



The Russell School

Developing Positive Relationships

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Our Vision for Developing Positive Relationships

As a Rights Respecting School, The Russell strives to create a fully inclusive, nurturing environment where everyone feels happy, safe and secure and is enabled to thrive. The Russell School is a caring community which follows the core values of relationships, respect and resilience, encouraging children to develop a strong sense of morality. We use Regulation Mapping as our whole-school approach to supporting emotional regulation and self-regulation. Our positive relationships policy is built upon the foundation of the **United Nations Convention on the Rights of the Child (UNCRC)** particularly:

Article 28: The Right to Education

Every child has the right to an education. At The Russell School, we recognise that when one child's behaviour disrupts the learning of others, it infringes upon their fundamental right to education. Our policy aims to ensure that all children can learn in a safe, calm environment.

Article 2: The Right to be Free from Discrimination

Every child has the right to be treated fairly and with respect, regardless of their background, identity, or needs. We celebrate diversity and create a culture of belonging where all children feel valued. **Discriminatory behaviour will be dealt with by our safeguarding team. Ms Brooks, Headteacher is DSL and Mrs McCann and Ms Clarke are DDSL.**

Article 12: The Right to be Heard

Children have the right to express their views and have them taken seriously. Our restorative approach ensures every voice is heard when resolving conflicts.

There is an expectation that every member of our school community feels valued and respected and that everyone is treated fairly. At The Russell School, we recognise that behaviour is communicative and often reflects an emotion or feeling. We also recognise that, the same as academic achievement, children's emotional development is at different stages and they will be taught in line with their emotional level of need. Through co-regulation and consistent support, we believe that children become more independent, self-regulated and resilient learners.

For children with SEND: Whilst our approach adapts and provides tailored strategies for children with additional needs, this does not mean children with SEND can behave inappropriately without restorative strategies. For these children, consequences and support plans will be designed in collaboration with parents and any professionals involved, ensuring they are appropriate, proportionate and developmental.

Roles and Responsibilities

The Role of Governors

The Governing Body has the responsibility for ensuring that there is a written statement of general principles of positive behaviour. Together with the Headteacher, they are responsible for reviewing the policy in terms of its effectiveness and impact.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's relationships policy consistently throughout the school; it is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children.

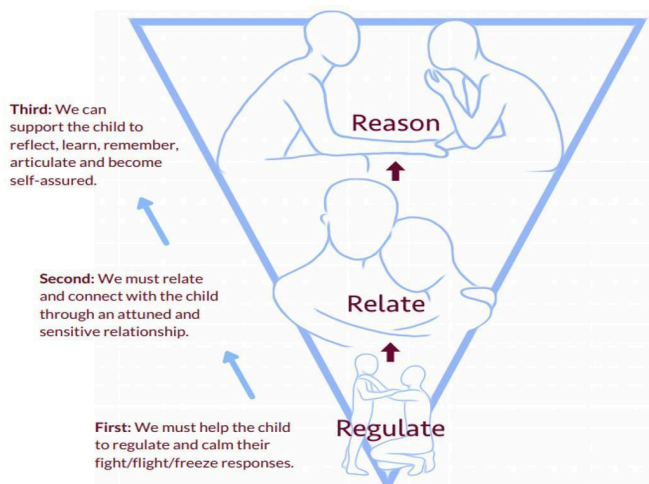
The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. This can include going home for lunchtimes for a specified period. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of Staff

As an attachment and trauma-informed school, developing strong and supportive relationships with children is the responsibility of all members of staff. The importance of knowing every child within a class and understanding their background and their needs are crucial to these relationships. Staff will build in short movement breaks, breathing practices, or mindfulness moments as part of the daily routine - not just when children are dysregulated. Staff use the three Rs to support our practice in dealing with behaviour to ensure all children's rights are protected and promoted:

The Three Rs:

- **Regulate:** Help children to calm and regulate their emotions
- **Relate:** Build and maintain strong, trusting relationships
- **Reason:** Support children to understand and reflect on their behaviour



All staff will:

- Be role models of positive behaviour at all times
- Support all children to ensure positive and safe behaviours
- Use Emotion Coaching and the Restorative Approach
- Apply this policy fairly and consistently
- Understand that behaviour is communication and investigate carefully to understand the root cause
- Be curious
- Be duty bearers
- Staff will model their own regulation needs and strategies authentically with children.

The Role of Parents, Carers and Families

The Russell School values parents / carers as 'experts' on their child. The school works hard to support children who experience difficulty with their school day. Parents / carers need to work with teachers and senior staff, help the school to understand their child and support the actions of the school.

Increased parental involvement: When children's behaviour disrupts learning or shows concerning patterns, parents will be contacted and invited to work collaboratively with school staff. This may include:

- Same-day phone calls for Stage 2 and above incidents
- Face-to-face meetings to develop support plans
- Home-school communication books for ongoing monitoring
- Joint agreement on consequences and support strategies for children with SEND

The Role of the Child

Children are expected to embody all of the school values, follow the school and class expectations (class charter) and act in accordance with the requirements of the Home School Agreement. Children are expected to

show good manners and be polite at all times, both in and out of school, particularly when they are representing The Russell School.

Children have the right to learn without disruption. As rights holders, they also have a responsibility to ensure their behaviour does not prevent others from exercising their right to education.

Understanding survival responses:

We recognise that when children feel unsafe or overwhelmed, their brains may move into survival mode. This can look like:

What Survival Looks Like In Primary School							
F r e e z e		F l i g h t		F i g h t		P a s s i v e	
● Not interested/ bored ● Confused ● Forgetful ● Talking about something else ● Hard to move through a task ● Not listening ● Staring into space ● Day dreaming ● Clumsy ● Distracted		● Running away ● Keeping SUPER busy ● Not coping with free time ● Need to be the first or at the front ● Bumping into people ● Avoiding tasks and activities ● Baby talk or silly voices ● Hyperactive ● Giddy and silly ● Hiding under tables		● Hot and bothered ● Angry and aggressive ● Controlling ● Lie or blame ● Shouty and argumentative ● Pushing away friends ● Lonely ● Demanding ● Inflexible ● Unable to follow the 'rules' ● Disrespectful		● Socially withdrawn ● Compliant ● Quiet ● Unable to think, just yes or no answers ● Passive ● Resigned ● Neutral expression ● Alone ● Low mood ● Head down on the table	
If you spend a small amount of time activating the calm part of my brain, you will help me to feel safe. Then you can teach me and I can learn. Try these to help me...							
● Do the task with me ● Deep breathing ● Tell me I am safe and ok ● Ask me to push my hands down under my seat and lift myself off the chair ● Gently wonder where I have gone and welcome me back into the room ● Make the task smaller and more predictable ● Tell me kindly who I am and what I am doing ● Tell me kindly what you want me to do 1:1		● Keep me close by ● Deep breathing ● Give me an easy and familiar task ● Make things predictable ● Tell me I am safe, show me a safe place or a person I can go to when I need to ● Talk me kindly through what might be tricky ● Remind me what I am meant to be doing alongside my		● Give me a role ● Support me socially ● Match my energy ● Make things predictable ● Deep breathing ● Connect and show empathy before exploring the consequences of my behaviour ● Tell me about changes to the daily routine, especially strangers visiting the school		● Repetitive simple tasks ● Weighted blanket ● Building with Lego or playdough ● Tell me I am safe ● Deep breathing ● Spending time with a trusted adult ● Do the task with me ● Tell me what to do without showing frustration ● Don't make me the centre of attention, let me blend in	

	friends rather than singling me out	● Accept that I might not remember what happened as I was trying to survive what felt dangerous	
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Emotion Coaching

At The Russell School, we use emotion coaching to support children to understand, regulate and reflect on their emotions and their behaviour choices. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coaching uses moments of heightened emotion and the resulting behaviours to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Emotion Coached children:

- Achieve more academically
- Have more positive relationships
- Have fewer behavioural problems
- Are more emotionally stable
- Are more resilient

The Steps of Emotion Coaching

1. **Connect:** approach calmly – this enables the child to feel that they are with a safe adult and the situation does not then escalate. Connect with the child, take on the child's perspective and tune into your own emotions
2. **Acknowledge:** acknowledge the child's feelings. This ensures that every child has the opportunity to share, learn and understand emotions in action (we use pictorial prompts for children who are still developing their emotional vocabulary). Time for the child to feel calm is given if appropriate
3. **Limits:** set limits and gather information. Give the child an opportunity to verbalise what they see the problem to be. Restate the problem and make it clear to the child that it is the choice that is unacceptable and not the child
4. **Make** a plan: promote positive choices and give follow up support as necessary

Belonging and Inclusivity

Article 2: The Right to be Free from Discrimination

At The Russell School, we are committed to creating an environment where every child feels they belong. We celebrate diversity and actively work to eliminate discrimination in all its forms.

Our Preferred Name Policy

We recognise that some children may wish to be known by a name different from their legal name. In line with our commitment to respect and dignity:

- **All staff and children must use a child's preferred name** when requested by the child or their parent/carer

- Deliberately and repeatedly refusing to use a child's preferred name is a form of discrimination and will not be tolerated
- **Consequences for not using preferred names:**
 - **First instance:** The child will lose some of their own free time (break or lunchtime) to complete a reflection activity about respect and identity
 - **Repeated instances:** Parents / carers will be invited in to discuss the behaviour with senior staff and the child. A plan will be co-constructed. If required, external agencies will be enlisted to ensure the discriminatory behaviour ceases.

This policy applies to all members of our school community and reflects our commitment to Article 2 of the UNCRC.

Anti-Racist Commitment

By racism we mean being hostile on the grounds of race, religion and colour. Where discriminatory language is used, we will always work closely with both the victim and the person who caused harm, ensuring the person who caused harm is fully educated and understands the gravity of their choices. Racist incidents are recorded and dealt with immediately and firmly, with an internal exclusion being actioned. Co-operation between school and home is considered vital in this area if the wellbeing of all our children is to be maintained. All racist incidents are reported to the local authority.

We will not tolerate racist abuse, language or incidents in any form. A racist incident is any incident which is perceived to be racist by the victim. We recognise that racism causes significant harm and violates a child's right to be free from discrimination. **Our response is educational first, but we will take increasingly serious action if behaviour persists.** We are working with all stakeholders in our community to develop The Russell School's Racial Justice Policy.

Our response to racist behaviour:

- **All racist incidents** are logged on our internal CPOMS system as safeguarding incidents.
- All Parents / Carers will be informed and the parents / carers of the child causing the harm will be required to come on-site to meet with senior staff as soon as practicable, but within the same day.
- Depending on age and stage, the child who caused the harm may receive a fixed-term **internal exclusion**.
- The child who experienced the harm will work with one of our ELSA trained staff to work through a bespoke social story, **'let's talk about racism.'**
- The child who caused the harm will complete an age-appropriate follow up piece of work **'Let's Talk About Racism'** with a member of the senior leadership team. This work is designed to help children understand the impact of their words/actions and develop empathy.
- In order to ensure the child who experienced the harm feels safe, a level of separation may be actioned. This may involve rearrangement of seating plans in classes and utilising separate play spaces during unstructured time.
- Incidents are logged, tracked and **reported to the local authority.**
- **If racist incidents continue** and / or a pattern becomes visible, this will be considered a **serious safeguarding risk** and a referral will be made to the local authority Single Point of Access (SPA) to engage a wider team. This may include services such as: family support, mental health support team, SENDEISS, social worker involvement and / or educational psychologist
- If the incidents continue, following engagement with a wider team, the school will have to consider **suspension.**

Celebrating Diversity

We actively promote belonging through:

- Curriculum content that reflects diverse backgrounds and experiences
- Assemblies and events celebrating different cultures and identities
- Clear messages that all children are valued members of our community
- Zero tolerance of discriminatory language or behaviour (including misogyny and misandry)

Promoting Engagement and Self-Regulation

At The Russell School, our positive behaviour management policy stems from the premise that, whilst all emotions are acceptable, all behaviours are not.

The Four-Step Regulation Approach

We have moved away from colour-based systems to a more individualised approach that teaches children to notice, understand and choose regulation strategies.

Step 1: NOTICE

What am I noticing in my body?

Step 2: FEEL

What feeling might be visiting?

Step 3: NEED

What might help me right now?

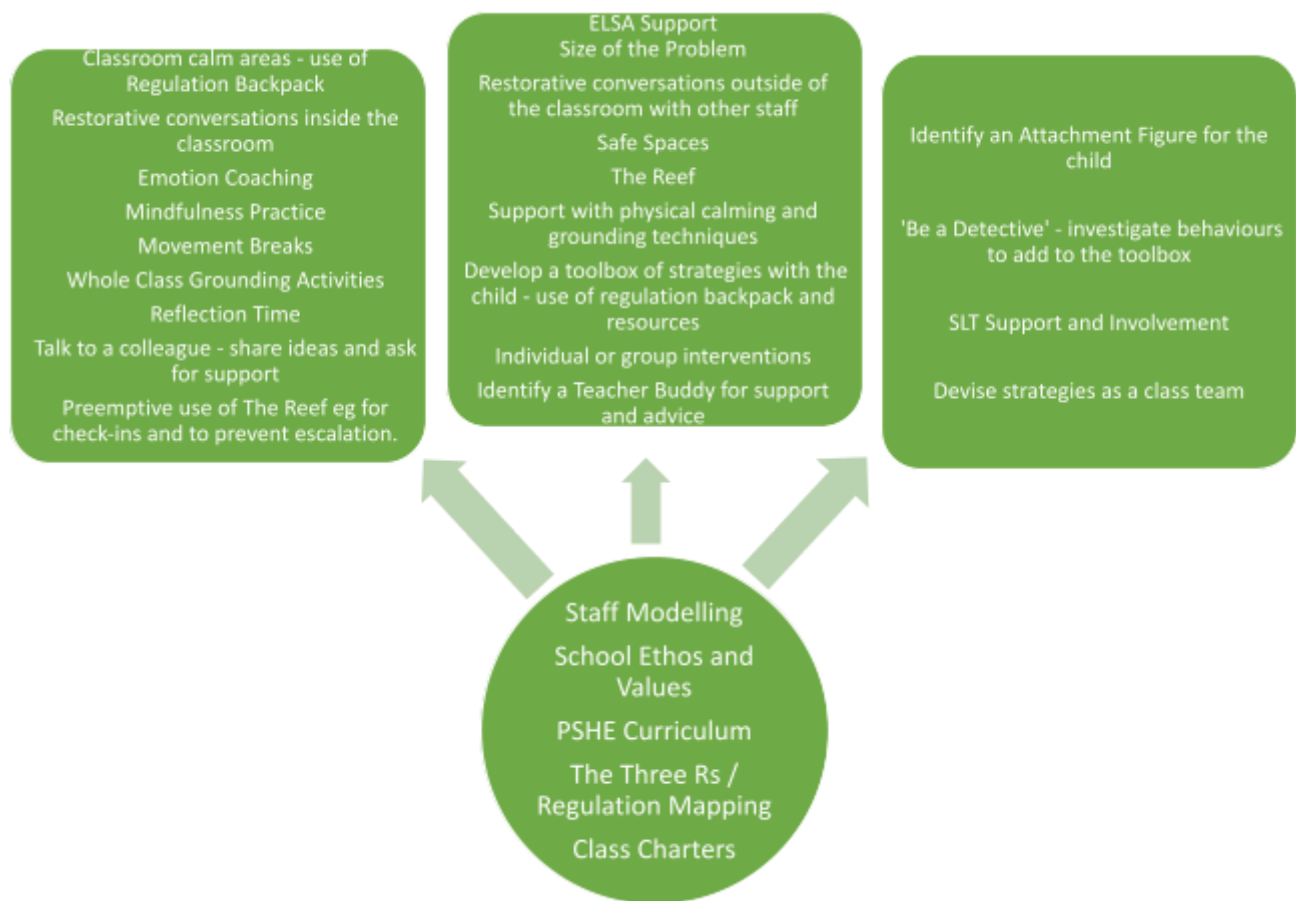
Step 4: REGULATE

Use a strategy - with co-regulation when needed.

This approach helps children become experts at understanding themselves rather than simply labelling their emotional state.

1 NOTICE <i>What am I noticing in my body?</i>	How it fits The "Something is wrong..." board gets underneath the emotion: <i>hungry, hot, cold, tired, sick, hurt, toilet, distracted</i> etc., as well as possible environmental/social triggers. The dial then gives children a very quick non-verbal way to indicate "I'm OK / check in on me / I need help."	Resources Something is wrong... board + Check-in dials (and Whole-Class check-ins)
2 FEEL <i>What feeling might be visiting?</i>	This is where children name and explore the feeling.. Feelings posters or balls of emotion gives a broad vocabulary including happy, sad, overwhelmed, calm, scared, curious, confused, disappointed, proud, shocked, bored, embarrassed, tired, angry, excited and worried.	Feelings poster / Feelsville / Balls of Emotion visuals
3 NEED <i>What might help me right now?</i>	The child moves from identifying the feeling to identifying an actual need: drink, tool, quiet, blanket, snack, move, rest, talk, space, toilet. It makes "I feel..." useful rather than the endpoint. I feel, I need... with a solution	I Feel / I Need board Solutions Board
4 REGULATE <i>Use a strategy - with co-regulation when needed.</i>	Now we do something. The 20 ways to calm poster gives practical strategies such as breathing, grounding, movement, talking, reading, silence and drinking. Backpack to Success then adds classroom/access adjustments such as headphones, working with a buddy, a private space, timed check-ins, starting with an adult or a backpack break.	Regulation Backpack / 20 Ways to Find Your Calm / Backpack to Success

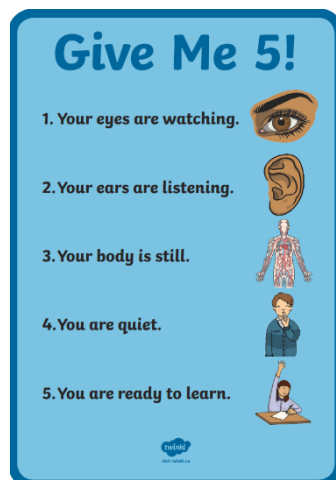
Reflect and Reset resource to use *after* an incident of dysregulation or with SLT, once the child is ready to reflect. It explicitly moves through what happened, feelings, impact and "what can we do now?" **Which step are you on?** resource can be used to support **learning readiness / confidence / task engagement** ("I won't do it" → "How do I do it?" → "I can do it!")



Classroom Expectations

Whole Class Expectations: (class charters)

All classrooms follow the 'Give Me Five' visual to ensure all children know what the expectations are for high quality learning behaviours.



Moving around the school:

- Children walk along corridors
- All adults support and prompt children in these expectations
- Classes MUST be accompanied by an adult when moving around the school

End of break and lunch:

- **Whistle One:** 5 minute warning for children to put play equipment away and use the toilet if required
- **Whistle Two:** Children walk into school quietly and calmly as their year group is called.

Regulation Tools and Spaces

Every classroom will have:

- **Visual timetable** – discussed and updated regularly
- **Check-in system** – allowing children to communicate how they're feeling
- **Calm Area** – a supportive space with accessible regulation tools (never used as punishment)
- **Communication boards** – helping children identify what they need

The "Something is wrong..." board helps identify underlying needs (hungry, hot, cold, tired, sick, hurt, toilet, distracted). The dial gives children a quick non-verbal way to indicate "I'm OK / check in on me / I need help."

When Learning is Disrupted: Protecting Every Child's Right to Education

Article 28 of the UNCRC states that every child has the right to education. When one child's behaviour disrupts the learning of others, we must act to protect this fundamental right.

1. The Staged Approach to Supporting Positive Behaviour – Guidance

2.

	Behaviour Examples	Strategies	Notes
Stage 1	Low level disruption/testing boundaries - Calling out - Being distracted - Interrupting teacher/other pupils - Making noises - Pushing in line - Being slow to settle - Low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting	1. Non-verbal cue to remind child of expected behaviour 2. A verbal warning, directing children to the expectations 'Give Me Five' 3. If child still displaying unexpected behaviour, a thinking card is given, with the child encouraged to use it to help re-regulate themselves 4. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child 5. Pre-empt with use of The Reef e.g. for check-ins and to prevent escalation	- Use of positive praise/good role models - Expectations reinforced - Time frame agreed for desired improvement - Thinking time given - Focus on protecting everyone's right to learn
Stage 2	Sustained low level disruption - Continually calling out - Distracting other children - Repeated behaviours - Being continually slow to settle - More frequent low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting - Low level name calling	1. If the steps above haven't had the desired outcome, the child will move to the calm area to complete their work/a lesson 2. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child 3. Record the incident on CPOMS, as 'Stage 2 incident' with DSL alert 4. Inform the child's parents/carers at end of the day (same day contact) 5. Discussion with child about their right to learn and others' rights to learn If the above steps have been successful, the child 'resets' and further intervention (if required) moves from stage one.	- Minimum use of language to correct behaviour in front of class - Round of restorative questions in 1:1 time - Parents informed same day - Always recorded on CPOMS; alert DSL Team - Focus on protecting everyone's right to education
Stage 3	Serious disruption to learning or discriminatory behaviour - Not responding to adult instruction - Minor challenges to authority - Rudeness to adults - Leaving class without permission - Kicking/hitting someone deliberately (first occasion) - Discriminatory language which is used without an awareness of impact	If the steps above haven't been successful: 1. Child completes lesson/piece of work in the classroom next door (or space outside the classroom, if the child remains in view of an adult) 2. Staff explain: "You have the right to learn, and so does everyone else. Right now, you need a different space to help you be successful." 3. For discriminatory language: immediate education about impact and why it's harmful 4. Record the incident on CPOMS, as 'Stage 3	- Deputy Headteacher and Inclusion Lead informed - Consider Individual Support Plan if behaviour is repeated - For discriminatory behaviour: educational intervention, not just sanction - Reward chart or commitment chart drawn up by class teacher in discussion with the appropriate Senior Leader

	Behaviour Examples	Strategies	Notes
	- Spitting on someone deliberately (first occasion) - Biting someone deliberately (first occasion) NB – Use discretion with the above. It may be that these incidents warrant stage 4 procedures. - Repeated behaviours at Stage 2	incident' with DSL alert 5. Inform the child's parents/carers at end of the day (phone call to discuss incident and agree support strategies) 6. For discriminatory behaviour: Meeting with parents/carers to discuss the incident and agree on educational approach 7. Work with the child to reflect on behaviours and unpick what is at the root of the issue using restorative questions 8. Create a plan for successful return to class It may be necessary at this stage to seek further support from the inclusion team.	- DHT and/or INCO to meeting with class teacher and parents - Parents/carers involved as partners - Always recorded on CPOMS; alert DSL Team - For discriminatory incidents: record specific details of language/behaviour used
Stage 4	More serious - Wilful disobedience - Deliberately creating a disturbance - Throwing objects - Kicking/hitting/spitting/biting deliberately (repeated behaviour) - Damaging or taking property - Repeatedly leaving classroom without permission - Serious challenge to authority - Persistent lack of will shown to change behaviour - Persistent disregard for sanctions applied so far - Repeated discriminatory language or behaviour	If the steps above haven't been successful: 1. Child spends break time (or proportion of lunch time) with a member of SLT. They will work through a thinking card together using restorative questions 2. Where appropriate, the SLT member will ensure the child has some outside time 3. When child is ready to learn/play with their peers, SLT member will take them back to their class/lunchtime 4. Record the incident on CPOMS, as 'Stage 4 incident' with DSL alert 5. Inclusion team to work with the child/teacher, using appropriate strategies/interventions to create a specific and detailed Individual Support Plan 6. It may be necessary to complete CAMHS referral or enlist MHST 7. An attachment figure will be put in place 8. Parents/carers to be called in to be part of the team working with the child. SLT will be part of the meeting 9. A home-school communication book will be used 10. For repeated discriminatory behaviour: structured educational intervention (e.g. "Let's Talk About Racism" for racist incidents) and consideration of whether child has safeguarding needs Other strategies can also be considered (see Emotional Regulation Provision Map).	- Individual Support Plan fully implemented - Restorative Meeting with DHT and INCO - DHT involved in meetings with parents - Headteacher informed and involved as and when necessary - Involvement of external agencies if appropriate - For discriminatory behaviour: consideration of whether child is at risk (e.g., exposure to extremist views) - SLT review - Always recorded on CPOMS; alert DSL Team
Stage 5	Extremely serious - Very serious challenge to authority - Violent/threatening behaviour - Repeated acts of bullying – serious intimidation or extortion - Racist incident - Serious name calling – causing intentional offence, repeated and targeted - Targeted discriminatory behaviour - Fighting - Causing intentional harm - Verbal abuse to staff - Vandalism - Running off site - Significant damage to property - Persistent serious discriminatory behaviour despite interventions	1. Children will be sent directly to the Headteacher and an internal suspension will be put in place. This may be for half a day or a full day, depending on nature of incident 2. Meetings will be arranged with parents/carers and possible external agencies by the Headteacher 3. Parents/carers to be informed of potential seriousness of situation, with suspension discussed 4. For racist incidents: Consider impact of repetition of "Let's Talk About Racism" educational work, referral to SPA, reporting to Local Authority. 5. For other discriminatory incidents: appropriate educational intervention and involvement of relevant agencies 6. Incidents will be monitored on a daily basis within school and will involve a designated member of senior staff	- Restorative Meeting with Headteacher - HT involved in meetings with parents - For racist incidents: report to Local Authority - Consideration of whether child has safeguarding needs or is at risk - Reference to exclusion guidance for Richmond Schools - Always recorded on CPOMS; alert DSL Team - Focus on education and restoration alongside consequences

	Behaviour Examples	Strategies	Notes
		7. If behaviour continues to be dangerous and/or seriously disruptive to the running of the school, a fixed-term suspension will be issued	

3.

Important Notes

For all stages:

- All incidents recorded on CPOMS with DSL team alerted
- Staff use Emotion Coaching approach throughout
- Restorative conversations used to support reflection and repair
- Individual circumstances considered when applying consequences

For children with SEND:

- Consequences are adapted and agreed in collaboration with parents and professionals
- Support plans detail specific strategies and adjustments
- The focus remains on teaching regulation skills and meeting underlying needs
- Consequences are proportionate and developmental

Resolving Conflict: The Restorative Approach

The Restorative Approach enables children to develop stronger intrinsic discipline and self-regulation as well as offering effective responses to conflicts and inappropriate behaviour.

Five Key Themes

1. Everyone has a different perspective
2. Our thoughts influence our emotions and our emotions influence our actions
3. Our actions can impact negatively on others and cause harm that needs repair
4. In the event of harm everyone will have similar needs
5. Those harmed need to find a way forward

Five Key Questions

1. **What happened?**
2. **What were you feeling?**
3. **Who has been hurt?**
4. **What do you need to feel better?**
5. **What needs to happen now?**

This process can be used in different ways to resolve difficulties. For example, as a quick conversation between two children or an adult and child lasting only a few minutes to agree a solution, as a dialogue between an adult and two children to sort out an issue (mediation) and as a much longer discussion involving a larger group (a conference).

Positive Rewards

A range of rewards are used to recognise achievement and encourage further success. Rewards are given for academic progress, sporting success, effort, improvements in behaviour and attitudes and for actions taken that contribute to the well-being of others.

Our reward systems include:

1. **Verbal positive praise** – focusing on positive attitudes and choices
2. **Merit points** – contributing to house team points

3. **Golden Scrolls** – weekly certificates for embodying the school focus
4. **Headteacher Awards** – for excellence in work, progress or behaviour
5. **Special Headteacher Awards** – for actively promoting school values

Individual reward charts and success journals are used with children who need additional support in managing their school day, agreed in partnership with parents.

Monitoring and Reporting Behaviour

Notable behaviour changes or persistent behaviour changes are recorded using an online monitoring tool. This system, called CPOMs, is closely monitored by senior staff. Patterns of behaviour are monitored on a half-termly basis, with findings reported to governors. All staff have access to CPOMs and are required to input their observations.

Class Teachers will discuss changes in behaviour with parents. All entries on CPOMS must include an alert to the Designated Safeguarding Team.

Additional Support

Where children consistently demonstrate challenging behavioural needs and unregulated emotions, these children will be discussed on an individual basis with the Senior Leadership Team. The SLT may consider:

- Small social skills/friendship groups
- ELSA support
- Individual Support Plans
- Signposting to external services (counselling, family support, school nursing, CAMHS, EISS)

Suspension

The Russell School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Use Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions
- Work closely with parents/carers as partners
- Access external support and advice when needed
- Create individual support plans with clear strategies
- Consider whether the child has SEND or other unmet needs

On the rare occasions that suspension is used, we will:

- Maintain contact with the child and their family throughout the process (e.g. telephoning the child at the beginning and end of each day to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child
- Place the child's (and parent/carers') voice at the heart of each step of the process
- Set work that enables the child to continue their education
- Plan carefully for the child's return to school
- Review the support in place to prevent further incidents

The school takes its responsibilities for the safety and wellbeing of all its children very seriously. Suspension will normally only take place in the following instances:

- Where the behaviour of the child presents a risk to itself or other members of the school community
- Where there is violence toward staff or other persons present

- Where there is criminal damage to property or school premises or acts of vandalism
- Where there is serious bullying involving extortion or blackmail
- Where illegal drugs or weapons have been brought into school
- When the school has exhausted all possible sanctions and support available to it

The needs of the individual will always be balanced against the needs of the school community and the rights of all children to feel safe and to learn.

Fixed term suspensions can only be carried out by the Headteacher (and in her absence the Assistant/Deputy Headteacher) and are governed by DfE statutory guidance on suspensions and permanent exclusions. A re-integration meeting will always follow a suspension, supporting pupils to re-transition back into school procedures. Permanent exclusions can only be carried out by the Headteacher.

Child-on-child abuse

'Child-on-child abuse' is the umbrella safeguarding term used in KCSIE. It includes any form of physical, sexual, emotional or online abuse perpetrated by one child against another. It is first and foremost a safeguarding issue, not a behaviour issue and will be dealt with accordingly with consideration of the impact, ongoing risk and support needs of all children involved, rather than solely responding to the incident as a breach of the behaviour expectations.

Bullying

The school does not accept bullying of any kind. Bullying can be defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying and intimidation cause emotional distress and are confronted at an early stage. Bullying is usually part of a pattern of behaviour rather than isolated incidents and frequently requires support to be given to the victim together with firm action being taken against the perpetrator.

Types of bullying:

- Physical (hitting, kicking, taking belongings)
- Verbal (name calling, insults, threats)
- Indirect (spreading rumours, excluding someone)
- Cyber-bullying (using technology to bully)
- Discriminatory (related to protected characteristics)

Our response to bullying:

Children are encouraged to inform an adult of any poor behaviour choices or bullying. All children are regularly told who they can talk to in confidence. Worry monsters are available in each classroom for children to have communication with staff in a non-verbal form.

When bullying is identified:

- Immediate action to ensure the victim feels safe
- Investigation to understand what has happened
- Support for the victim, including pastoral care
- Restorative work with the perpetrator to understand the impact
- Clear consequences for the perpetrator
- Work with both sets of parents/carers
- Monitoring to ensure the bullying stops
- Individual support plans if needed
- Recording on CPOMS and reporting to governors

Name calling and aggressive play fighting are unacceptable behaviours as they frequently lead to instances of bullying behaviour.

Cyber-Bullying:

The children are not allowed to use mobile phones on school premises and only brick phones can be brought into school. We are working with our community to become a Smartphone-Free School. Pupils are not permitted to wear smart watches or smart glasses in school and if these items are found, they will be confiscated. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item on-site:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Pupils, parents/carers and staff are equally responsible for ensuring smart phones and smart devices are not accessible to children at school.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur outside school. As part of the PSHE Jigsaw and computing curriculum all pupils are taught about online safety and what to do if they are subjected to online bullying. In addition, the school delivers a yearly online safety day.

Cyber-bullying is a form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. The Russell Primary takes all forms of cyber-bullying very seriously. If the school is made aware of any forms of cyber-bullying all parents/carers concerned will be informed and support will be offered to all pupils involved.

See our Anti-Bullying Policy for further details.

Behaviour Beyond the School Day

Travelling to and from school

Pupils are expected to wear full school uniform when travelling to and from school and when representing the school in the wider community. This includes during school trips, educational visits and any school-organised activities outside of school hours. Pupils should take pride in their appearance and understand that they are ambassadors for our school. When wearing school uniform, pupils should conduct themselves in a manner that reflects positively on our school community and upholds our values of Relationships, Respect and Resilience. As a 'Rights respecting school' we encourage a sense of belonging through taking pride in their appearance.

Behaviour on the playground

Children are expected to show kindness and respect to their peers during break and lunch. Where squabbles and upset occur, children are advised to seek the support of an adult to help manage the situation.

Allegations against school staff

The Department for Education requires that school behaviour policies "set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff". In line with our trauma informed approach to behaviour management, any accusations made against school staff will be interpreted on an individual basis, with staff, the child and parents working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative conference) will be used in order to repair relationships between the child and the member of staff, whilst aiming to avoid eliciting shame in the child. The member of staff involved will also be provided with access to emotional support from staff on a more private basis and/or counselling if required.

Physical Intervention

Risk reducing physical interventions are designed to keep people safe as part of a holistic approach. Interventions range from the least intrusive, such as a verbal or visual prompts, to the most restrictive. A restrictive physical intervention, or restraint, is the positive use of force to control movement with the intention of safeguarding people and property. Staff only intervene physically to restrain children, prevent injury to a child or if a child is in danger of hurting him/herself. All actions are taken with the best interests of the child in mind and the welfare of the child will be the paramount consideration. The actions taken must be reasonable and proportionate and only used in circumstances when other positive handling plans fail. The first response is always for the member of staff to stabilise the situation and to prevent it from escalating.

All staff are aware of the regulations regarding the use of force, as set out in the DfES circular 10/98 relating to section 550A of the Education Act 1996, The Use of Force to control or Restrain Pupils. All staff are authorised to use minimal force to control or restrain children. This may include

- coming between children
- blocking a child's path
- holding a child
- leading a child by the hand or arm, being careful not to pull the shoulder joint.
- herding a child away by placing a hand in the centre of the back

For the protection of staff, only named adults will be permitted to assist when dealing with a more extreme situation. Safe practice and procedure will always be applied. All incidents using physical intervention will be reported to parents and recorded on CPOMS (see Physical Intervention Policy).

The Staged Approach to Supporting Positive Behaviour – Guidance

	Behaviour Examples	Strategies	Notes
Stage 1	Low level disruption/testing boundaries - Calling out - Being distracted - Interrupting teacher/other pupils - Making noises - Pushing in line - Being slow to settle - Low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting	1. Non-verbal cue to remind child of expected behaviour 2. A verbal warning, directing children to the expectations 'Give Me Five' 3. If child still displaying unexpected behaviour, a thinking card is given, with the child encouraged to use it to help re-regulate themselves 4. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child 5. Pre-empt with use of The Reef e.g. for check-ins and to prevent escalation	- Use of positive praise/good role models - Expectations reinforced - Time frame agreed for desired improvement - Thinking time given - Focus on protecting everyone's right to learn
Stage 2	Sustained low level disruption - Continually calling out - Distracting other children - Repeated behaviours - Being continually slow to settle - More frequent low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting - Low level name calling	1. If the steps above haven't had the desired outcome, the child will move to the calm area to complete their work/a lesson 2. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child 3. Record the incident on CPOMS, as 'Stage 2 incident' with DSL alert 4. Inform the child's parents/carers at end of the day (same day contact) 5. Discussion with child about their right to learn and others' rights to learn If the above steps have been successful, the child 'resets' and further intervention (if required) moves from stage one.	- Minimum use of language to correct behaviour in front of class - Round of restorative questions in 1:1 time - Parents informed same day - Always recorded on CPOMS; alert DSL Team - Focus on protecting everyone's right to education
Stage 3	Serious disruption to learning or discriminatory behaviour - Not responding to adult instruction - Minor challenges to authority - Rudeness to adults - Leaving class without permission - Kicking/hitting someone deliberately (first occasion) - Discriminatory language which is used without an awareness of impact - Spitting on someone deliberately (first occasion) - Biting someone deliberately (first occasion) NB – Use discretion with the above. It may be that these incidents warrant stage 4 procedures. - Repeated behaviours at Stage 2	If the steps above haven't been successful: 1. Child completes lesson/piece of work in the classroom next door (or space outside the classroom, if the child remains in view of an adult) 2. Staff explain: "You have the right to learn, and so does everyone else. Right now, you need a different space to help you be successful." 3. For discriminatory language: immediate education about impact and why it's harmful 4. Record the incident on CPOMS, as 'Stage 3 incident' with DSL alert 5. Inform the child's parents/carers at end of the day (phone call to discuss incident and agree support strategies) 6. For discriminatory behaviour: Meeting with parents/carers to discuss the incident and agree on educational approach 7. Work with the child to reflect on behaviours and unpick what is at the root of the issue using restorative questions 8. Create a plan for successful return to class It may be necessary at this stage to seek further support from the inclusion team.	- Deputy Headteacher and Inclusion Lead informed - Consider Individual Support Plan if behaviour is repeated - For discriminatory behaviour: educational intervention, not just sanction - Reward chart or commitment chart drawn up by class teacher in discussion with the appropriate Senior Leader - DHT and/or INCO to meeting with class teacher and parents - Parents/carers involved as partners - Always recorded on CPOMS; alert DSL Team - For discriminatory incidents: record specific details of language/behaviour used
Stage 4	More serious - Wilful disobedience - Deliberately creating a disturbance - Throwing objects - Kicking/hitting/spitting/biting	If the steps above haven't been successful: 1. Child spends break time (or proportion of lunch time) with a member of SLT. They will work through a thinking card together using restorative questions	- Individual Support Plan fully implemented - Restorative Meeting with DHT and INCO - DHT involved in meetings with parents

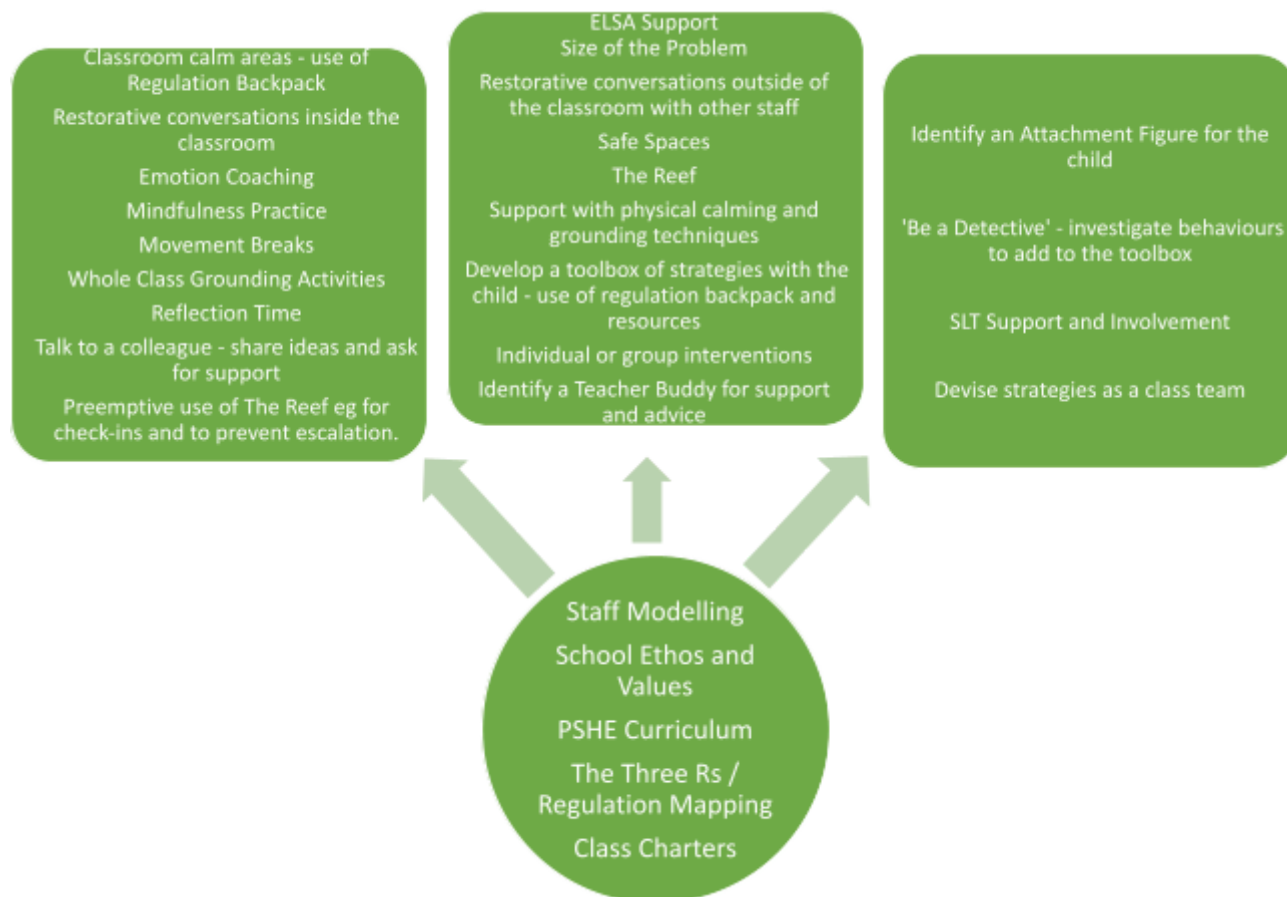
	Behaviour Examples	Strategies	Notes
	deliberately (repeated behaviour) - Damaging or taking property - Repeatedly leaving classroom without permission - Serious challenge to authority - Persistent lack of will shown to change behaviour - Persistent disregard for sanctions applied so far - Repeated discriminatory language or behaviour	2. Where appropriate, the SLT member will ensure the child has some outside time 3. When child is ready to learn/play with their peers, SLT member will take them back to their class/lunchtime 4. Record the incident on CPOMS, as 'Stage 4 incident' with DSL alert 5. Inclusion team to work with the child/teacher, using appropriate strategies/interventions to create a specific and detailed Individual Support Plan 6. It may be necessary to complete CAMHS referral or enlist MHST 7. An attachment figure will be put in place 8. Parents/carers to be called in to be part of the team working with the child. SLT will be part of the meeting 9. A home-school communication book will be used 10. For repeated discriminatory behaviour: structured educational intervention (e.g. "Let's Talk About Racism" for racist incidents) and consideration of whether child has safeguarding needs Other strategies can also be considered (see Emotional Regulation Provision Map).	- Headteacher informed and involved as and when necessary - Involvement of external agencies if appropriate - For discriminatory behaviour: consideration of whether child is at risk (e.g., exposure to extremist views) - SLT review - Always recorded on CPOMS; alert DSL Team
Stage 5	Extremely serious - Very serious challenge to authority - Violent/threatening behaviour - Repeated acts of bullying – serious intimidation or extortion - Racist incident - Serious name calling – causing intentional offence, repeated and targeted - Targeted discriminatory behaviour - Fighting - Causing intentional harm - Verbal abuse to staff - Vandalism - Running off site - Significant damage to property - Persistent serious discriminatory behaviour despite interventions	1. Children will be sent directly to the Headteacher and an internal suspension will be put in place. This may be for half a day or a full day, depending on nature of incident 2. Meetings will be arranged with parents/carers and possible external agencies by the Headteacher 3. Parents/carers to be informed of potential seriousness of situation, with suspension discussed 4. For racist incidents: Consider repetition of "Let's Talk About Racism" educational work, referral to SPA, reporting to Local Authority. 5. For other discriminatory incidents: appropriate educational intervention and involvement of relevant agencies 6. Incidents will be monitored on a daily basis within school and will involve a designated member of senior staff 7. If behaviour continues to be dangerous and/or seriously disruptive to the running of the school, a fixed-term suspension will be issued	- Restorative Meeting with Headteacher - HT involved in meetings with parents - For racist incidents: report to Local Authority - Consideration of whether child has safeguarding needs or is at risk - Reference to exclusion guidance for Richmond Schools - Always recorded on CPOMS; alert DSL Team - Focus on education and restoration alongside consequences

The above serves as only a guide. Some decisions will need to be made in relation to individual circumstances and need. Single examples of very poor or unsafe behaviour choices should still be referred to the Headteacher or Deputy Headteacher.

Promoting Engagement and Self-Regulation – Guidance for Staff

Emotional Regulation Provision Map

The relationship with the Class Teacher and Teaching and Learning Assistant is central to the child's personal, social and emotional development. Staff are expected to use a range of approaches, as set out in the provision maps below, to support a child's self-regulation and emotions and promote positive behaviours.



1 NOTICE <i>What am I noticing in my body?</i>	How it fits The "Something is wrong..." board gets underneath the emotion: <i>hungry, hot, cold, tired, sick, hurt, toilet, distracted</i> etc., as well as possible environmental/social triggers. The dial then gives children a very quick non-verbal way to indicate "I'm OK / check in on me / I need help." This is where children name and explore the feeling.. Feelings posters or balls of emotion gives a broad vocabulary including happy, sad, overwhelmed, calm, scared, curious, confused, disappointed, proud, shocked, bored, embarrassed, tired, angry, excited and worried. The child moves from identifying the feeling to identifying an actual need: drink, tool, quiet, blanket, snack, move, rest, talk, space, toilet. It makes "I feel..." useful rather than the endpoint. I feel, I need...with a solution Now we do something. The 20 ways to calm poster gives practical strategies such as breathing, grounding, movement, talking, reading, silence and drinking. Backpack to Success then adds classroom/access adjustments such as headphones, working with a buddy, a private space, timed check-ins, starting with an adult or a backpack break.	Resources Something is wrong... board + Check-in dials (and Whole-Class check-ins) Feelings poster / Feelsville / Balls of Emotion visuals I Feel / I Need board Solutions Board Regulation Backpack / 20 Ways to Find Your Calm / Backpack to Success
2 FEEL <i>What feeling might be visiting?</i>		
3 NEED <i>What might help me right now?</i>		
4 REGULATE <i>Use a strategy - with co-regulation when needed.</i>		

Reflect and Reset resource to use *after* an incident of dysregulation or with SLT, once the child is ready to reflect. It explicitly moves through what happened, feelings, impact and "what can we do now?" **Which step are you on?** resource can be used to support **learning readiness / confidence / task engagement** ("I won't do it" → "How do I do it?" → "I can do it!")