

**Lancashire**  
Behaviour  
Support  
Pathway

## Lancashire Behaviour Support Pathway

*'Children, young people and their families are safe, healthy and achieve their full potential.'*

*– Lancashire Partnership Vision*

In Lancashire we have high aspirations for all our children, whatever their starting point, and we have made it our priority to further reduce exclusions and suspensions in our schools to support this.

Promoting good behaviour is essential to ensure all pupils can access the full benefits of education. In most cases, suspensions and permanent exclusions should not be necessary, as a range of proactive strategies can and should be used to support positive behaviour.

While each school will develop its own effective practices for behaviour management, the Lancashire Behaviour Support Pathway aims to guide schools in upholding high behavioural standards. Through clear policies, consistent strategies, and positive relationships, schools can foster calm, safe, and supportive environments that enable learners to thrive.

The Lancashire Behaviour Support Pathway is designed to provide Lancashire schools with a clear, needs-led framework for supporting pupils' behaviour in a proactive, inclusive, and graduated way. It recognises that behaviour support is not always linear: children may require strategies from different points on the pathway at the same time. By aligning current statutory guidance and local services, the document empowers school leaders and staff to make informed decisions, intervene early and reduce exclusions by addressing the root causes of behaviour challenges.

The pathway is as follows:

- Universal Foundation (School-Led)
- Additional Targeted Support
- Specialist & Intensive Support
- Crisis Support & Exclusion Consideration

At all stages of the pathway, schools should ensure that behaviour incidents, interventions, and outcomes are accurately recorded and regularly reviewed.

## Tier 1 – Universal Foundation (School-Led)

As part of best practice, and to reinforce that supporting behaviour is a shared responsibility, Tier 1 outlines key approaches and consistent responses to consider when early needs are identified.

Most pupils, most of the time:

- Generally follow routines but may occasionally need reminders and support.
- Are supported to regulate through positive relationships and responsive adult guidance.
- Benefit from consistent expectations, recognition, and clear, predictable boundaries.

### **Understanding and Supporting Pupils**

- Consider adopting a trauma-informed, relational policy, with guidance from LPDS Primary Behaviour consultant. [Jenna.parkington@lancashire.gov.uk](mailto:Jenna.parkington@lancashire.gov.uk) or the Secondary Advisory Team: [Gary.Whiting@lancashire.gov.uk](mailto:Gary.Whiting@lancashire.gov.uk) [Jonathan.Marsh@lancashire.gov.uk](mailto:Jonathan.Marsh@lancashire.gov.uk) [Shaun.Jukes@lancashire.gov.uk](mailto:Shaun.Jukes@lancashire.gov.uk)
- Ensure staff training and CPD are up to date to effectively support behavioural needs and equip staff with the necessary knowledge and skills for robust practice. [Courses - Lancashire Professional Development Service](#)
- Schools should ensure staff receive appropriate training on physical handling training where appropriate and follow local authority and statutory DfE guidance. [Use of reasonable force and other restrictive interventions guidance](#)
- Acknowledge the impact of trauma and ACEs on children's behaviour and emotional regulation. [Resources - Trauma Informed Lancashire](#)
- Invest in building positive relationships with pupils to understand their interests, backgrounds, and triggers.
- Ensure every child has at least one supportive staff member, verified through pupil voice.
- Provide opportunities for pupils to express their views and identify behaviour root causes (ACEs, Trauma, SEND, SEMH etc).
- Strengthen pupil engagement by involving them in designing support plans and participating in restorative processes.
- Utilise SEND Specialist Teacher Service strategies and resources: [SEND Specialist Teaching Service vlogs - Lancashire County Council](#)

## Behaviour and Learning Interventions

- Ensure Quality First Teaching for all.
- Explicitly teach learning behaviours to pupils.
- Encourage self-reflection on behaviours.
- Use individualised approaches where necessary.
- Implement effective reward systems.
- Use data to identify patterns and trends in behaviour. Use tools such as CPOMS, Boxall Profiles, or SDQs to support early identification and targeted intervention.
- Implement peer mentoring schemes, buddy systems, and playground leaders to build positive relationships and reduce incidents of low-level disruption or isolation.
- Support pupils at key transition points (e.g. Reception to Year 1, Year 6 to Year 7) with additional planning, pupil passports, or familiarisation visits.

## Curriculum and Classroom Management

- Ensure pupils can access and engage with the curriculum and participate in lessons.
- Provide clear, communicated expectations of behaviour to all.
- Incorporate clear, simple, taught and practised routines across the whole school and in classrooms.
- Ensure consistent application of the behaviour policy across all staff and spaces.
- Incorporate digital literacy and online behaviour education into the curriculum to reduce incidents stemming from online conflict, bullying, or screen-related dysregulation.
- Make reasonable adjustments using the Ordinarily Available toolkit: [Teaching And Learning Toolkit: Ordinarily Available Provision](#)
- Utilise the guidance in the Lancashire SEND Toolkit: [SEND toolkit for educational providers - Lancashire County Council](#)

## Parental Engagement

- Engage with parents and signpost to support services, using your CFW link officer if needed: [Find a children and family wellbeing service - Lancashire County Council](#)
- Ensure your behaviour policy is shared with families annually.

## Specialist Resources and Training

- Access GEMS: [Good engagement methods \(GEMS\) - Lancashire County Council](#)

- Invest in training for teaching assistants to support children with complex needs, such as ELSA: [ELSA Network – Emotional Literacy Support Assistants](#)
- Purchase PIVATS to assess SEMH needs and support strategies: [PIVATS - Lancashire Professional Development Service](#)
- Participate in the Behaviour Hub support programme from DfE: [Behaviour hubs - GOV.UK](#)
- Utilise techniques from the EBSA toolkit for emotionally based school avoidance: [lancashire-ebbsa-guidance-strategy-toolkit-2023-update.pdf](#)

### **Additional Provisions and Assessments**

- Consider running a breakfast club, offering invitations or funding.
- Implement a nurture provision.
- Consider Individual Behaviour Planning (IBP) that includes ABC, STAR tracking or similar.
- Conduct screenings for speech, language, and communication difficulties, and implement recommended interventions: [Children's Speech and Language Therapy - Lancashire | SEND Local Offer Directory](#)
- Ensure children with complex behaviours are assessed by the SENCO for underlying SEND needs.

### **Outreach and Support Networks**

- Contact your local Pupil Referral Unit for outreach support.
- Connect with your Inclusion Hub for additional support or funding: [Inclusion Hub Offers for all Districts](#)
- Engage with health colleagues, school nursing teams, or mental health support teams for extra support. Education Partnership Officers (EPOs) can co-ordinate a multi-agency response: [What is TASS - Lancashire County Council](#)
- Offer supervision or reflective practice opportunities for staff working with pupils with high SEMH needs. Encourage staff to access Mental Health First Aid training to better support pupils and their own wellbeing.
- Contact your local Education Partnership Officer on what community support may be available
- Access SEND Support from LCC: [Primary+ support - Lancashire County Council](#)

## **Tier 2 – Additional Targeted Support**

Tier 2 promotes an evidence-informed approach to early intervention, signposting the range of support available within Lancashire to enable inclusive practice for pupils who may need additional support.

Some pupils, some of the time:

- May need additional support with transitions, group work, or unstructured times.
- May present with patterns of behaviour that can impact on their engagement with learning.
- May experience heightened emotional responses when faced with challenge or perceived unfairness.
- May begin to experience anxiety, withdrawal, or difficulties within peer relationships.

If the pupil is a child in care, contact the **virtual school**: [Education of children looked after \(CLA\) previously looked after children \(PLAC\) and children with a social worker \(CWSW\) - Lancashire County Council](#)

### **Primary Behaviour Consultant support:**

[Jenna.Parkington@lancashire.gov.uk](mailto:Jenna.Parkington@lancashire.gov.uk)

### **Secondary Advisory Team Support:**

[Gary.Whiting@lancashire.gov.uk](mailto:Gary.Whiting@lancashire.gov.uk)

[Jonathan.Marsh@lancashire.gov.uk](mailto:Jonathan.Marsh@lancashire.gov.uk)

[Shaun.Jukes@lancashire.gov.uk](mailto:Shaun.Jukes@lancashire.gov.uk)

### **Training and Resources**

- **LPDS Behaviour CPD and consultancy:** [Courses - Lancashire Professional Development Service](#)
- **Trauma-Informed Training:** Provided by Virtual School [Training and events by the Virtual School - Lancashire County Council](#)

## Equality and Diversity

Contact for mentorship support:

Afrasiab Anwar ([Afrasiab.anwar@lancashire.gov.uk](mailto:Afrasiab.anwar@lancashire.gov.uk))

Roxana Sardais ([Roxana.sardais@lancashire.gov.uk](mailto:Roxana.sardais@lancashire.gov.uk)).

## SEND Support

- **Specialist Teaching Service:** [send.traded@lancashire.gov.uk](mailto:send.traded@lancashire.gov.uk)
- **Inclusion, Engagement Support Team:** [iest@lancashire.gov.uk](mailto:iest@lancashire.gov.uk)
- **Local Inclusion Hub:** : [Inclusion Hub Offers for all Districts](#)

## Individualised Support

- **Early Help:** For children whose needs and circumstances make them more vulnerable, a co-ordinated multiagency approach is usually best, based on an Early Help Assessment, with a lead professional to work closely with the child and family to ensure they receive all the support they require. [Early Help Assessment - information for professionals - Lancashire County Council](#)
- **CFW Link Officer:** [Find a children and family wellbeing service - Lancashire County Council](#)
- **Parenting Support:** Lancashire Family Hubs Network: [Lancashire Family Hubs Network - Lancashire County Council](#)

## Education Partnership Officers [What is TASS - Lancashire County Council](#)

- **Pennine:** Alan Garner ([Alan.garner@lancashire.gov.uk](mailto:Alan.garner@lancashire.gov.uk)), Alicia Dixon ([Alicia.dixon@lancashire.gov.uk](mailto:Alicia.dixon@lancashire.gov.uk))
- **Central Lancs:** Alison Walsh ([Alison.Walsh@lancashire.gov.uk](mailto:Alison.Walsh@lancashire.gov.uk))
- **Morecambe Bay:** Craig Brown ([Craig.Brown@lancashire.gov.uk](mailto:Craig.Brown@lancashire.gov.uk))
- **West Lancs:** Claire Fox ([Claire.Fox@lancashire.gov.uk](mailto:Claire.Fox@lancashire.gov.uk))
- **Wyre:** Andrea Sandiford ([Andrea.sandiford@lancashire.gov.uk](mailto:Andrea.sandiford@lancashire.gov.uk))

## Alternative Provision

- **General Inquiries:** [alternativeprovision@lancashire.gov.uk](mailto:alternativeprovision@lancashire.gov.uk)
- **Lead Contact:** Sapphire Murray ([sapphire.murray@lancashire.gov.uk](mailto:sapphire.murray@lancashire.gov.uk))
- **Further information:** [sharon.rowlands2@lancashire.gov.uk](mailto:sharon.rowlands2@lancashire.gov.uk) or [amy.gilmour@lancashire.gov.uk](mailto:amy.gilmour@lancashire.gov.uk)

## **Collaboration with Other Schools**

For information on working with schools with similar cohorts for decision-making support.

### **Primary Advisory Team Support:**

**North:** Julie Fryer ([Julie.fryer@lancashire.gov.uk](mailto:Julie.fryer@lancashire.gov.uk))

**South:** Mark Purcell ([Mark.Purcell@lancashire.gov.uk](mailto:Mark.Purcell@lancashire.gov.uk))

**East:** Jane Phythian ([Jane.Phythian@lancashire.gov.uk](mailto:Jane.Phythian@lancashire.gov.uk))

### **Secondary Advisory Team Support:**

[Gary.Whiting@lancashire.gov.uk](mailto:Gary.Whiting@lancashire.gov.uk)

[Jonathan.Marsh@lancashire.gov.uk](mailto:Jonathan.Marsh@lancashire.gov.uk)

[Shaun.Jukes@lancashire.gov.uk](mailto:Shaun.Jukes@lancashire.gov.uk)

### Tier 3 – Specialist & Intensive Support

A few pupils, with significant and persistent needs:

- May experience frequent dysregulation that requires support beyond universal provision.
- May at times present with behaviours such as physical aggression, leaving supervised areas, or damaging property.
- May experience high levels of anxiety, withdrawal, or find it increasingly difficult to attend or engage with school.
- Benefit from structured, personalised support and input from specialist services (e.g. EPS, CAMHS, behaviour consultant).

Schools should work collaboratively with relevant professionals to carefully consider what additional support, provision, or alternative approaches may be required to support the pupil's needs and avoid exclusion wherever possible.

#### **Use of Restrictive Interventions (Reasonable Force)**

In exceptional circumstances, reasonable force may be used to prevent injury, damage to property, or serious disruption.

Any use of force must:

- Be lawful, necessary, proportionate, and used as a last resort.
- Be part of a wider behaviour support approach that prioritises prevention and de-escalation.
- Be carried out by trained staff wherever possible.

All incidents must be:

- Recorded as soon as possible
- Reported to senior leaders and parents
- Reviewed to inform future planning and reduce the likelihood of recurrence

Schools should ensure staff receive appropriate training and follow local authority and statutory DfE guidance. [Use of reasonable force and other restrictive interventions guidance](#)

## Alternative and Off-Site Provisions

Movement of pupils should be used only when all other strategies have been exhausted and where this is in the best interests of the pupil and others, with clear evidence of prior intervention.

- Consider in-house or trust-wide alternative provision.
- Consider a temporary off-site direction to another school to support behaviour.
- Temporary PRU/AP placement to support reintegration where available.
- Facilitate a permanent off-site direction (Managed Move) to another school with parental consent and following statutory guidance: [Suspension and permanent exclusion guidance](#) Managed moves must be voluntary and agreed by all parties, including parents/carers, and should be used as an alternative to permanent exclusion where appropriate.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

DfE Guidance: [Arranging Alternative Provision - guide for LAs and schools](#)

If you need support in arranging alternative provision please contact the Alternative provision team – [alternativeprovision@lancashire.gov.uk](mailto:alternativeprovision@lancashire.gov.uk)

When arranging alternative provision, the school remains responsible for the pupil's education, safeguarding, and outcomes.

Schools must:

- Ensure the provision is suitable, full time equivalent, and of high quality
- Monitor attendance, progress, and wellbeing regularly
- Maintain oversight of safeguarding arrangements
- Review placements frequently with a clear reintegration plan wherever appropriate
- Include the Virtual School in these decisions if the learner is looked-after.

Consider whether a request to Section 19 panel is appropriate contact [section19support@lancashire.gov.uk](mailto:section19support@lancashire.gov.uk)

## Suspensions

- Suspension may be used only where it is a proportionate response and in line with statutory guidance.
- Decisions should also reflect a graduated, inclusive approach, ensuring that suspension is not used in place of appropriate support for unmet need.

- Reintegration following suspension should be carefully planned, including discussion with the pupil and family, to support a successful return and prevent recurrence.
- However, if suspensions become frequent for a pupil, schools should review whether suspension alone is effective and consider what further support or intervention is required to address the underlying causes of the behaviour.
- If the learner is looked-after, early communication with the Virtual School is necessary so that schools are supported to demonstrate that they have exhausted all preventative strategies and support and have taken into account the wider contextual and trauma-related factors contributing to behaviours. Schools must involve the Virtual School before exclusion decisions when possible.

## **Tier 4 – Crisis Support & Exclusion Consideration**

In exceptional cases, as a last resort, where risk is very high:

- Persistent patterns of behaviour that present a significant risk of harm to the pupil or others.
- Incidents of serious aggression or behaviours that may place others at risk of harm.
- Situations where schools will need to evidence that a wide range of strategies, interventions and support have been carefully implemented and reviewed before considering exclusion.

### **PUPILS AT RISK OF PERMANENT EXCLUSION:**

With an EHCP: [Inclusion and Engagement Support Team: EHCP - Lancashire County Council](#)

At SEN Support: [Inclusion and Engagement Support Team: SEN Support - Lancashire County Council](#)

### **Decision-Making and Statutory Duties**

When considering suspension or permanent exclusion, headteachers must ensure that decisions are lawful, reasonable, fair, and proportionate.

Before making a decision, schools must:

- Consider the pupil's age, SEND needs, disability, and any contributing factors (e.g. trauma, safeguarding concerns).
- Ensure appropriate support and interventions have been implemented and reviewed.
- Take account of their duties under the Equality Act 2010.
- For looked-after learners, schools must take account of the wider contextual and trauma-related factors contributing to behaviour and must evidence preventative strategies, multi-agency working and support (through the PEP and interim-PEP process) that have been put in place.

All decisions must be clearly evidenced and recorded, including the rationale for exclusion and the strategies already put in place.

In cases of extreme incidents or when all the above support measures have been exhausted without success, a child may need to be permanently excluded. **This must be as a last resort.**

Governing boards must consider exclusions against statutory guidance and determine whether decisions were lawful, reasonable, and procedurally fair.

Parents (and the child's Social Worker) must be informed without delay of the decision, the reasons for it, and their rights to make representations and, where applicable, to request a review.

Where an exclusion is to be used, it is essential that the legally required processes are followed.

A permanent exclusion should only be considered as a last resort, and only when:

- There are serious or repeated breaches of the school's behaviour policy; and
- The continued presence of the pupil would seriously harm the education or welfare of others in the school community.

All suspensions and permanent exclusions must be reported to the local authority without delay.

**Permanent exclusion must not be used to acquire resources e.g. specialist provision places.**

## Looked-After Learners

From July 2026, schools have a mandatory duty to notify the Virtual School of the decision to suspend or exclude looked-after learners 'without delay'. They also must involve the VS before exclusion decisions when possible and seek advice from the VS regarding support and intervention.

Schools can expect VS staff to challenge exclusions practice where appropriate and to support schools to identify alternatives to exclusions. To this end, schools must ensure that the VS is informed of governing board meetings and be given the opportunity to make representations when appropriate.

## Reintegration Efforts

The permanent exclusion panel will determine the most suitable provision for the child or young person following exclusion. Where appropriate we will first explore the possibility of reintegrating the child into another mainstream provision with support. Alternative Provision Officers will support reintegration where required.

## Placement in PRU

If reintegration into mainstream provision is not appropriate, the child will be placed in a Pupil Referral Unit (PRU) for targeted intervention. This placement is intended to be temporary, with the goal of returning the child to a mainstream school after a period of time in line with the SEND and Alternative Provision Improvement Plan. This will further be supported by the AP Officers at the point of transition.

This approach is informed by the **Schools White Paper: Every Child Achieving and Thriving**, which sets out the ambition to create a more inclusive education system with a stronger focus on early support, high-quality mainstream provision and shared accountability across education, health and care. Within this framework, alternative provision, including PRUs, is positioned as targeted and purposeful support rather than a long-term destination. The White Paper highlights the importance of maintaining clear pathways between alternative provision and mainstream education and ensuring that decisions about placement are driven by need, impact and the child's long-term outcomes. This reflects that direction by emphasising temporary placement, robust transition planning and coordinated support at points of reintegration.

## Alternative Provision under Section 19 (Education Act 1996)

In some circumstances, children and young people may receive alternative provision under Section 19 of the Education Act 1996. Section 19 places a duty on local authorities to arrange suitable education for children of compulsory school age who, because of exclusion, illness, or other reasons, would not otherwise receive appropriate education.

Provision arranged under Section 19 may include placement in a Pupil Referral Unit (PRU), commissioned alternative provision, or other educational arrangements that are suitable to the child's age, ability, aptitude and any special educational needs. Section 19 provision may be full-time or part-time, depending on the individual circumstances of the child and decisions made by the local authority. This does not include the use of reduced or part-time timetables by schools, which should only be used in exceptional circumstances and in line with statutory guidance.

Where a child is educated under Section 19 arrangements, the intention remains to ensure continuity of education, promote inclusion, and support positive outcomes. Wherever appropriate, planning will focus on reintegration into mainstream provision, supported by clear transition arrangements and partnership working between the local authority, education providers, and relevant professionals.

Decisions relating to Section 19 provision are made by the local authority, informed by consideration of the child's needs, wellbeing, and best interests. This setting will work

cooperatively with the local authority, alternative provision providers, families and other agencies to support the child's engagement, progress and transition.

Any safeguarding concerns should be reported to MASH: [Safeguarding children - Lancashire County Council](#)

### **Additional Support**

Contact Aby Hardy for further assistance if there are barriers to accessing services.  
([Aby.Hardy@lancashire.gov.uk](mailto:Aby.Hardy@lancashire.gov.uk))

**Please Note:** This document is intended as a reference guide for schools; all decisions must be made in line with current statutory guidance and relevant legal frameworks.