



# The Russell School

## Developing Positive Relationships

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## Our Vision for Developing Positive Relationships

At The Russell School, we strive to create a fully inclusive, nurturing environment where everyone feels happy, safe and secure and is enabled to thrive. There is an expectation that every member of our school community feels valued and respected and that everyone is treated fairly. The Russell School is a caring community whose core values are based upon mutual trust and respect for all, encouraging children to develop a strong sense of morality. We have developed a behaviour policy which places relationships at its very core. It sets out a clear and consistent approach to developing and promoting those positive relationships, engaging with all children in order to both support their emotional regulation and develop meaningful connections. Its purpose is to support all members of the school – children, staff, parents and Governors, to work together in a supportive manner, with shared responsibility, in the creation of a trusting environment where behaviour is clearly understood as a form of communication and high expectations are promoted.

Promoting positive relationships, whereby we understand each other better, enables everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community to collaborate in an effective way and with a mindful, reflective manner. It supports the teaching of children in communicating their thoughts and feelings in a way that will be beneficial in their adulthood. In order for everyone to thrive and to feel safe, it is important that children understand the need to follow routines. We also believe that through promoting mutual respect, children can understand that their behaviour can impact others. Through consistency of approach and promoting high expectations for all, we believe that all children can thrive.

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. This policy is grounded in the belief that children will develop their ability to self-regulate their emotions and behaviour. Adult and child relationships are integral in this. Through co-regulation of feelings, we believe that children become more independent, self-regulated and resilient learners and we recognise that positive attitudes to learning lead to happy, motivated and fulfilled children. We also recognise that we sometimes differentiate our behaviour policy, as appropriate, to meet the needs of all children within our school community.

## 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

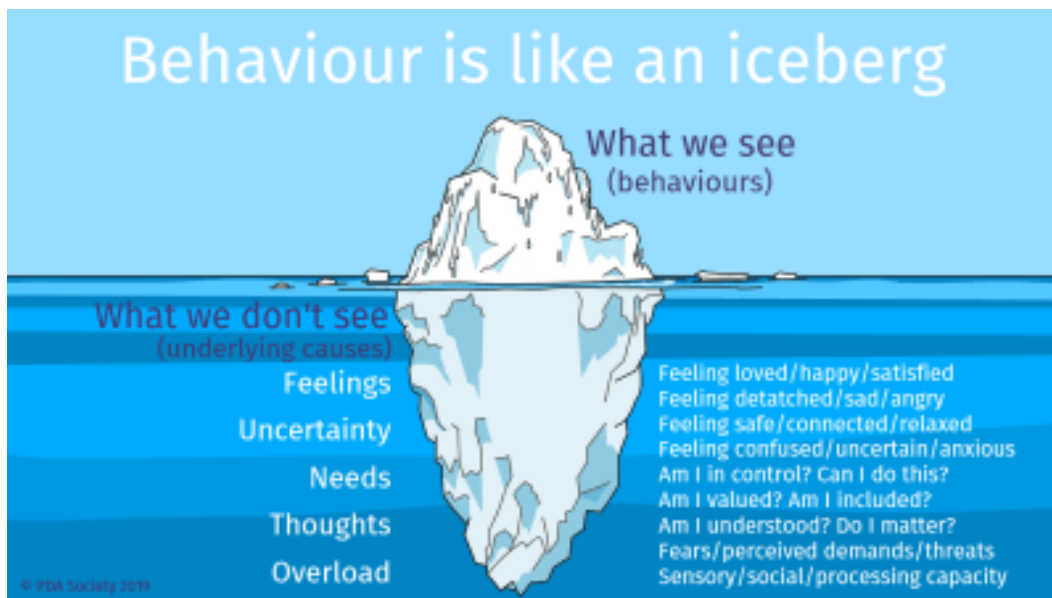
It is the responsibility of the Headteacher to implement the school's behaviour policy consistently throughout the school; it is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children.

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. Governors are notified of all exclusions.

The Headteacher also has the responsibility to ensure that all staff receive appropriate and regular training which enables them to support children in line with this policy.

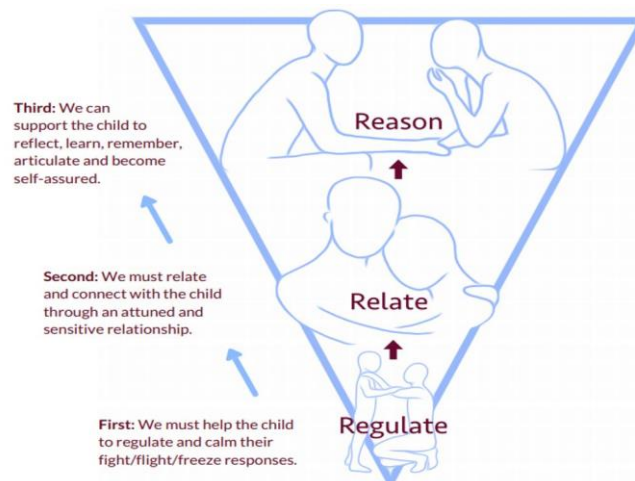
### The Role of Staff

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 seek to know every child in their class, to understand the child's perspective in a situation and strive to understand the child's feelings, whilst maintaining firm and fair limits of behaviour. It is the role of the class teacher to be inquisitive about the children in their class and to unpick the behaviours that are shown by each child. All staff understand that the behaviour seen does not always provide the full picture and must be carefully investigated in order to be understood and supported. **All staff will be role models of positive behaviour at all times. All staff will support all children, not just those in their class, to ensure positive and safe behaviours are displayed at all times.**



Class teachers develop empathic relationships with all children in their class and ensure that the expectations outlined in this policy are applied fairly in their classrooms. Class teachers and support staff have high expectations of all children in regards to behaviour and strive to ensure that all children work to the best of their ability. The class team of staff are social, emotional and learning role models for all children. Class teachers and support staff treat all children in their classes with respect and understanding. They provide all children with consistency and routine, are calm in their approach and model the behaviour we wish to see.

Staff will support children to develop a range of strategies to maintain positive behaviour and manage their emotions within school using Emotion Coaching and the Restorative Approach. Staff will also support children to develop a voice, to express when something feels wrong and to have the tools to say no, to stop a behaviour that is causing distress. Staff use the three Rs to support our practice in dealing with behaviour.



Class teachers are also responsible for ensuring that they reflect on their practice and keep up to date with current behavioural thinking.

### **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. Parents / carers can further support their child by ensuring that they arrive in school in good time, ensure regular attendance and attend parent consultations. Parents / carers should also send their child into school wearing the correct school uniform and with the necessary equipment to have a successful day e.g. PE kit, pencil case etc. Parents are required to agree and sign the Home School Agreement which details the school's expectations of the behaviour of both children and parents.

## The Role of the Child

Children are expected to embody all of the school values, follow the school and class expectations 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. They are encouraged to have a clear understanding that all behaviours have consequences. Children are also encouraged and supported to take responsibility for their own actions and learning and, under the guidance of staff and parents, develop their own 'toolbox' of strategies to support their own emotional regulation.



## What Survival Looks Like In Primary School

Freeze	Flight	Fight	Passive
<ul style="list-style-type: none"> <li>• Not interested/ bored</li> <li>• Confused</li> <li>• Forgetful</li> <li>• Talking about something else</li> <li>• Hard to move through a task</li> <li>• Not listening</li> <li>• Staring into space</li> <li>• Day dreaming</li> <li>• Clumsy</li> <li>• Distracted</li> </ul>	<ul style="list-style-type: none"> <li>• Running away</li> <li>• Keeping SUPER busy</li> <li>• Not coping with free time</li> <li>• Need to be the first or at the front</li> <li>• Bumping into people</li> <li>• Avoiding tasks and activities</li> <li>• Baby talk or silly voices</li> <li>• Hyperactive</li> <li>• Giddy and silly</li> <li>• Hiding under tables</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and bothered</li> <li>• Angry and aggressive</li> <li>• Controlling</li> <li>• Lie or blame</li> <li>• Shouty and argumentative</li> <li>• Pushing away friends</li> <li>• Lonely</li> <li>• Demanding</li> <li>• Inflexible</li> <li>• Unable to follow the 'rules'</li> <li>• Disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• Socially withdrawn</li> <li>• Compliant</li> <li>• Quiet</li> <li>• Unable to think, just yes or no answers</li> <li>• Passive</li> <li>• Resigned</li> <li>• Neutral expression</li> <li>• Alone</li> <li>• Low mood</li> <li>• Head down on the table</li> </ul>

## 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...

<ul style="list-style-type: none"> <li>• Do the task with me</li> <li>• Deep breathing</li> <li>• Tell me I am safe and ok</li> <li>• Ask me to push my hands down under my seat and lift myself off the chair</li> <li>• Gently wonder where I have gone and welcome me back into the room</li> <li>• Make the task smaller and more predictable</li> <li>• Tell me kindly who I am and what I am doing</li> <li>• Tell me kindly what you want me to do 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• Keep me close by</li> <li>• Deep breathing</li> <li>• Give me an easy and familiar task</li> <li>• Make things predictable</li> <li>• Tell me I am safe, show me a safe place or a person I can go to when I need to</li> <li>• Talk me kindly through what might be tricky</li> <li>• Remind me what I am meant to be doing alongside my friends rather than singling me out</li> </ul>	<ul style="list-style-type: none"> <li>• Give me a role</li> <li>• Support me socially</li> <li>• Match my energy</li> <li>• Make things predictable</li> <li>• Deep breathing</li> <li>• Connect and show empathy before exploring the consequences of my behaviour</li> <li>• Tell me about changes to the daily routine, especially strangers visiting the school</li> <li>• Accept that I might not remember what happened as I was trying to survive what felt dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive simple tasks</li> <li>• Weighted blanket</li> <li>• Building with Lego or playdough</li> <li>• Tell me I am safe</li> <li>• Deep breathing</li> <li>• Spending time with a trusted adult</li> <li>• Do the task with me</li> <li>• Tell me what to do without showing frustration</li> <li>• Don't make me the centre of attention, let me blend in</li> </ul>
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## Promoting Engagement and Self-Regulation

At The Russell School, our behaviour management policy stems from the premise that, whilst all emotions are acceptable, all behaviours are not. Class expectations are generated by the children in each class, in line with the whole school expectations (The Russell School Promise) and the Jigsaw PSHE programme. They are clearly displayed in each classroom and are revisited with the children at the beginning of each half term and at other times when necessary.

All staff encourage every child to play an active part in embodying the school's values of kindness, responsibility, respect, care, resilience, courage, confidence, enthusiasm, empathy, cooperation, independence and pride.






### 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
-  Are more popular
-  Have fewer behavioural problems
-  Are more emotionally stable
-  Are more resilient

The Steps of Emotion Coaching

1. **C**onnect: 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. **A**cknowledge: 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. **L**imits: 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. **M**ake a plan: promote positive choices and give follow up support as necessary

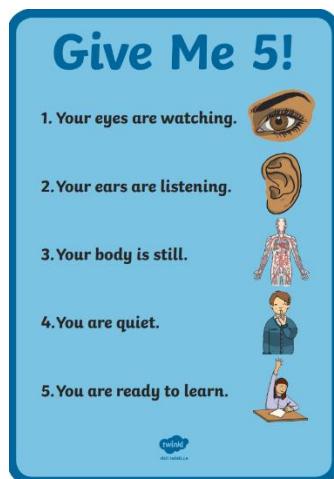
### Emotional Regulation Provision Map

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 map below (also in Appendix 1), to support a child's self-regulation and emotions and promote positive behaviours.



### WHOLE CLASS EXPECTATIONS

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 expectations

- We have very high expectations for how the children conduct themselves when moving around the school to keep themselves safe.
- Children walk along corridors.
- All adults should support and prompt the children in these expectations. It is not the sole-responsibility of the class teacher / TA.
- Classes **MUST** be accompanied by an adult when moving around the school. Classes cannot be sent, unsupervised, to any area of the building or playground.



## End of break and lunch expectations

- Whistle One – Children stand still
- Whistle Two – Children walk to lining up point, tidying up as they go
- Whistle Three – All children are expected to be quiet
- Once all children are quiet, adults escort them back into the building.

## 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. Restorative approaches have a proven track record for success in promoting and creating positive behaviour and supporting children's well-being and are a recommended practice in schools. Restorative Approaches are designed to:

- Make, maintain and repair positive relationships
- Build on a school culture of mutual respect, empowerment, collaboration, openness, trust, empathy, valuing others and being non – judgmental
- Set high and clear boundaries based on our values alongside support and nurture
- Be interlinked and consistent with our approach to learning and teaching
- Provide a set of tools/ responses for day to day events and challenges and a process for more serious conflicts

Restorative approaches to situations are underpinned by five key themes –

**1. Everyone has a different perspective on any given issue or issues**

They allow everyone to express how they personally experienced what happened

**2. Our thoughts influence our emotions and our emotions influence our actions**

They invite everyone to express how they were/ are thinking and feeling

**3. Our actions can impact negatively on others and cause harm. This harm needs to be repaired**

They ask everyone to consider who has been or is being harmed/ affected by the situation and how. They also encourage accountability and responsibility

**4. In the event of harm everyone will have similar needs**

They invite everyone in turn to consider what they need now to repair harm/ solve the problem, to feel better and to move on

**5. Those harmed / affected need to find a way forward for themselves**

They ask everyone in turn to consider how each of the needs expressed can be met, what support they might need to do this and how they will do things differently in the future

These themes are addressed using five key questions in a given sequence:

**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). The Restorative Approach is used to resolve conflict between children. Children need to rehearse restorative practices and language and see them modelled by others. The Restorative Approach is often used to resolve conflict which occurs in the playground.

## 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. Parents are kept informed with certificates and badges going home.

The following reward systems are used to support positive attitudes to learning and positive behaviour choices

1. **Verbal, positive praise** is used in the classroom and around school by all staff. It focuses on the child's positive attitudes and choices
2. **Merit points** can be earned by all children and awarded by any member of staff. Individual merit points contribute to the merit points of each house team
3. **Golden Scrolls** are earned by one or two children from each class every week. The children will be rewarded in assembly with a certificate. Staff will choose their specific children based on the children's attitudes and approach to the whole school focus for that week. The reasons why specific children have been chosen will be shared in assembly. Not all children will receive a Golden Scroll in any one school year.
4. **Headteacher Awards** can be earned by all children and can be proposed by any member of staff. The award is presented to children for excellence in their work, progress or behaviour. The Headteacher also awards a special termly Golden Ticket to one child in each class who has shown outstanding effort and commitment to learning. Children receiving Headteacher's Awards are celebrated in the newsletter.
5. **Special Headteacher Awards** can again be earned by all children and can also be proposed by any member of staff. The award is presented to children actively promoting or embodying the values of the school. Children receiving a Special Headteacher's Awards are celebrated in the newsletter.

All staff actively promote and reward good learning attitudes and positive behaviour choices. For example, perseverance, collaboration, strong listening skills, endeavour and self-regulation.

Specific and individual reward charts and interventions, such as success journals, are used with a small minority of children who need further support in managing their school day. These charts are shared with parents and result in an agreed reward that is used to motivate a child to regulate their emotions and change their behaviour by making the right choices during the school day.

## 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, supporting the monitoring of emotional and behavioural changes in school.

### The Staged Approach to Supporting Positive Behaviour Choices

The school employs a number of strategies to reinforce the school's expectations and boundaries. Poor behaviour choices will always be dealt with fairly and firmly and will, where possible, be immediate. Poor behaviour choices are recorded and monitored closely.

The staged approach (Appendix 2) offers staff guidance and support on the strategies to employ linked to the behaviours displayed by the child.

### Specific Emotional Needs

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
- 🌳 Lego Therapy
- 🌳 Individual Support Plans
- 🌳 Signposting – if a child’s needs are more complex, we can signpost to
  - Local counselling services (for KS2) for bereavement or family breakdown
  - Family support services
  - School nursing service
  - Charities
  - GP or CAMHs
  - EISS Consultation

### **Additional Needs**

We recognise that a child’s behaviours may reflect specific social, emotional and mental health needs, such as trauma or attachment. We also recognise that a child’s behaviours may be linked to a Special Educational Need. Therefore, these children may require additional provision to that which is outlined in this policy. The SEND Policy should be applied in detailing how additional needs are supported in school.

### **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
- 🌳 Using Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions

On the rare occasions that exclusion 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

The school takes its responsibilities for the safety and wellbeing of all its children very seriously. Exclusion 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 available to it

The needs of the individual will always be balanced against the needs of the school community.

Fixed Term exclusions can only be carried out by the Headteacher (and in her absence the Assistant Headteacher) and are governed by DfES circular 10/99 “Social Inclusion: Pupil Support”. Permanent exclusions can only be carried out by the Headteacher.

### **Bullying**

The school does not accept bullying of any kind. Bullying can be defined as any repeated prejudice or action being used to intimidate another person. 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. Children are encouraged to inform an adult of any poor behaviour choices. All children are regularly told who they can talk to in confidence. Worry monster are available in each classroom for children to have communication with staff in a nonverbal form. Name calling and aggressive play fighting are unacceptable behaviours as they frequently lead to instances of bullying behaviour.

**Cyber-Bullying:** 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 PHSE Jigsaw curriculum all pupils are taught about online safety and what to do to if they are subjected to online bullying. The school delivers a yearly online safety day. The children are not allowed to use mobile phones on school premises. Pupils, parents and staff are equally responsible for ensuring mobile phones are not accessible to children at school. 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 cyberbullying very seriously. If the school is made aware of any forms of cyberbullying all parents concerned will be informed and support will be offered to all pupils involved. . (See Anti-Bullying Policy)

### **Anti-racist commitment**

We do not tolerate racist abuse, language or incidents in any form. By racism we mean being hostile on the grounds of race, religion and colour. 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.

### **Travelling to and from school**

Where children are considered to be responsible and old enough, parents may encourage their children to walk to and from school independently, in consultation with school. All children are expected to use the shortest and safest route possible. The school expects these children to behave as if they were walking around the school site.

#### **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.

At the end of break and lunch, the following system is followed:

Whistle 1 – All children stop and stand still

Whistle 2 – All children walk to their lining up spot

Whistle 3 – All children are quiet and follow adults into the classroom.

### **Behaviour moving around the school**

Children are expected to walk calmly around the school. Running in the corridors or on the stairs is inappropriate and dangerous. Adults will support children by ensuring they always escort their class when transitioning from one room to another. When children are moving around the school without adult supervision, (eg when returning from an instrument lesson or taking a message to the office) they are expected to walk calmly to ensure they are safe.

### **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 remain calm and under control, to stabilise the situation and to prevent it from escalating.

Some staff are trained in the use of Team Teach, a positive behaviour management strategy which reduces the need for physical intervention and restraint.

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

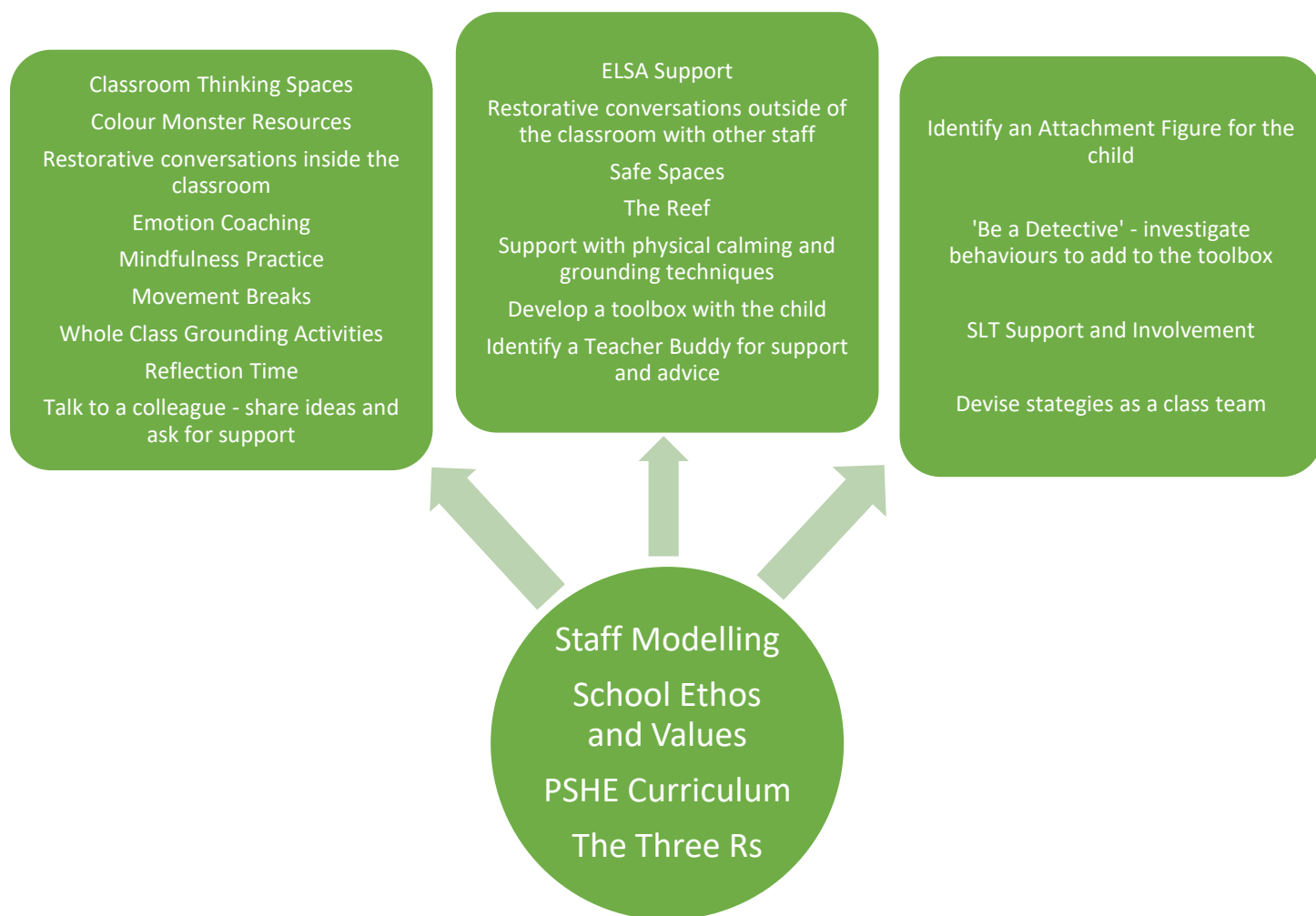
- coming between children
- blocking a child's path
- holding a child
- leading a child by the hand or arm
- shepherding a child away by placing a hand in the centre of the back

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).

## 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 map below, to support a child's self-regulation and emotions and promote positive behaviours.



## The Staged Approach:

### LOW-LEVEL DISRUPTION IN THE CLASSROOM (STAGE 1)

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.

### LOW-LEVEL DISRUPTION IN THE CLASSROOM (STAGE 2)

1. If the steps above haven't had the desired outcome, the child will move to the thinking space 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, using the 'pause' or 'reflect and reset' visual.
3. Record the incident of CPOMS, as 'stage 2 incident'
4. Inform the child's parents / carers at end of the day  
If the above steps have been successful, the child 'resets' and further intervention (if required) moves from stage one.

### MORE SERIOUS/ REPEATED INCIDENTS SHOWN IN THE CLASSROOM (STAGE 3 AND ABOVE)

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. Record the incident of CPOMS, as 'stage 3 incident'
3. Inform the child's parents / carers at end of the day
4. Work with the child to reflect on behaviours and unpick what is at the root of the issue.  
It may be necessary at this stage to seek further support from the inclusion team.

### SERIOUS INCIDENTS (STAGE 4)

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.
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'
5. Inclusion team to work with the child / teacher, using appropriate strategies / interventions to create a specific and detailed support plan. It may be necessary to complete CAMHS referral or enlist MHST. An attachment figure will be put in place.
6. Parents/carers to be called in to be part of the team working with the child. SLT will be part of the meeting A Home-school communication book will be used.

Other strategies can also be considered (see **Emotional Regulation Provision Map**).

### EXTREMELY SERIOUS INCIDENTS (STAGE 5)

1. Children will be sent directly to the Headteacher and an **internal exclusion** 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 and possible external agencies by the Headteacher.  
Parents / Carers to be informed of potential seriousness of situation, with suspension discussed.
3. Incidents will be monitored on a daily basis within school and will involve a designated member of senior staff.
4. If behaviour continues to be dangerous and / or seriously disruptive to the running of the school, a fixed-term suspension will be issued.



## What Survival Looks Like In Primary School

Freeze	Flight	Fight	Passive
<ul style="list-style-type: none"> <li>• Not interested/bored</li> <li>• Confused</li> <li>• Forgetful</li> <li>• Talking about something else</li> <li>• Hard to move through a task</li> <li>• Not listening</li> <li>• Staring into space</li> <li>• Day dreaming</li> <li>• Clumsy</li> <li>• Distracted</li> </ul>	<ul style="list-style-type: none"> <li>• Running away</li> <li>• Keeping SUPER busy</li> <li>• Not coping with free time</li> <li>• Need to be the first or at the front</li> <li>• Bumping into people</li> <li>• Avoiding tasks and activities</li> <li>• Baby talk or silly voices</li> <li>• Hyperactive</li> <li>• Giddy and silly</li> <li>• Hiding under tables</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and bothered</li> <li>• Angry and aggressive</li> <li>• Controlling</li> <li>• Lie or blame</li> <li>• Shouty and argumentative</li> <li>• Pushing away friends</li> <li>• Lonely</li> <li>• Demanding</li> <li>• Inflexible</li> <li>• Unable to follow the 'rules'</li> <li>• Disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• Socially withdrawn</li> <li>• Compliant</li> <li>• Quiet</li> <li>• Unable to think, just yes or no answers</li> <li>• Passive</li> <li>• Resigned</li> <li>• Neutral expression</li> <li>• Alone</li> <li>• Low mood</li> <li>• Head down on the table</li> </ul>
<p><b>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...</b></p>			
<ul style="list-style-type: none"> <li>• Do the task with me</li> <li>• Deep breathing</li> <li>• Tell me I am safe and ok</li> <li>• Ask me to push my hands down under my seat and lift myself off the chair</li> <li>• Gently wonder where I have gone and welcome me back into the room</li> <li>• Make the task smaller and more predictable</li> <li>• Tell me kindly who I am and what I am doing</li> <li>• Tell me kindly what you want me to do 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• Keep me close by</li> <li>• Deep breathing</li> <li>• Give me an easy and familiar task</li> <li>• Make things predictable</li> <li>• Tell me I am safe, show me a safe place or a person I can go to when I need to</li> <li>• Talk me kindly through what might be tricky</li> <li>• Remind me what I am meant to be doing alongside my friends rather than singling me out</li> </ul>	<ul style="list-style-type: none"> <li>• Give me a role</li> <li>• Support me socially</li> <li>• Match my energy</li> <li>• Make things predictable</li> <li>• Deep breathing</li> <li>• Connect and show empathy before exploring the consequences of my behaviour</li> <li>• Tell me about changes to the daily routine, especially strangers visiting the school</li> <li>• Accept that I might not remember what happened as I was trying to survive what felt dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive simple tasks</li> <li>• Weighted blanket</li> <li>• Building with Lego or playdough</li> <li>• Tell me I am safe</li> <li>• Deep breathing</li> <li>• Spending time with a trusted adult</li> <li>• Do the task with me</li> <li>• Tell me what to do without showing frustration</li> <li>• Don't make me the centre of attention, let me blend in</li> </ul>



**The Staged Approach to Supporting Positive Behaviour – Guidance for Staff**

	<b>Behaviour Examples</b>	<b>Strategies</b>	<b>Notes</b>
<b>Stage 1</b>	<p><b>Low level disruption/testing boundaries</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Being distracted</li> <li>• Interrupting teacher/ other pupils</li> <li>• Making noises</li> <li>• Pushing in line</li> <li>• Being slow to settle</li> <li>• Low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting</li> </ul>	<ol style="list-style-type: none"> <li>1. Non-verbal cue to remind child of expected behaviour</li> <li>2. A verbal warning, directing children to the expectations 'Give Me Five.'</li> <li>3. If child still displaying unexpected behaviour, a thinking card is given, with the child encouraged to use it to help re-regulate themselves.</li> <li>4. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child.</li> </ol>	<ul style="list-style-type: none"> <li>• Use of positive praise/ good role models</li> <li>• Expectations reinforced</li> <li>• Time frame agreed for desired improvement</li> <li>• Thinking time given</li> </ul>
<b>Stage 2</b>	<p><b>Sustained low level disruption</b></p> <ul style="list-style-type: none"> <li>• Continually calling out</li> <li>• Distracting other children</li> <li>• Repeated behaviours</li> <li>• Being continually slow to settle</li> <li>• More frequent low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting</li> <li>• Low level name calling</li> </ul>	<ol style="list-style-type: none"> <li>1. If the steps above haven't had the desired outcome, the child will move to the thinking space to complete their work / a lesson.</li> <li>2. Try to find an opportunity to talk quietly to the child to unpick the behaviours and re-regulate the child.</li> <li>3. Record the incident of CPOMS, as 'stage 2 incident'</li> <li>4. Inform the child's parents / carers at end of the day</li> </ol> <p>If the above steps have been successful, the child 'resets' and further intervention (if required) moves from stage one.</p>	<ul style="list-style-type: none"> <li>• Minimum use of language to correct behaviour in front of class</li> <li>• Round of restorative questions in 1:1 time</li> <li>• Parents informed</li> <li>• Always recorded on CPOMS; alert DSL Team</li> </ul>
<b>Stage 3</b>	<p><b>Serious</b></p> <ul style="list-style-type: none"> <li>• Not responding to adult instruction</li> <li>• Minor challenges to authority</li> <li>• Rudeness to adults</li> <li>• Leaving class without permission</li> <li>• Kicking/ hitting someone deliberately (first occasion)</li> <li>• Spitting on someone deliberately (first occasion)</li> <li>• Biting someone deliberately (first occasion)</li> </ul> <p>NB – Use discretion with the above. It may be that these incidents warrant stage 4 procedures.</p> <ul style="list-style-type: none"> <li>• Repeated behaviours at Stage 2</li> </ul>	<p>If the steps above haven't been successful:</p> <ol style="list-style-type: none"> <li>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)</li> <li>2. Record the incident of CPOMS, as 'stage 3 incident'</li> <li>3. Inform the child's parents / carers at end of the day</li> <li>4. Work with the child to reflect on behaviours and unpick what is at the root of the issue.</li> </ol> <p>It may be necessary at this stage to seek further support from the inclusion team.</p>	<ul style="list-style-type: none"> <li>• DHT and INCO informed</li> <li>• Consider Support Plan</li> <li>• Reward chart or commitment chart drawn up by class teacher in discussion with the appropriate Senior Leader</li> <li>• DHT and/ or INCO to meeting with class teacher and parents</li> <li>• Always recorded on CPOMS; alert DSL Team</li> </ul>
<b>Stage 4</b>	<p><b>More serious</b></p> <ul style="list-style-type: none"> <li>• Wilful disobedience</li> <li>• Deliberate discrimination against other children (non-racial)</li> <li>• Using bad language</li> <li>• Deliberately creating a disturbance</li> <li>• Throwing objects</li> <li>• Kicking/ hitting/ spitting/ biting deliberately (repeated behaviour)</li> <li>• Damaging or taking property</li> <li>• Repeatedly leaving classroom without permission</li> <li>• Serious challenge to authority</li> <li>• Persistent lack of will shown to change behaviour</li> <li>• Persistent disregard for sanctions applied so far</li> </ul>	<p>If the steps above haven't been successful:</p> <ol style="list-style-type: none"> <li>1. Child spends break time (or proportion of lunch time) with a member of SLT. They will work through a thinking card together.</li> <li>2. Where appropriate, the SLT member will ensure the child has some outside time.</li> <li>3. When child is ready to learn / play with their peers, SLT member will take them back to their class / lunchtime.</li> <li>4. Record the incident on CPOMS, as Stage 4 incident'</li> <li>5. Inclusion team to work with the child / teacher, using appropriate strategies / interventions to create a specific and detailed</li> </ol>	<ul style="list-style-type: none"> <li>• Individual Support Plan fully implemented</li> <li>• Restorative Meeting with DHT and INCO</li> <li>• DHT involved in meetings with parents</li> <li>• Headteacher informed and involved as and when necessary</li> <li>• Involvement of external agencies</li> <li>• SLT review</li> <li>• Always recorded on CPOMS; alert DSL Team</li> </ul>

		<p>support plan. It may be necessary to complete CAMHS referral or enlist MHST. An attachment figure will be put in place.</p> <p>6. Parents/carers to be called in to be part of the team working with the child. SLT will be part of the meeting. A Home-school communication book will be used.</p> <p>Other strategies can also be considered (see <u>Emotional Regulation Provision Map</u>).</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
Stage 5	<p><b>Extremely serious</b></p> <ul style="list-style-type: none"> <li>• Very serious challenge to authority</li> <li>• Violent/threatening behaviour</li> <li>• Repeated acts of bullying – serious intimidation or extortion</li> <li>• Racist incident</li> <li>• Serious name calling – causing intentional offence, repeated and targeted</li> <li>• Racist behaviour</li> <li>• Fighting</li> <li>• Causing intentional harm</li> <li>• Verbal abuse to staff</li> <li>• Vandalism</li> <li>• Running off site</li> <li>• Significant damage to property</li> </ul>	<ol style="list-style-type: none"> <li>1. Children will be sent directly to the Headteacher and an internal exclusion will be put in place. This may be for half a day or a full day, depending on nature of incident.</li> <li>2. Meetings will be arranged with parents and possible external agencies by the Headteacher. Parents / Carers to be informed of potential seriousness of situation, with suspension discussed.</li> <li>3. Incidents will be monitored on a daily basis within school and will involve a designated member of senior staff.</li> <li>4. If behaviour continues to be dangerous and / or seriously disruptive to the running of the school, a fixed-term suspension will be issued.</li> </ol>	<ul style="list-style-type: none"> <li>• Restorative Meeting with Headteacher</li> <li>• HT involved in meetings with parents</li> <li>• Reference to exclusion guidance for Richmond Schools</li> <li>• Always recorded on CPOMs; alert DSL Team</li> </ul>

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 Assistant Headteacher.