



Padiham Green CE Primary School

Jesus said, "Come, Follow Me." Matthew 4:19

Behaviour and Relationship Policy 2025 – 26

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: May 2026

Behaviour & Relationship Policy

Aligned to The Padiham Green Rules and Behaviour Curriculum

Revised: May 2026

Document Status and Cross-Referencing

This Behaviour & Relationships Policy should be read in conjunction with the following school documents, which together form Padiham Green's coherent, evidence-informed approach to behaviour, relationships and inclusion:

- **The Padiham Green Behaviour Curriculum** – defines how behaviour is *explicitly taught, practised and reinforced* across school.
- **The Padiham Green Rules** – outlines the shared expectations, routines and values that underpin daily life at Padiham Green.
- **SEND Policy** – details how reasonable adjustments and additional support are provided for pupils with special educational needs and disabilities.
- **Safeguarding and Child Protection Policy** – provides guidance where behaviour raises safeguarding concerns, including child-on-child abuse.
- **Anti-Bullying Policy** – defines bullying and the procedures used to prevent and respond to it.
- **Exclusions Guidance (DfE)** – statutory guidance followed when considering suspension or exclusion.
- **Use of Reasonable Force in Schools (DfE)** – statutory guidance governing any physical intervention.
- **Keeping Children Safe in Education (DfE)** – informs all safeguarding-related responses within behaviour management.

Together, these documents ensure a consistent, lawful and compassionate approach to behaviour which prioritises safety, dignity, inclusion and learning.

Vision and Ethos

At Padiham Green CE Primary School our approach to behaviour is rooted in our Christian vision:

Jesus said, "Come, follow me." (Matthew 4:19)

We are a school family where everyone is valued. Through positive relationships, clear expectations and consistent practice, we enable every child to LOVE, LEARN and SHINE academically, socially and spiritually.

Behaviour is not assumed; it is explicitly taught, modelled and practised. This policy works alongside , which sets out what behaviour looks like, how it is taught and how

routines are embedded. This policy *The Padiham Green Behaviour Curriculum* explains how adults respond when behaviour meets, exceeds or falls below expectations.

Purpose of the Policy

This policy aims to:

- Create a safe, calm and caring learning environment
- Promote positive relationships and self-regulation
- Ensure consistency and fairness for all pupils
- Support children to learn from mistakes and repair relationships
- Align adult responses to the Behaviour Curriculum and The Padiham Green Rules
- Meet statutory requirements set out by the Department for Education (DfE)

Principles Underpinning All Levels of Behaviour (DfE & EEF Aligned)

At every stage of behaviour support and response, the following principles apply:

- Consistency and clarity in expectations, routines and adult responses across the school
- Early intervention and use of low-level strategies to prevent escalation
- Reasonable adjustments for pupils with SEND considered at every stage, in line with the SEND Code of Practice
- Recognition that punitive approaches alone are ineffective; restorative conversations lead to stronger long-term behaviour outcomes
- Suspensions and exclusions are a last resort, used only after a graduated response and evidence of support, and always:
 - In line with DfE statutory guidance on suspensions and exclusions
 - Taking account of SEND, protected characteristics and reasonable adjustments
 - Supported by clear records of intervention, support and review

These principles reflect national guidance and evidence-informed practice and underpin all decision-making at Padiham Green.

Team Teach and Positive Handling

Padiham Green CE Primary School uses Team Teach as its accredited approach to positive behaviour support, de-escalation and restrictive physical intervention.

Team Teach principles are rooted in our trauma-informed, relational and restorative approach and prioritise:

- De-escalation and emotional regulation
- Managing risk through positive relationships
- The minimum level of force, for the shortest time, used only to prevent harm
- Restrictive physical intervention is always a last resort and is used only when there is an immediate risk of harm to the pupil or others.

Any use of physical intervention:

- Is carried out by appropriately Team Teach trained staff
- Is in line with DfE guidance on *Use of Reasonable Force in Schools*

- Takes account of SEND, trauma history and reasonable adjustments
- Is recorded, reviewed and reported in accordance with school procedures
- Is followed by restorative conversations to repair relationships and support learning

Team Teach training supports staff to respond calmly, safely and consistently, ensuring the dignity and wellbeing of all pupils is maintained.

Our Behaviour Principles

All behaviour at Padiham Green is underpinned by the following principles:

- Positive, respectful relationships come first
- Consistency from all adults, every time
- High expectations for every child
- Trauma-informed and inclusive practice
- Restorative approaches over punitive responses
- Behaviour is communication

Our Core Expectations: LOVE · LEARN · SHINE

These three expectations are the anchor point for all behaviour teaching, recognition and responses and are defined in full within The Padiham Green Behaviour Curriculum.

LOVE

Treat yourself and others with respect. Act with a kind heart. Be safe.

Children are taught to:

- Use kind words and good manners
- Smile, greet and respond politely to others
- Look after school property and belongings
- Walk smartly and safely around school
- Seek help from a trusted adult when worried or unsafe

LEARN

Allow everyone the opportunity to learn and do your best.

Children are taught to:

- Be in the right place at the right time, ready to learn
- Follow instructions the first time
- Listen when others are speaking (One Voice)
- Stay focused and engaged
- Accept mistakes as part of learning

SHINE

Be brave, resilient and proud of who you are.

Children are taught to:

- Show perseverance and resilience
- Take pride in work and behaviour

- Make positive choices, even when it is difficult
- Be role models for others
- Share ideas, answers and achievements

The Padiham Green Rules: Three School Rules

The rules below are taken directly from The Padiham Green Rules and are explicitly taught through the Behaviour Curriculum.

Be Ready

- Arrive on time with the correct equipment
- Sit smartly with hands and feet still
- Look at the adult leading learning
- Listen carefully and follow instructions

Be Respectful

- Speak politely to adults and pupils
- Use good manners at all times
- Look after equipment and resources
- Be present and engaged in learning

Be Safe

- Walk sensibly around school
- Use kind hands and words
- Follow adult instructions
- Tell a trusted adult if something feels wrong

Consistent Adult Behaviour (PG Adults)

The following adult behaviours are outlined in both The Padiham Green Behaviour Curriculum and The Padiham Green Rules.

Children learn behaviour best when adults are calm, predictable and consistent. All adults at Padiham Green will:

- Greet pupils warmly every day
- Remain calm, regulated and fair
- Use consistent language and routines
- Pay first attention to best conduct
- Praise in public and correct quietly and privately
- Avoid shouting, sarcasm or humiliation

Teaching Behaviour Explicitly

Behaviour is part of our curriculum and is taught through:

- Adult modelling
- Explicit teaching and practice of routines
- Assemblies and collective worship
- Reflection and restorative conversations
- Consistent language linked to LOVE, LEARN and SHINE

Routines: What Behaviour Looks Like

Routines are outlined in detail within The Padiham Green Behaviour Curriculum and are supported by shared visual cues and consistent language used across classrooms, corridors and communal spaces.

The following visual routines are explicitly taught, modelled and displayed so children can *see* what success looks like:

Visual Behaviour Routines

- **Calm Corridors**

Visual: Walking feet, bodies facing forward

Meaning: Quiet voices, safe walking, awareness of others

- **Smart Walking**

Visual: Arms by sides, eyes forward, line on the left

Meaning: Calm, purposeful movement around school

- **Quiet Lines**

Visual: Straight bodies, hands still, eyes forward

Meaning: Ready, respectful transitions

- **One Voice**

Visual: listening / eyes on speaker

Meaning: Listening respectfully, valuing everyone's voice

- **Show Me 5**

Visual: Adult hand raised

Meaning: Stop, look, listen, hands and feet still, lips closed, ready to learn

These visuals form part of the Behaviour Curriculum and ensure consistency, clarity and accessibility for all pupils, including those with SEND.

Recognition and Positive Behaviour

Recognition approaches are defined within the Behaviour Curriculum and include praise, recognition boards, assemblies, messages home and roles of responsibility.

Responding to Behaviour That Falls Below Expectations

Graduated Behaviour Response: 4 Level System

To ensure clarity, consistency and early intervention, Padiham Green uses a structured four-level response system.

Level 1

Low Level, Classroom Managed Behaviour (Resolved by the class teacher)

Typical behaviours: Off-task behaviour; Calling out; Minor disruption; Talking during teaching; Forgetting equipment; Low-level refusal.

Strategies: Non-verbal cues; Reminder linked to LOVE · LEARN · SHINE; Tactical ignoring; Positive narration; Choice; Visual supports.

Action: Private correction; Redirection; Praise; No formal sanction.

Recording: no parent contact unless repeated. Recorded on CPOMs if the child has a SEND need.

Level 2

Repeated or Emerging Patterns

Typical behaviours: Repeated Level 1; Persistent disruption; Minor defiance; Avoidance; Low-level conflict.

Strategies: Warning; Movement break; Task adaptation; Reflection space; Behaviour tracking; SEND adjustments.

Action: Proportionate consequence; reflection; same-day follow-up.

Recording: informal parent contact; SENDCo if needed.

Level 3

Serious or Persistent Behaviour

Typical behaviours: Persistent defiance; Swearing; Aggression; Damage; Leaving class; Discriminatory language.

Strategies: Removal to safe space; de-escalation; pastoral; behaviour plan; SENCo review.

Action: Internal consequence; possible internal suspension; reintegration.

Recording: CPOMS; same-day parent contact.

Level 4

Severe / High Risk Behaviour

Typical behaviours: Assault; serious abuse; weapons; safeguarding concerns.

Response: Immediate safety; SLT; safeguarding.

Action: CPOMS; parent contact; possible suspension; governors informed.

Recording: CPOMS; SLT communicate with home; possible exclusion letter

Responses to behaviour are graduated, predictable and restorative, in line with the Behaviour Curriculum:

- Reminder – linked to LOVE, LEARN or SHINE
- Support – guidance to correct behaviour
- Restorative Conversation – reflection and repair
- Reflection Tools – e.g. Think Sheets
- Escalation – for persistent or serious incidents

Sanctions are always proportionate, predictable, restorative and focused on learning.

Trauma-Informed and Inclusive Practice

Support for pupils is aligned with:

- The SEND Policy
- The Safeguarding and Child Protection Policy
- Guidance within the Behaviour Curriculum

Support may include emotional regulation strategies, adult support, bespoke plans and pastoral provision.

Suspensions, Exclusions and Reasonable Force

Suspensions, Exclusions and Statutory Processes

Statutory and Legal Framework

This policy has been written with regard to the following statutory and non-statutory guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, August 2024)
- Keeping Children Safe in Education (DfE)
- Use of Reasonable Force in Schools (DfE)

The school also fulfils its duties under:

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice (0–25)

Authority to Suspend or Exclude

Only the Headteacher has the legal authority to suspend or permanently exclude a pupil. This power is exercised in line with statutory guidance and the principles of fairness, proportionality and reasonableness.

Suspensions may be issued for one or more fixed periods, up to a maximum of 45 school days in any academic year.

Permanent exclusion is used only in response to serious breaches or persistent breaches of this Behaviour Policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Decision Making Safeguards

Before making a decision to suspend or permanently exclude, the Headteacher will consider:

- The pupil's age, stage of development and individual circumstances
- Any Special Educational Needs and/or disabilities
- Safeguarding factors, including whether the pupil has a social worker or is looked after
- The impact on the safety, learning and wellbeing of other pupils and staff

A graduated approach and evidence of support will always be considered before suspension or exclusion unless the seriousness of the incident makes this inappropriate.

Notification and Recording

When a suspension or permanent exclusion is issued, the school will notify parents or carers, the local authority and relevant professionals without delay.

All suspensions and permanent exclusions are formally recorded in accordance with statutory requirements. Informal or unofficial exclusions are not used.

Reintegration Following Suspension

Following a suspension, the school will work with the pupil and family to support successful reintegration. This may include reintegration meetings, restorative conversations, adapted support plans and ongoing pastoral support.

Reintegration focuses on repairing relationships and supporting positive future behaviour.

Any use of suspension, exclusion or reasonable force follows statutory guidance and should be read alongside:

- DfE: Suspension and Exclusion Guidance
- DfE: Use of Reasonable Force in Schools
- Keeping Children Safe in Education

Suspensions and exclusions are used only as a last resort, following a graduated response and evidence of support. All decisions consider SEND, safeguarding factors and reasonable adjustments and are recorded, monitored and reviewed.

Roles and Responsibilities

- Families support behaviour by reinforcing expectations, routines and working collaboratively with school.
- All staff model The Padiham Green Way and uphold expectations with care and fairness.
- Leaders and governors ensure consistent implementation of this policy, monitor exclusions and inclusion data, and review the policy annually.

Our Shared Commitment

We all do it.

We all model it.

We all reinforce it.

By clearly referencing and aligning with key school and statutory documents, Padiham Green ensures a coherent, transparent and compassionate approach to behaviour so that every child can LOVE, LEARN and SHINE every day.