shortest possible time
- in ways that preserve dignity and safety

Restrictive intervention is never used:

- as punishment
- to enforce compliance
- because a child refuses instructions
- to intentionally cause pain, fear or humiliation

Relational and Preventative Approach

At St Paul's, our priority is always prevention and de-escalation.

Staff are expected to:

- remain calm and emotionally regulated
- use restorative and relational approaches
- reduce demands where appropriate
- offer regulation support
- use distraction and redirection
- provide sensory or emotional regulation opportunities
- seek support early

We recognise that behaviour is communication and that many behaviours stem from:

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- anxiety
- trauma
- sensory overwhelm
- communication difficulties
- unmet emotional needs
- dysregulation

Our Christian vision calls us to respond with compassion, dignity and forgiveness, even during moments of challenge or crisis.

Positive Touch

Appropriate positive touch may include:

- comforting a distressed child
- guiding a child to safety
- hand-holding with younger children
- first aid
- supporting emotional regulation
- physical prompting during learning where appropriate

All touch must remain:

- professional
- proportionate
- age appropriate
- respectful of dignity and boundaries

Approved Restrictive Interventions

Restrictive intervention is defined as: *a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.*

Only trained staff should use restrictive physical intervention wherever possible.

Approved interventions may include:

- guiding or escorting
- blocking unsafe movement
- separating children involved in conflict
- preventing unsafe absconding
- holding to prevent immediate harm

Staff will:

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- continually assess risk
- use the least restrictive option available
- release intervention as soon as safely possible
- monitor the child's physical and emotional wellbeing throughout

Restraint

Restraint (MAPA/Safety Intervention) is defined as: *the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility.*

Interventions that intentionally cause pain, restrict breathing or compromise dignity are strictly prohibited.

SEND, Evergreen and SEARCH Provision

Some children with SEND, autism, SEMH needs, trauma histories or sensory processing difficulties may require adapted approaches to regulation and safety support.

Children within:

- Evergreen Class
- the SEARCH Nurture Hub
- or those with identified additional needs

may have:

- Regulation Plans
- Positive Behaviour Support Plans
- individual risk assessments
- agreed de-escalation approaches
- personalised safe handling guidance

These approaches are designed to reduce the likelihood of crisis situations and ensure support remains equitable and appropriate to need.

Adapted approaches do not lower expectations; they ensure children can access support safely and successfully.

Seclusion and Withdrawal Spaces

St Paul's does not use seclusion as punishment.

Children may occasionally be supported in calm or low-stimulation spaces to:

- regulate emotions
- reduce sensory overload
- maintain safety

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- prevent escalation

Any withdrawal from peers must:

- be supervised appropriately
- preserve dignity
- remain proportionate
- last only for the shortest necessary time

Children must never be denied:

- food or drink
- toileting
- communication
- medical support
- emotional support

Environmental Restriction

At times, environmental restrictions may be used to maintain safety and reduce risk. This may include:

- locked or controlled access doors
- restricted access to certain areas
- use of barriers or gates
- adults positioning themselves to prevent unsafe movement
- supervised movement around the school site

Any environmental restriction must:

- be proportionate
- be necessary for safety
- use the least restrictive approach possible
- be regularly reviewed
- preserve dignity and wellbeing

Environmental restriction will never be used as a punishment and will only remain in place for as long as necessary to reduce risk and maintain safety.

Recording and Reporting Procedures

From 1 April 2026, the Governing Body must ensure procedures are in place for recording and reporting each significant incident in which a member of staff uses force on a pupil, and for recording and reporting every incident of seclusion or restraint in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

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A significant incident is any incident where the use of force goes beyond appropriate physical contact between pupils and staff. Records must be made in writing as soon as practicable after the event, with staff endeavouring to complete them no later than the same day. Parents/carers must be informed as soon as practicable, with the school endeavouring to do so no later than the same day, unless the statutory exception applies because reporting would be likely to result in serious harm to the pupil.

Each significant use of force, and every seclusion or restraint incident, must be:

- recorded promptly
- reviewed by leaders
- reported to parents/carers in writing as soon as practicable, normally the same day

Significant incidents involving use of force, and all seclusion or restraint incidents, are recorded using the school's Trackit Lights system and reviewed by senior leaders. Where the statutory exception to parent reporting applies, the school follows the required alternative reporting route.

Records should include:

- names of the pupil and staff directly involved; time, date, location and approximate duration
- relevant needs or circumstances, including SEND status where applicable; antecedents, triggers and de-escalation strategies attempted
- reason intervention was necessary
- type and degree of force or other restrictive intervention used
- post-incident support or medical treatment provided
- any injuries or concerns
- follow-up actions

Incidents are monitored by senior leaders to identify:

- patterns
- safeguarding concerns
- training needs
- disproportionate impact on vulnerable groups
- opportunities for preventative support

Debrief and Follow-Up

Following incidents involving restrictive intervention:

where appropriate, the pupil and staff involved will receive first aid or medical assessment and treatment for any injury as soon as possible

separate reflection and debrief will be offered to the pupil and staff involved, ideally facilitated by an adult not directly involved in the incident where practicable

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any child who witnessed an incident and is distressed will be offered appropriate support

- children will be supported to regulate and recover
- restorative conversations will take place where appropriate
- staff will have opportunities for reflection and debrief
- parents will be updated
- plans and risk assessments may be reviewed

The emotional wellbeing of both children and staff is considered following incidents.

Training and Monitoring

All staff receive training in:

- relational practice
- safeguarding
- de-escalation
- trauma-informed approaches
- Positive Touch

Senior leaders and designated staff receive MAPA training to safely support higher-risk situations.

Governors and senior leaders regularly review:

- restrictive intervention records
- safeguarding trends
- patterns relating to vulnerable groups
- staff training needs
- policy implementation

This ensures practice remains:

- lawful
- proportionate
- inclusive
- safeguarding-focused
- aligned with the school's Christian vision and relational ethos

Complaints and Concerns

Any concerns or complaints relating to restrictive intervention will be taken seriously and investigated in line with the school's complaints and safeguarding procedures.

The school is committed to transparency, reflection and partnership with families following any significant incident.

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Even during moments of crisis, distress or dysregulation, staff are expected to preserve the dignity of every child and respond with calmness, compassion and professionalism in line with our vision of *Learning in God's Love*.

Appendix 1 – Governing Body Written Statement of Behaviour Principles

This written statement of principles is approved by the Governing Body and informs the Headteacher's Relationship, Behaviour & Anti-Bullying Policy. It should be read as part of this policy while remaining clearly identifiable as the Governing Body's statement of principles.

The Governing Body believes that:

- every child has the right to feel safe, valued and respected and to learn without unreasonable disruption from others;
- all pupils, staff and visitors have the right to feel safe at school and safeguarding must underpin behaviour practice;
- pupils, staff and visitors must be protected from discrimination, harassment and victimisation, in line with the Equality Act 2010;
- staff and volunteers should model excellent standards of conduct, calmness, respect and professional behaviour at all times;
- the school's approach to behaviour should be rooted in its Christian vision, Learning in God's Love, its values of Courage, Compassion and Community, and its rules: Be Ready, Be Safe, Be Kind;
- pupils should be helped to understand the impact of their behaviour, take appropriate responsibility, repair harm and move forwards positively;
- positive reinforcement, encouragement and recognition should be central to helping children grow and succeed;
- parents and carers are important partners and should be involved appropriately when behaviour concerns arise;
- rewards, consequences and responses to behaviour should be fair, proportionate, consistent and adapted where reasonable adjustments are required;
- restrictive physical intervention and reasonable force must only be used where lawful, necessary and proportionate, with the least restrictive response appropriate to the circumstances and the pupil's needs;
- bullying, including prejudice-based and online bullying, must be prevented and addressed effectively;
- suspensions and permanent exclusions must only be used lawfully and in accordance with current statutory guidance, with permanent exclusion reserved for the most serious circumstances;

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- violence, threatening behaviour and deliberate serious harm are not tolerated, while responses remain proportionate, safeguarding-focused and consistent with the school's relational approach.

The Governing Body will review this written statement alongside the policy and will monitor whether the school's behaviour arrangements reflect these principles in practice.

Policy Review

This policy will be reviewed annually or earlier if required by changes in legislation, provision, or best practice guidance.

Document Control

Date of Policy: August 2026

Review Date: August 2027

Policy Lead: Headteacher – St Paul's CofE Primary School & Nursery

Approved by: Headteacher and Governing Body

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