TOGETHER ST PAUL'S	**Behaviour and Relationships Policy**
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St Paul's School
Our Core Values are:

H – Honesty – We tell the truth (*in a kind way*)
E – Empathy - We care about how others feel
A – Ambition – We want the best (*for ourselves and each other*)
R – Respect – We treat everyone with respect (*including ourselves*)
T – Trust – We can be trusted (*and can trust each other)*

Our expectations are:

- We always tell the truth in a kind way.
- We consider how other people will feel about our words and actions.
- We do our best work and help others to do the same.
- We use kind words and actions
- We can be trusted to do the best to help ourselves and others.

How we encourage positive behaviour.

We encourage our young people to develop our core values, follow the school expectations, and succeed in school by:

What we use	When and why we offer it
Verbal Praise	• Positive on-task behaviour in class. • General good behaviour during unstructured times. • Staying calm during difficult conversations

	• Displaying school values
Home contact – (email/text/call)	• Positive social interactions. • Supporting staff members or other pupils. • Using kind words or actions in response to difficult situations. • Displaying school values
Reward Points in class groups	• Positive social interactions. • Helping staff or pupils above and beyond what you have been asked to do. • Displaying school values

Group Points	• Working together as a team to show good
	  ○ Learning
	  ○ Social
	  ○ Supportive behaviours

We celebrate and encourage pupils' achievements and positive behaviours through various means, including our 'Walls of Fame'. These dynamic displays in classrooms and communal areas showcase pupil work (of their choice) and acknowledge positive contributions, reinforcing our school values and promoting a sense of pride.

We give pupils the opportunity to self-reflect on their behaviours and how they demonstrate the school values through daily RRR sessions supported by staff.

Managing Behaviour and Consequences

At St Paul's, we use a trauma-informed approach *(Appendix A)* when managing behaviour. Where possible and appropriate, day-to-day behavioural incidents are managed using restorative practices *(Appendix B).* This may include supporting students to repair relationships, reflect on their actions, and take responsibility for any disruption or damage caused, such as helping to tidy or pick up items that have been thrown.

At St Paul's, we strive not only to improve the academic outcomes of our students but also to support their personal development, enabling them to become valued and positive members of their communities. We recognise that every student presents with differing strengths, needs, and experiences. As a result, we treat each student as an individual and provide tailored,

bespoke support packages designed to meet their unique needs and help them achieve success both academically and personally.

All staff are expected to record and report behaviours that are challenging or that negatively impact the learning, wellbeing, or safety of other pupils. Behaviour incidents and emerging trends are reviewed regularly by the Senior Leadership Team (SLT), and appropriate interventions will be implemented where necessary.

When students display behaviours that are not typical for them, we recognise that this may be an indication that they are experiencing distress, dysregulation, or an unmet need. In these situations, staff will use the following guidelines to ensure that students receive the most appropriate support and education provision, whilst minimising disruption to the learning and educational experiences of others. Responses will be proportionate and tailored to the individual needs and circumstances of the student.

First Incident

- Pupils will be supported using a therapeutic and restorative approach.
- Staff will work with the pupil to understand the reasons behind the behaviour, repair relationships where appropriate, and identify strategies to prevent future incidents

Continued Behaviour Concerns

- Where behaviours persist, the school may change their bespoke timetable tailored to the individual needs of the young person.
- This may include, but is not limited to:
    - Changes to classroom placement.
    - Changes to staff support.
    - Adjustments to the learning environment.
    - Additional intervention and support programmes

Where deemed necessary and appropriate, St Paul's may implement an intervention day at home to facilitate a planned home visit with the young person and their parent(s) or carer(s). The purpose of this visit is to strengthen home-school collaboration, reaffirm the school's expectations regarding behaviour and conduct, and ensure that all parties have a clear understanding of the support being provided. During the visit, staff will explain the young person's bespoke timetable and any identified intervention strategies, enabling a consistent, wraparound approach between home and school to support successful reintegration and positive behavioural outcomes

Behaviour Concerns Persist Following a Bespoke Timetable

- If there is no significant improvement following the implementation of a bespoke timetable, the school reserves the right to temporarily amend the young person's educational provision.

- This may involve education being delivered at home or in the local community by a member of St Paul's.

- This arrangement is not an informal exclusion. Its purpose is to enable the school to better understand the behaviours being displayed, identify barriers to learning, and develop effective strategies by to support the pupil's successful reintegration into school.
- Any decision to implement a temporary change in the location of education will only be made following agreement between parents or carers and the SLT.
- A home visit will be arranged to discuss the plan, expectations, and support required to ensure the quickest and most successful return to school. This plan will be reviewed regularly with all peoples involved.

Key Principles

- The welfare, education, and wellbeing of the young person remain central to all decisions.
- The school will work in partnership with parents, carers, and relevant professionals throughout the process.
- All interventions will be reviewed regularly to ensure they are proportionate, supportive, and in the best interests of the pupil.

Serious Incidents

In cases of very serious incidents, the Senior Leadership Team (SLT) reserves the right to implement a suspension or, where appropriate, seek a permanent exclusion as a consequence of a pupil's behaviour.

Any decision to suspend or permanently exclude a pupil will be made in accordance with current Department for Education (DfE) statutory guidance and the policies and procedures of the relevant Local Authority. The school will ensure that all decisions are lawful, reasonable, proportionate, and made with careful consideration of the circumstances of each individual case.

Parents or carers will be informed as soon as possible of any decision to suspend or permanently exclude a pupil and will be provided with information regarding the reasons for the decision, the support available, and their rights of representation and appeal.

Reward, Repair, Reflect (RRR) Sessions

(Appendix C)

As part of our twice-daily timetabled RRR sessions, pupils and staff engage in structured reflection to:

- Discuss decisions and their impact in a safe, respectful environment.
- Share feelings openly, promoting emotional literacy and empathy.
- Focus on the “Why” rather than the “What”—understanding the reasons behind choices rather than simply labelling behaviours.
- Prepare pupils for their next stage in life by teaching accountability and resilience.

We reinforce the principle that:

- All emotions are valid, but responses to those emotions may not always be appropriate.
- Pupils learn strategies to regulate emotions and make positive choices, supported by restorative practice and tailored interventions.

Staff Wellbeing

At St Paul's, staff wellbeing is a priority. We recognise that our staff are our most valuable resource and are committed to creating a supportive, positive, and caring working environment where everyone feels valued, respected, and listened to.

We encourage open and honest communication at all levels of the organisation. Staff are welcome to discuss any concerns, ideas, or wellbeing needs with the Senior Leadership Team (SLT), Governors, Trust Leadership, or Trustees. The school's SLT operates an open-door policy and will always make time to support staff where needed.

We understand that working within an educational setting can involve dealing with challenging and emotionally demanding situations. Following significant incidents, we actively provide opportunities for staff to reflect and debrief. These conversations may take place informally during staff briefings or debrief sessions, or more formally through one-to-one meetings with line managers or members of the leadership team.

We are committed to promoting a healthy work-life balance and fostering a culture where staff feel comfortable seeking support when required. Staff have access to a dedicated Employee Assistance Programme (EAP), which offers confidential advice, counselling, and support services for a range of personal and professional matters.

Through regular wellbeing initiatives, professional support, and a culture of mutual respect, we strive to ensure that every member of staff feels supported, appreciated, and able to thrive both personally and professionally.

Related Policies

- Online Safety
- Attendance (plus the attendance and belonging strategy)
- Bullying
- Safeguarding

Appendix A
St Paul's School Trauma-Informed Approach

Vision Statement

At St Paul's School, we recognise that some children and young people may have experienced adversity, trauma, loss, neglect, abuse, or other significant life events. These experiences can impact behaviour, learning, relationships, emotional regulation, and wellbeing.

We are committed to creating a safe, inclusive, nurturing environment where all pupils feel valued, understood, and supported to achieve their full potential. We seek to understand the reasons behind behaviour and respond with curiosity, compassion, consistency, and high expectations.

Core Principles

1. Safety

We will create environments where pupils feel physically, emotionally, and psychologically safe.

This includes:

- Predictable routines
- Clear expectations
- Consistent responses from adults
- Safe learning spaces
- Positive relationships
- Effective safeguarding systems

Staff will be mindful that a child's challenging behaviour may be a response to feeling unsafe, overwhelmed, or dysregulated.

2. Relationships First

Positive relationships are at the centre of all we do.

Staff will:

- Build trust through consistency
- Show unconditional positive regard
- Use restorative approaches
- Maintain high expectations alongside empathy

- Provide opportunities for connection

Every child should have a trusted adult within school who knows them well and can provide support when needed.

3. Understanding Behaviour

We recognise that behaviour is a form of communication.

Instead of asking:

"What is wrong with this child?"

We seek to ask:

"What might this child be trying to communicate?"

Staff will consider:

- Unmet needs
- Attachment difficulties
- Adverse Childhood Experiences (ACEs)
- Emotional regulation challenges
- Sensory needs
- Environmental triggers

4. Emotional Regulation

Many pupils who have experienced trauma may struggle with self-regulation.

Staff will:

- Model calm, regulated behaviour
- Teach emotional literacy
- Support co-regulation before expecting self-regulation
- Use de-escalation strategies
- Provide regulation opportunities throughout the day

Examples include:

- Movement breaks
- Calm corners
- Sensory resources
- Breathing exercises
- Reflection spaces

5. Consistency and Predictability

Trauma-informed practice is not about lowering expectations.

Instead, it means:

- Being consistent
- Maintaining clear boundaries
- Using predictable responses
- Ensuring consequences are fair and proportionate
- Supporting pupils to repair harm and learn from mistakes

Children thrive when they know what to expect from adults.

6. Staff Expectations

All staff will:

- Receive training on trauma and attachment
- Understand the impact of adversity on development
- Use relational approaches
- Remain calm during incidents
- Avoid shame-based responses
- Use restorative conversations where appropriate
- Record and share concerns through safeguarding systems

Staff should strive to be:

- Regulated
- Reflective
- Consistent
- Compassionate

7. Responding to Distressed Behaviour

When a pupil becomes dysregulated, staff should:

Regulate

- Stay calm
- Reduce audience where possible
- Use a low, calm voice
- Reduce demands if appropriate

Relate

- Acknowledge feelings
- Offer reassurance
- Maintain connection

Examples:

"I can see you're upset."

"I'm here to help."

"Let's work through this together."

Reason

Only once a child is calm should adults engage in:

- Problem-solving
- Reflection
- Consequences
- Restorative conversations

8. Working with Families

We believe families are essential partners.

We will:

- Build positive relationships with parents/carers
- Share concerns sensitively
- Celebrate successes
- Work collaboratively around support plans
- Signpost families to appropriate services

9. Staff Wellbeing

Trauma-informed schools recognise the impact of supporting vulnerable children on staff wellbeing.

St Paul's School will:

- Promote staff wellbeing
- Provide opportunities for supervision and reflection
- Encourage peer support
- Offer access to wellbeing resources
- Foster a supportive staff culture

10. Commitment Statement

- At St Paul's School, we are committed to ensuring that every child feels safe, valued, respected and understood. Through trauma-informed practice, we aim to strengthen relationships, improve outcomes, and provide the support every pupil needs to thrive academically, socially and emotionally.
- **Our guiding principle is: "Connection before correction, relationships before sanctions, and understanding before judgement."**

Appendix B: Natural and Proportionate Consequence examples following decisions.

A natural consequence is one that flows directly from the behaviour, such as:
tidying up a mess made.
A proportionate consequence is one that is commensurate with the severity of the behaviour, ensuring it is fair and not overly punitive or insufficient.
For example, if a pupil damages property, a proportionate consequence might involve contributing to the repair of the area or undertaking a task to replace or fix the item.

In line with our Safeguarding Policy, any behaviour that raises concerns about a pupil's safety or well-being will be addressed immediately and reported according to established safeguarding procedures. Staff are trained to recognise signs of harm and to follow the mandated reporting pathways.

All consequences will be logged as an action on the MIS system.

Repercussion stages apply to negative choices that are not linked to identified needs and fall outside the support strategies outlined in the EHCP.

Stage	Staff action	Example
1	Restorative approach (staff involved/observed incident)	Focused discussion informally after pupil has reregulated.
2	Consequence – After reregulation if necessary. (staff involved/observed and class TA's)	Cleaning up a mess or assisting with clearing a similar area if the original space has already been restored.
3	Update to parents. (Nominated member of staff)	• What happened • How staff responded • How pupils responded to Stages 1 and 2 • How home, school and pupils can develop next steps.
4	Complete change of activity (Class teacher)	If a significant issue occurs during a specific activity (e.g., at the farm), the next scheduled activity will be temporarily changed to one that supports pupils in developing alternative responses and self-regulation strategies.
Possible update to pupil Risk Assessment and Behavior Plan (Class teacher and base TA)		
5	SLT involvement	Once all 4 stages have been tried and all evidence shows the pupils still do not understand consequences (to them and others) of their actions. Each response will be personalised and appropriate to needs.

Appendix C: Restorative Conversation Framework
This appendix outlines the St Paul's School framework for conducting restorative conversations. Our aim is to repair harm, build understanding, and foster positive relationships when incidents occur. Restorative conversations are facilitated dialogues involving those affected by an incident, aiming to address the impact of the behaviour and agree on a way forward."

1. Prepare the Space
Choose a calm, private setting where everyone feels safe.
Ensure there's enough time for the conversation without rushing.

2. Set the Ground Rules
Speak respectfully and listen actively.
No interruptions—everyone gets a chance to share.
Focus on feelings and impact, not blame.

3. Use a Structured Framework
Our approach is the Restorative Questions model:

- **What happened?**
- Let each person explain their perspective.
- What were you thinking and feeling at the time?
- Explore emotions behind actions.

- **Who has been affected and how?**
- Identify the impact on individuals and the community.
- What needs to happen to make things right?

- **Discuss solutions and commitments.**

4. Encourage Empathy
Help participants understand each other's experiences.
Validate feelings without excusing harmful behavior.

5. Agree on Actions
Create a clear plan for repairing harm (e.g., apology, restitution, behavior changes).
Ensure everyone agrees and feels heard.

6. Follow Up
Check in later to see if commitments were honored.
Reinforce positive changes and relationships.