

**Russell Lower School**  
**Behaviour Policy**

**Autumn 2022**  
**Review: Autumn 2025**

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## Philosophy

At Russell Lower School, we value all members of our community and aim to help our children to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that, although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

All members of the school community have a vested interest in developing high standards of behaviour across the school. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils in which they can learn and reach their full potential.

School leaders and governors need to maintain the high standards of behaviour if the education standards of the school are to be maintained and improved.

Teachers need focused and enthusiastic children if their teaching is to have any impact.

Parents want children who feel safe and happy in school with teachers who are focused on supporting their learning and not having their attention drawn away by poor behaviour. Children like to have clear boundaries with rewards and consequences applied fairly and consistently.

At Russell Lower School we achieve the following through adopting the Emotion Coaching principles and practice. Emotion coaching enables children and young people to manage their own behaviour through helping them to name and understand the different emotions they experience, why they occur, and how to handle them.

### 1. Aims

#### **This policy aims to:**

- Provide a fair and consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave and how staff support and foster this
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Build workable relationships that enable the School to be a safe and positive learning environment

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2022](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning and towards others
- Incorrect uniform

**Serious misbehaviour is** defined as:

- Repeated breaches of the school rights/rules
- Any form of bullying including cyber
- Any form of sexual violence/assault, such as intentional sexual touching without consent that is considered to be beyond age related development
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited items**. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Confiscation and searches

#### Confiscation

Any prohibited items listed above found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Any searching and/or confiscation will be conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

## **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

As far as is reasonably possible the authorised member of staff carrying out the search will be of the same sex as the pupil. There will always be another member of staff present as a witness to the search.

A search can be carried out if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher/deputy headteacher/safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

## **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

## **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **5. Roles and responsibilities**

### **The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **School Leaders**

The school leadership team (SLT) will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The school leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor that the policy is implemented by staff consistently with all groups of pupils.

School leaders will provide new staff with a clear induction into our behavioural culture to ensure they understand our rules and routines, and how best to support all pupils to participate fully. Appropriate training in behaviour management will be delivered/offered, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

They will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary and that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

### **Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Supporting the child in adhering to the Russell Rights and Rules
- Using emotion coaching strategies
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Challenging pupils to meet the school's expectations
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Liaising effectively and appropriately with parents
- Recording serious misbehaviour (step 2 of behaviour steps, appendix 2) on G2

### **Parents and carers**

The role of parents and carers is crucial in helping schools develop and maintain good behaviour.

Parents and carers are expected to:

- Get to know the school's behaviour policy and support it at home where appropriate
- Support their child in adhering to the Russell Rights and Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly (either at school drop off or via the class email)
- Take part in any pastoral work following misbehaviour for example: attending structured conversations linked to behaviour support plans (appendix 3)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **Pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy/Russell Rights and Rules
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support available at Russell Lower

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **Pupil code of conduct – behaviour curriculum**

Pupils are expected to:

- Follow the Russell rules and rights at all times with all members of staff
- Behave in an orderly and self-controlled way – the right to be safe
- Ensure staff can teach without unnecessary distraction – the right to learn
- Show respect to members of staff and each other – the right to be happy/included
- In class, make it possible for all pupils to learn - the right to learn/be included
- Move quietly around the school
- Treat the school buildings and school property with respect
- Uphold the values taught to them in assemblies
- Keep learning areas clear and tidy
- Wear the correct uniform at all times

- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Keep mobile phones turned off, kept in their school bag at all times or handed to the teacher during the school day – applicable to Year 4 pupils in the Summer term only

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6. Bullying – child on child abuse

Bullying is defined as the repetitive, intentional mistreatment/harming of one individual or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching See our safeguarding and child protection policy.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The staff at Russell Lower School take all forms of bullying seriously and seek to prevent it from taking place.

Preventative Strategies:

- Children are taught in assemblies the acronym STOP to recognise such behaviours: Several Times On Purpose
- Each class has a weekly PSHE session which allows children to talk about feelings in a safe context and to bring out bullying issues



- Constantly improve the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football
- Providing constructive and collaborative play areas
- Teach the Russell Rights and school values and reward and praise children for using these
- Regular and high-quality training for all staff

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The children at Russell Lower School do not have in school access to learning platforms where they are in communication with other children. This minimises the risks of cyber-bullying within school however, children may be able to 'cyber bully' from their home devices. Should this be the case school would get involved and work with parents to stop this behaviour.

The children at Russell Lower School learn about cyber-bullying and what to do should this happen to them in assemblies (Safer Internet Day) and the Computing curriculum as well as through the school 'Rights' and 'Rules'. The staff team take cyber-bullying very seriously and a 'zero-tolerance' approach is employed when dealing with any such incidents that may occur; actions to address cyber bullying would happen swiftly and would be carried out by the Headteacher, working with other staff where appropriate. See [behaviour in schools guidance](#) for more information.

Bullying of any kind will not be tolerated at Russell Lower School and any child found to be taking part in bullying will instantly reach Step 3 of the Behavioural Steps (appendix 2).

See our [anti-bullying policy](#) for more details.

## **7. Pupil support**

The school uses various strategies and resources in order to support children to behave well. Some of these include:

- Setting clear expectations
- Promoting and developing good relationships
- Creating a suitable learning environment
- Fostering adult and peer role models
- Providing a supporting and understanding environment
- Use of the school wellbeing scale
- Use of emotion coaching

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

## **8. Behaviour expectations and approach for pupils with SEND**

### **Recognising the impact of SEND on behaviour**

At Russell Lower we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We value the importance of all pupils in the school, including pupils with SEND, feeling that they belong in the school community.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. If felt necessary a behaviour support plan will be created, appendix 3. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and teaching board
- Training for staff in understanding conditions such as ASD (autism spectrum disorder)
- Use of breakout spaces (intervention/nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

We will then assess if it is appropriate and lawful to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

Our special educational needs co-ordinator (SENDCO), Mrs Knight may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers such as an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies such as Jigsaw and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and we will co-operate with the local authority and other bodies.

If we have a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, we may request an emergency review of the EHC plan.

## 9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our [child protection and safeguarding policy](#).

## 10. Managing Behaviour

There are four fundamental themes that form the basis of the School's behaviour policy; these themes are entitled:

- A. The Preventative Approach
- B. Utilising Positive Correction – Emotion coaching
- C. Using Consequences
- D. Repairing and Rebuilding Relationships

### A. The Preventative Approach – a planned curriculum through a whole school approach

The prevention of inappropriate or challenging behaviour is the approach that lies at the heart of Russell Lower School's behaviour policy and is most effective through a whole school approach that prepares pupils for life in modern Britain. This is supported by a planned programme of evidence-based content delivered through the curriculum, specifically the Sex and Relationship Education (SRE) and [Personal, Social, Health and Economic Education \(PSHE\) curriculum](#). Careful sequencing has gone into all areas of our curriculum to ensure it is age and stage of development appropriate, and tackles such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- what constitutes a healthy relationship both online and offline.

By using this approach, we believe we are able to increase the likelihood of positive behaviour in our children. This, in turn, will improve their social and academic outcomes.

This approach is developed with the children by creating a clear set of values and standards to which the whole organisation adheres. Firstly, staff must help children to understand that all members of the school community have four basic rights; these are as follows:

**The right to learn**  
**The right to be happy**  
**The right to be safe**  
**The right to be included**

The children's understanding of these rights must then be linked to the fact that such rights cannot be enjoyed without corresponding responsibilities. For example, if a particular child has the right to learn, they must also consider their responsibilities in helping other children to enjoy the same right. The way in which to help children to understand such responsibilities is by having routines that are clear and relevant. Such routines must be established at the beginning of each academic year; this is known as the **establishment phase** and it will set the tone for the rest of the year. All staff are responsible for establishing clear routines during this phase so that the children understand what is expected of them during each part of the day; high expectations of every child are imperative.

The routines mentioned above will be supported throughout the school by the development of whole school and classroom rules. The Headteacher will work with the whole school at the beginning of each academic year to develop the rules and class teachers will develop the classroom rules with the children. The layout of the rules will vary from year to year but will relate to the children's fundamental rights. All adults who interact with the children will use the school rules to guide the children and manage their behaviour positively.

### **Rules should be:**

- Owned by the children
- Linked to/protect the four rights
- Discussed in depth to ensure that the children understand why they are needed
- Few in number
- Simple in expression
- Written in positive form i.e. 'We will...'
- Enforceable (... and enforced)
- Displayed in prominent places in the building for reference, including every classroom (the rules should be depicted by words and pictures to encourage all learners to understand them without difficulty)

See appendix 4 for examples of rules.

### **Encouraging Positive Behaviour**

In order to encourage and motivate children to make positive behaviour choices, a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour
- Raise self-esteem
- Give the children the moral and social courage to be the best they possibly can
- Support children to grow and develop as positive members of the community

### **Classroom Management and Preventative Actions (actions to prevent unnecessary disruptions) – Praise what you want to see**

All staff are responsible for setting the tone and context for positive behaviour within the classroom and more widely.

They will:

- Value and develop positive relationships with pupils and between their class, which may include:
  - Greeting pupils in the morning/at the start a session
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and emotion coaching strategies and approaches
- Use the school well-being scale (appendix 5)
- Use Dojos and other whole school rewards (appendix 6) to motivate children and to 'catch them being good' and reinforce desired behaviours
- Arrange appropriate, mixed ability seating arrangements at tables and 'carpet' places

- Tactfully line up children in a suitable order at times of transition – have set, boy/girl 'line' places so children are standing next to children who bring out the best in them. This will ensure that children who should not be together are not together
- Understand and cater for individuals with behavioural needs – for example, possible use of reward system, communication book, Now, Next and Then, Visual Timetable etc.
- Communicate clear expectations and stick to them consistently – there should be no 'special allowances' for children with perceived SEND/issues. We expect the same standard of behaviour from all children
- Display clear classroom rules
- Distinguish between emotions (not chosen) and behaviour (chosen)
- Apply consequences and rewards consistently and fairly
- Communicate well with parents/carers
- Use '5 minutes calm' focusing on calm/belly breathing techniques and use quiet meditation type music where necessary during 'work' time
- Use positive reinforcement – pick up on-task behaviour and praise it
- Use rule reminders – restate the rules. Don't discuss
- Use simple direction – use respectful language accompanied by thank you. Keep directions (the words used) minimal and simple
- Blocking – repeat the direction firmly
- Give simple choice – give a choice between carrying on with the behaviour and the consequence that will follow. Give responsibility to the child
- Create and maintain a stimulating environment which is clutter-free and spacy that encourages pupils to be engaged and independent
- Use the three step Russell approach (appendix 2) to support children in making the right choice and link this process to a visual display (appendix 7) in their classrooms so that children can see the possible consequences of further unacceptable behaviour:
  - A reminder
  - A second reminder, with a future choice or consequence
  - A consequence

## B. Utilising Positive Correction - Emotion Coaching

Whilst the use of the preventative approach encourages children to make positive behaviour choices, it is fully understood that there will be times when children will need some support to correct their behaviour. It is essential that there is a balance between prevention and positive correction.

Teachers are expected to follow the protocols set out below when dealing with any behavioural incidents.

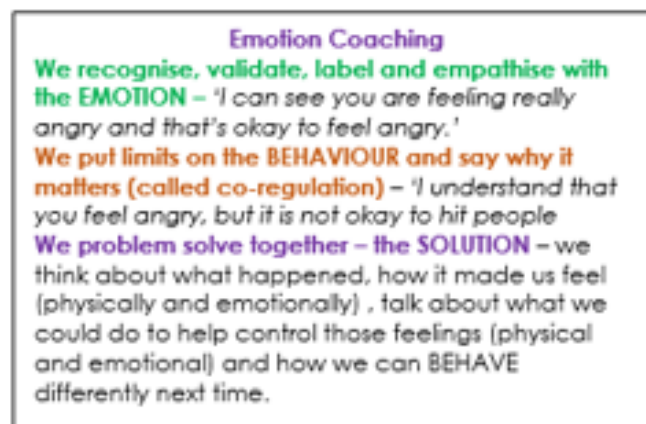
- Maintain eye contact (if appropriate)
- Use a calm, respectful voice and a measured tone
- Maintain distance from the pupil
- Avoid arguing and give clear choices (continue behaviour or face consequence)
- Respect a child's right to speak and present their point of view (as long as this is done in an equally calm and respectful way)
- Recognise when a cooling off period is required before continuing any discussion
- Listen to the accounts of all children involved (including witnesses) before making a decision
- Use emotion coaching steps

### Emotion Coaching

We use a practical three-step approach to dealing with behaviour in the moment

- Step 1 - Recognising, empathising, validating the feelings and labelling them – e.g. *'I can see you are feeling angry and that's okay to feel angry.'*

- Step 2 - Setting limits on behaviour – e.g. *'I understand that you feel angry but it is not okay to hit people. At Russell Lower School we keep each other safe because it is never okay to hurt anyone and we have the right to be safe.'*
- Step 3 - Problem-solving with the child or young person – the SOLUTION – we think about what happened and how it made us and others feel (physically/emotionally). We talk about what we could do to help control those feelings and how we can BEHAVE differently next time. E.g. *'It is okay to feel angry. I get angry too, we all get angry, but it is not okay to hit. Next time you could get an adult to help you/use your words/count to 10/walk away.'* (context dependant, ideally the child comes up with the ideas for solutions but you can give appropriate choices if they struggle but ultimately let them choose the solution – this is what makes it coaching and builds their self-belief and confidence to solve their own problems in the future). *'I am always here to help you.'*



When the child is ready the member of staff should begin Emotion Coaching and work on repairing/rebuilding the relationship as needed. Step 3 of Emotion Coaching should not be commenced until a child is calm and ready to talk.

It is usually appropriate for these discussions to take place away from the teaching area, but there is no requirement for them to be private from the rest of the class. Teachers confronting poor behaviour and applying sanctions, reinforces their expectations for the whole class and also assures them that the behaviour will not be tolerated.

For further detail see appendix 8

### C. Using Consequences

Children are more likely to learn from a consequence that is certain rather than severe and therefore it is vital that, even if a consequence is deferred to another time, it **must** be followed-up. The severity of the consequence will also depend on the child's actions – it must also be reasonable.

#### Examples of Consequences

- A verbal reprimand
- Deprivation of privileges e.g. a child may have broken the rule of walking in the corridor; the member of staff may expect them to lose a short time at playtime to show how they can walk sensibly/safely
- Moving the child to a different seating position such as to the carpet/table, next to different peers, to their own table

- Some time spent in another class (15-20 minutes)
- Expecting work to be completed at break or lunchtime
- Up to 15 minutes to be missed at break or lunchtime - detention

If these consequences do not result in a change of behaviour, then staff may need to escalate the consequences. Escalation may lead to:

- 45 minutes loss of lunchtime - detention
- Time with a member of the Senior Leadership Team/Inclusion Lead (including the Headteacher)
- Removal of a child from the classroom, by a member of the Senior Leadership Team/Inclusion Lead (including the Headteacher) for a short period of time (appendix 9)
- The involvement of parents/carers through the use of structured conversations (appendix 10)
- Putting a pupil on a behaviour tracker which will be reviewed by the class teacher and SLT (appendix 11)
- Introduction of a behaviour support plan (appendix 3)
- Suspension or permanent exclusions

If at any time the Headteacher and Governors feel that it is necessary to use a suspension or permanent exclusion as a consequence for a child then the Headteacher will seek advice from the relevant body to ensure that the appropriate procedures are followed. Information will also be gathered from related up-to-date guidance documents. See appendix 12 for more detail.

This policy should be read in conjunction with the school's [Exclusion Policy](#).

At Russell Lower School, any type of suspension/exclusion is always used as a last resort and as a result of a serious breach or persistent breach of the school behaviour policy.

#### **D. Repairing and Rebuilding Relationships and supporting pupils following a sanction**

As a result of a consequence being applied or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. Repairing and rebuilding is imperative because it restores strained relationships and enables the return of a positive learning environment as well as building the child's confidence and self-esteem.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
  - a phone call with parents, and the Virtual School Head for looked after children;
  - inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
  - inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
  - considering whether the support for behaviour management being provided remains appropriate

#### **The Red Card System: Whole School Plan for a Crisis Situation**

In the event of a serious incident whereby a member of staff needs support with a child (or children) the 'red card' system should be initiated. Staff use a 'red card' to indicate to another

member of staff that urgent help is needed; individuals should never feel ashamed or weak for requesting such help. All available staff will react quickly when a 'red card' is received; the incident will be attended immediately and the appropriate support given.

In a classroom situation, if a child refuses to leave the situation or continues to disrupt, the class is removed and the Headteacher or member of SLT sent for (if the Headteacher is not already in attendance).

Once the situation is defused and the child(ren) is/are calm, the member(s) of staff dealing with the incident follow the rest of the Behaviour Policy in order to complete the behaviour management process.

### **Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site, including online when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **11. Physical Contact and Intervention and the use of reasonable force**

Reasonable force (using no more force than is needed) can be used by any paid member of staff at Russell Lower School to safeguard children. It can be used to prevent a pupil from doing, or continuing to do any of the following:

- Causing personal injury to or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise
- Committing any criminal offence

All authorised staff have responsibility to intervene with the use of reasonable force in any of the above situations. Headteachers and authorised school staff (SLT) may also use such force as is reasonable given the circumstances when conducting a search for prohibited items.

Where ever possible, staff should not intervene without the support of another authorised person. In these circumstances they should summon assistance from another authorised adult. This policy recognises that this may not always be possible. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Mrs Knight (Inclusion Lead), Mrs Hitchings (Key Stage One Phase Leader) and Mrs Doohan (LSA) all have Team Teach training to maximise the opportunity for positive handling. All training will be refreshed every three years.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible



- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (appendix 13)

See the School's '[Positive Handling Policy](#)' for details.

## 12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. See [behaviour in schools guidance](#) for more information.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

## 13. Support for Members of Staff

The key to effective behaviour management is collegial support and it is fully understood by all staff that this is not an area that can be tackled single-handedly.

The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach

Staff training will be planned as part of the annual training plan; it will be a regular feature.

Additionally, training will be provided (when it is deemed appropriate and required) on a more ad hoc basis throughout each academic year; it will also form part of the induction for new members of staff and volunteers, such as students and parents helpers.

## 14. Pupil transition

### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process (through class work and assemblies) to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 15. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves (appendix 14)
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## 16. Training

Behaviour management is an important part of continuing professional development.

Our staff are provided with training on managing behaviour through inhouse staff development meetings, Inset days and more specific training for individuals such as Team Teach techniques.

## 17. Monitoring this policy

It is the responsibility of the Governors to monitor the implementation of the School's Behaviour Policy. The Governors will therefore examine closely performance in this area through visits to the School and termly reports from the Headteacher.

This behaviour policy will be reviewed by the headteacher and full governing board every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board **annually**.

## 18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Positive Handling Policy
- SEND policy
- Safeguarding policy

All of which can be found on the [school website](#).

## Appendix 1 Behaviour Principles Summer 2021

### Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, considering the needs of all children.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles, which Governors would expect to be followed. The policy aims to underpin the Governors' duty of care to children and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office.

This statement and the behaviour policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our Vision statement.

Creating a culture with strong values:

Informed by research into values-led education, we will foster our four principles of challenge, enjoyment, respect and success through everything we do. We will create a culture in which these values (and others) are explicitly and implicitly taught within a democratic community in which every voice is valued and everyone empowered to be the best that he or she can be.

The importance of collaboration will be key within the school community – so that together everyone achieves more.

The school's practice is underpinned by fundamental 'Rights'. At Russell, we call them our 'Russell Rights'.

These are: The right to be safe, the right to learn, the right to be happy and the right to be included. These are applicable to everyone: all children and adults at Russell Lower School.

All children, staff and families will be encouraged to contribute ideas about how the school community can enable learning that is 'irresistible'. When children are enjoying their learning, it is achievable yet challenging, and is set within a broad, balanced and ambitious curriculum, they will almost always behave well.

Listening to children and encouraging dialogue, debate and challenge will be central to our whole school approach. We aim to develop this further, so that every member of the community can contribute their views, trusting that their voice will be heard.

Key Behaviour Principles:

- Every child understands they have the right to feel safe, to learn, to be happy and included. They have the right to feel valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Exclusions will only be used as a last resort
- Children are helped to take responsibility for their behaviour and actions
- Emotion Coaching is used to teach children that it is okay to have 'big feelings', but they have to learn to control their behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Governing Board value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

It is recognised however, that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. When children do not meet our expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. There will be times when children do not fulfil our expectations. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for children to learn from their mistakes, we expect far lower than the national average rates of exclusion.

Some children, can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where child behaviour places others at risk, the safety of the child body as a whole is paramount.

The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children. However, given the importance of the safety of children, the Governing Board support the school's authority to permanently exclude for a single offence where it is considered that allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff, and following school policies.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is a vitally important part of building a strong learning community. Similarly, given our duty of care to the children, this written statement applies to all children when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Russell Lower School off-site

## Appendix 2 Behaviour Steps

In isolation, Step 1 behaviours are not cause for concern, but children need to understand that they interfere with the Russell Rights so must not continue.

Reminders will be given and phrased as a choice between correcting behaviour, or facing the consequence. 'Stop calling out or you will stay in for 5 minutes at break time.'

If no improvement is seen then the consequence will be applied. This should happen the same day if at all possible. If not, the very next playtime.

Step 1 is not recorded on G2, but a teacher may choose to report this to parents/carers or a Phase Leader if it is felt appropriate.

Step 1 can be 'upgraded', if the behaviour continues in the same session. 'You are already staying in for 5 minutes for calling out, if you do not stop it will be increased to 10 minutes.'

If you have already reached 15 minutes of lost break, but still behaviour continues, move directly to step 2.

**If a child is showing no signs of improvement over a period of a week, discuss the child with a Phase leader and consider moving the child to step 2.**

### Step 1

'Forgetting' rules and being reminded	Examples	Possible consequence
<b>Initial:</b>	Calling out Silly noises Shouting inside Running inside Distracting others Lack of concentration Not doing enough work or doing it below the required standard Annoying behaviour Low level rudeness or disrespect to an adult or child Not doing what an adult has asked	Missing 5 minutes of break time/lunchtime (re-doing work if necessary or sitting in silence – not doing jobs etc)  Being moved to work/sit in isolation within the class  Having to sit out of an activity  An apology must be made and an opportunity to re-build the relationship given

<b>Escalation:</b> Repeated (to a maximum of 2 further times)	As above	Increase time missed at a playtime by 5 minutes each time  Being moved to work/sit in isolation within the class  Having to sit out of an activity  Speaking to parents at the end of the day  An apology must be made and an opportunity to re-build the relationship given
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## Step 2

If behaviour continues beyond 15 minutes lost playtime in the same session, then the child should be moved to Step 2. However, some behaviours are deemed Step 2 in themselves (more serious and wilful). Sometimes there will not even be a warning given, but if it is it will be because the child has shown instant remorse.

Step 2 is **always recorded in G2 and reported to parents by the class teacher.**

After 2 incidents of Step 2 (or 2 G2 entries) within a term, the Phase Leader (or DHT if it is a PL class) needs to be alerted so that the teacher, Phase Leader and parent can discuss how close this is getting to a Step 3 situation. At this point a Behaviour Tracker Chart will be put in place so parents are provided with daily feedback. A meeting should be arranged between the class teacher, Phase Leader and parent for one week later to review the situation. **If a child has 3 Step 2 incidents in less than a term then they move to Step 3.**

Continual or wilful	Examples	Possible Consequences
	Behaviour at Step 1 that have continued  Intentionally hurting someone or being unkind  Intentional rudeness or disrespect	Removal from the lesson if they are disrupting learning  Loss of lunchtime play (as soon as possible following the event) – approximately 45 minutes with a Phase Leader or DHT

	<p>Wilfully damaging another person's property or school property Use of inappropriate language in school</p> <p>Deliberately and purposefully refusing to carry out an adult's instruction</p>	<p><b>G2 entry by teacher – note it is Step 2 in text box</b></p> <p>Discussion with parents</p> <p>A discussion must be held about why the behaviour is unacceptable using the Emotional Coaching framework and referring to the Russell Rights. The child is expected to lead this with the teacher and PL or Deputy present. Verbal apologies must be given and the adults may decide a written apology is also required. An opportunity to re-build the relationship must be given.</p>
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### Step 3

Step 3 are the most serious incidents we would expect to encounter in school. Anyone found to have been bullying, or persistently disruptive to learning or aggressive/violent, over a period of time will also register at Step 3. **Children who have been recorded at Step 2 three times in less than a term will automatically move to Step 3.**

<b>Continual or wilful</b>	<b>Examples</b>	<b>Possible Consequences</b>
	<p>Serious violence towards another person</p> <p>Wilful destruction of property</p> <p>Extreme rudeness, disrespect or very bad language</p> <p>Attempting to leave the school</p> <p>Bullying</p>	<p>Immediate referral to DHT/HT</p> <p><b>Withdrawal from all playtimes/lunchtimes</b> (including school clubs/events such as discos and parties) <b>for at least 2 days</b></p> <p><b>Time spent with SLT not in the child's own classroom</b></p>

	<p>Disregard for authority – not complying with a senior member of staff's instruction</p>	<p>Parents and carers informed and a meeting scheduled (Structured Conversation which is reviewed at least fortnightly, or until behaviour is rectified)</p> <p><b>G2 entry by teacher – note it is Step 3 in text box</b></p> <p>A Risk Assessment and/or Behaviour Management Plan/Positive Handling Plan may need to be devised</p> <p>Support offered to parents, child and teachers via EHA, Pastoral Support, coaching, Parenting etc.</p> <p>Consultation with outside agencies to support and challenge school procedures and practices</p> <p>Suspension</p>
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#### Step 4

**If a child has reached Step 3 on three occasions in less than a term they will move to Step 4.**

At this point the HT will lead the Behaviour Management process (if they are not already). The HT will consult with outside agencies and parents as necessary to consider a [suspension](#), managed move ([see appendix %%%](#)) to a more appropriate setting, or a Permanent Exclusion. [See appendix !!](#)

Our priority is the safety and well-being of all children, including the child whose behaviour is causing concern. Every effort will be made, both in school and with external agencies to support all children in managing their behaviour. We fundamentally believe that all children want to please and behave well in school. As professionals, we need to recognise the factors that are affecting a child's ability to do this and find ways to overcome these barriers. That said, the onus is equally shared between the school, parents/carers and the child to show their full commitment to improvement.



A child is unlikely to escalate to the higher levels when all stakeholders are working hard to support each other. Permanent exclusions remain the schools' last resort.

### **Behaviour Steps – Midday Supervisors Version**

In isolation, Step 1 behaviours are not cause for concern, but children need to understand that they interfere with the Russell Rights so must not continue.

Reminders will be given and phrased as a choice between correcting behaviour, or facing the consequence. 'Stop using the equipment inappropriately or you will have to put it away.'

If no improvement is seen then the consequence will be applied. This should happen the same day if at all possible. If not, the very next playtime.

Step 1 is not recorded on G2, but a MDSA should report this to the teacher, who may decide to inform parents and 'check in' with the MDSA regarding behaviour for the next few days.

Step 1 can be 'upgraded', if the behaviour continues in the same session. 'You have already had to put the equipment away and you still cannot play nicely, now you can hold my hand for 5 minutes.' Or, 'You have already held my hand for 5 minutes because you were play fighting, you have carried on when I told you to stop so now you can hold my hand for 10 minutes.'

#### **Step 1**

<b>'Forgetting' rules and being reminded</b>	<b>Examples</b>	<b>Possible consequence</b>
<b>Initial:</b>	Play fighting Rough play such as pulling on clothes, pulling to the ground, shoving and pushing  Annoying behaviour  Low level rudeness or disrespect to an adult or child  Not doing what an adult has asked	Having to put equipment away or do a specific 'job'  Having to stay in Nathan's Garden (or similar restricted zone)  Having to hold a member of staff's hand for 5 minutes  Time out – sat or stood alone with no interaction for 5 minutes

		An apology must be made and an opportunity to re-build the relationship given
<b>Escalation:</b> Repeated (to a maximum of 2 further times)	As above	Increase time holding hand or in time out missed at a playtime by 5 minutes <b>each time</b>  Speaking to the class teacher at the end of the lunchtime  An apology must be made and an opportunity to re-build the relationship given

## Step 2

If behaviour continues beyond 15 minutes lost playtime in the same session, then the child should be moved to Step 2. However, some behaviours are deemed Step 2 in themselves (more serious and wilful). Sometimes there will not even be a warning given, but if it is it will be because the child has shown instant remorse.

Step 2 is **always recorded in G2 and reported to parents by the class teacher.**

After 2 incidents of Step 2 (or 2 G2 entries) within a term, the Phase Leader (or DHT if it is a PL class) needs to be alerted so that the teacher, Phase Leader and parent can discuss how close this is getting to a Step 3 situation.

<b>Continual or wilful</b>	<b>Examples</b>	<b>Possible Consequences</b>
	Behaviour at Step 1 that have continued  Intentionally hurting someone or being unkind  Intentional rudeness or disrespect  Wilfully damaging another person's property or school property  Use of inappropriate language in school	Removal from the lunch session by Phase Leader, DHT or HT  Loss of lunchtime (as soon as possible following the event) – approximately 45 minutes with a Phase Leader or DHT. If there is not enough lunch left then it will take place the next day  Discussion with teacher/parents

	Deliberately and purposefully refusing to carry out an adult's instruction	A discussion must be held about why the behaviour is unacceptable. The child is expected to lead this with the teacher and PL or Deputy present. Verbal apologies must be given and the adults may decide a written apology is also required. An opportunity to re-build the relationship must be given.
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**Step 3 and 4 continue as above**

XXX's behaviour support plan.

**Stages of behaviour**

A format which has been found to be particularly useful in helping carers to understand the different stages of behaviour is based on a 'Traffic light' system:



**Green = calm & relaxed**

**Amber = anxious, aroused or distressed**

**Red = incident!**

**Blue = calming down - but still need to be careful**

<u>My difficult situation</u>	<u>Behaviours I might display</u>
<p><b>Transitioning into school, especially when:</b></p> <ul style="list-style-type: none"> <li>I have not had a great weekend</li> <li>I have not had a good morning</li> <li>Something unfamiliar has happened such as a different member of staff</li> <li>I have not had a healthy breakfast</li> <li>I am tired and have not had sufficient sleep</li> </ul>	<p><b>Early warning signs</b></p> <ul style="list-style-type: none"> <li>Face looks tense/angry</li> <li>Rude responses to people</li> <li>Silly behaviour</li> <li>I will ignore you if you try to talk to me</li> <li>I will not engage with the morning activity</li> <li>I will clench my fists</li> </ul> <p><b>If the early warning signs are not noticed I may:</b></p> <ul style="list-style-type: none"> <li>Become more disruptive through calling out</li> <li>Try to get out of my seat</li> <li>Bang equipment on the desk or myself</li> <li>Try to physically approach others – shoulder barging</li> <li>Shout</li> <li>Throw anything that is within reach</li> <li>Leave rooms without asking permission</li> </ul>
<p><b><u>What you can do to avoid this difficult situation</u></b></p> <ul style="list-style-type: none"> <li>Make sure I have a good night's sleep</li> <li>Make sure I have a set routine in the morning and leave the house at the same time</li> <li>Make sure I have eaten breakfast</li> <li>Talk to me about how successful my school day will be</li> <li>Take familiar routes whenever possible</li> <li>Play my favourite music or a game on the way to school so it is enjoyable</li> <li>Prepare me for any change the day before and remind me again on the same day</li> <li>Greet me with a smile and a friendly 'good morning, are we ready for a good day?'</li> <li>Make sure I have a set routine to start my day with</li> <li>Go through my now, next and then with me</li> <li>Remind me of my visual 'help' counter</li> <li>Remind me of my safe space and my right to use it.</li> </ul>	<p><b><u>What can you do if I display challenging behaviour</u></b></p> <p><b>When I am showing early warning signs:</b></p> <ul style="list-style-type: none"> <li>Remind me of what the day is going to look like – now, next and then</li> <li>Remind me of the times I have been successful</li> <li>Remind me of my reward systems</li> <li>Use humour to distract me</li> <li>Try and distract me with some conversation or a 'helping' task, like doing a job for the teacher</li> <li>Tell me about the fun things in the day</li> <li>Offer to support me or find someone else to support me in getting started</li> </ul> <p><b>If the situation has escalated:</b></p> <ul style="list-style-type: none"> <li>Talk in a calm voice</li> <li>Don't use too many words</li> <li>Use distraction/movement break to help me calm and reset</li> <li>Remind me of the use of my calm space and the resources in there</li> <li>Swap my timetabled day around so I can start the day with a different activity if appropriate</li> <li>Offer me a biscuit or similar if it is believed I have not eaten breakfast</li> </ul> <p><b>Afterwards:</b></p> <p>Praise me for all the right choices I made Talk to me calmly about the different choices I could have made to keep the situation calm</p>

<p style="text-align: center;"><b><u>My difficult situation</u></b></p> <p><b>Being expected to do a task I don't like (resilience), especially when:</b></p> <ul style="list-style-type: none"> <li>• I think I cannot do it</li> <li>• I have missed some of the input or learning</li> <li>• I have already struggled previously in the day</li> <li>• I believe that my friends can do this easily</li> </ul>	<p style="text-align: center;"><b><u>Behaviours I might display</u></b></p> <p><b>Early warning signs</b></p> <ul style="list-style-type: none"> <li>• Face looks tense/angry</li> <li>• Rude responses to people</li> <li>• Silly behaviour</li> <li>• I will ignore you if you try to talk to me</li> <li>• I will make silly noises</li> <li>• I will not engage in the activity</li> <li>• I will clench my fists</li> </ul> <p><b>If the early warning signs are not noticed I may:</b></p> <ul style="list-style-type: none"> <li>• Become more disruptive through calling out</li> <li>• Try to get out of my seat and disrupt others</li> <li>• Bang equipment on the desk or myself</li> <li>• Try to physically approach others – shoulder barging</li> <li>• Shout</li> <li>• Throw anything that is within reach</li> <li>• Ruin my work – scribble on it, rip it up</li> <li>• My verbal threats about myself</li> <li>• Leave rooms without asking permission</li> </ul>
<p style="text-align: center;"><b><u>What you can do to avoid this difficult situation</u></b></p> <ul style="list-style-type: none"> <li>• Ensure my now, next and then is set up</li> <li>• Ensure someone has gone through my now, next and then with me</li> <li>• Prepare me in advance for any changes in the day</li> <li>• Use timers so I know exactly how long I need to spend on a task (however, if I'm enjoying it I may spend long on it)</li> <li>• Have foresight into tasks I might not enjoy such as writing up work – offer me an alternative such as typing it up</li> <li>• Try to keep me in class for all input and ensure I am listening</li> <li>• Use my marble jar to reward all my positive behaviour</li> <li>• Always offer me my reward even if I do not want to take it (I may choose to have it for less time)</li> <li>• Remind me of any success I have already had that day</li> <li>• Verbally remind me to take my time and keep calm and that it is ok to find something difficult</li> <li>• Offer me support with my learning</li> <li>• Remind me of my visual 'help' counter</li> <li>• Check if I feel hungry and provide a snack if needed</li> <li>• Provide pastoral support</li> </ul>	<p style="text-align: center;"><b><u>What can you do if I display challenging behaviour</u></b></p> <p><b>When I am showing early warning signs:</b></p> <ul style="list-style-type: none"> <li>• Remind me of my previous successes</li> <li>• Remind me of my rewards</li> <li>• Reassure me</li> <li>• Use humour to distract me</li> <li>• Offer me more support</li> <li>• Remind me to stay calm and we can work on it together</li> <li>• Try to distract me or redirect me to a different planned activity</li> <li>• Offer to support me or find someone else to support me in getting started</li> </ul> <p><b>If the situation has escalated:</b></p> <ul style="list-style-type: none"> <li>• Talk in a calm voice</li> <li>• Don't use too many words</li> <li>• Use distraction/movement break to help me calm and reset</li> <li>• Remind me of the use of my calm space and the resources in there</li> <li>• Stop the activity I am finding challenging (possibly some pre-teaching needed before attempting again)</li> <li>• Allow me to have 5 minutes of a calming activity such as colouring or reading</li> <li>• Talk to me about an area of interest such as skating</li> <li>• Call for support if needed</li> </ul> <p><b>Afterwards:</b> Praise me for all the right choices I made Talk to me calmly about the different choices I could have made to keep the situation calm</p>

<p style="text-align: center;"><b><u>My difficult situation</u></b></p> <p><b>Lunchtimes, especially when:</b></p> <ul style="list-style-type: none"> <li>• I have had a difficult morning</li> <li>• I do not like my packed lunch</li> <li>• I am not engaged in focussed play</li> <li>• I do not have someone to play with</li> </ul>	<p style="text-align: center;"><b><u>Behaviours I might display</u></b></p> <p><b>Early warning signs</b></p> <ul style="list-style-type: none"> <li>• Ruining other people's games</li> <li>• Face looks tense/angry</li> <li>• Rude responses to people</li> <li>• Silly behaviour</li> <li>• I will ignore you if you try to talk to me</li> <li>• I will make silly noises</li> <li>• Poke or prod other children</li> <li>• Clench my fists</li> </ul> <p><b>If the early warning signs are not noticed I may:</b></p> <ul style="list-style-type: none"> <li>• Become more disruptive to more people or to a greater level</li> <li>• Become more physically aggressive with peers</li> <li>• Ignore and run away from MDSA</li> <li>• Shout</li> <li>• Throw anything that is within reach</li> <li>• Make verbal threats about myself</li> <li>• Physically hurt myself</li> </ul>
<p style="text-align: center;"><b><u>What you can do to avoid this difficult situation</u></b></p> <ul style="list-style-type: none"> <li>• Before lunch remind me of my successes and the expectation</li> <li>• Make sure I have a packed lunch I enjoy but is also healthy</li> <li>• Provide me with a key person to go to if things start to go wrong</li> <li>• Provide me with some cool down time at the end of lunch</li> <li>• Have someone on hand to encourage me to eat more if needed</li> <li>• Ensure that XXX has someone to play with/come in early with</li> <li>• Offer XXX the opportunity to assist as a Year Four Buddie so that his lunchtime has purpose.</li> <li>• Send XXX into lunch early with the 'buddies' so that he has opportunity to eat his lunch</li> </ul>	<p style="text-align: center;"><b><u>What can you do if I display challenging behaviour</u></b></p> <p><b>When I am showing early warning signs:</b></p> <ul style="list-style-type: none"> <li>• Remind me of my previous successes</li> <li>• Remind me of my rewards</li> <li>• Reassure me</li> <li>• Use humour to distract me</li> <li>• Offer me more support</li> <li>• Remind me to stay calm and we can work on it together</li> <li>• Try to distract me or redirect me to a different planned activity</li> <li>• Talk calmly to me</li> <li>• Find an adult I have a good relationship with</li> </ul> <p><b>If the situation has escalated:</b></p> <ul style="list-style-type: none"> <li>• Talk in a calm voice</li> <li>• Don't use too many words</li> <li>• Use distraction to help me calm and reset</li> <li>• Talk to me about an area of interest such as skating</li> <li>• Call for support if needed</li> </ul> <p><b>Afterwards:</b> Praise me for all the right choices I made Talk to me calmly about the different choices I could have made to keep the situation calm</p>

### XXX's Green Strategy

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
<p>The things that we can do or say to keep XXX in the green for as much time as possible.</p> <ul style="list-style-type: none"> <li>• Give XXX regular positive feedback and encouragement</li> <li>• Use XXX's reward systems consistently</li> <li>• Ensure his now, next and then is set up and he is referring back to it</li> <li>• Always try to use positive language even when he is doing something you would rather he didn't</li> <li>• Use simple, clear language</li> <li>• Make sure that XXX has the opportunity to be outside at some point in the day even if he has indoor consequences</li> <li>• Support XXX in being polite and respectful – model, remind and reward</li> <li>• Make sure that XXX receives his rewards after short periods of time (this can be built up over time)</li> <li>• Give XXX opportunity to work independently when he is on task and all is going well</li> <li>• Give XXX choices around his behaviour but do not give in such as being allowed to change his book if not enjoying it but must go with someone else</li> <li>• Use humour with him when things are going well</li> <li>• Monitor that he is eating his snacks and accessing water throughout the day</li> </ul>	<p>What XXX does, says and looks like that gives us clues that he is calm and relaxed.</p> <ul style="list-style-type: none"> <li>• XXX will use humour back</li> <li>• XXX will smile</li> <li>• He will happily make eye contact and will communicate with you and respond positively</li> <li>• He will initiate contact and want to join in with what others are doing</li> <li>• His body language will be relaxed</li> <li>• He will use his now, next and then independently</li> <li>• He will accept help</li> </ul>

### XXX's Amber Strategy

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
<p>The things that we can do or say to stop the situation from escalating further and return XXX to the proactive phase as soon as possible</p> <ul style="list-style-type: none"> <li>• Ask XXX if he would like help with whatever it is he is struggling with or trying to access</li> <li>• Offer to move his timetable around</li> <li>• Ask him if he would like 5 minutes in his calm space</li> <li>• Try to distract XXX by offering a calm activity for a timed period e.g. reading, drawing</li> <li>• Take XXX out of class for a movement break (pretend job for the teacher)</li> <li>• Ignore his negative behaviour and continue to praise his positive</li> <li>• Ask someone else to come and support XXX for a period of time – change of face</li> <li>• Provide XXX with a snack if it is thought this could be the cause because of lack of breakfast or lunch</li> </ul>	<p>What XXX does, says and looks like that gives us clues that he is becoming anxious or aroused.</p> <ul style="list-style-type: none"> <li>• XXX will shout</li> <li>• He will make silly noises constantly</li> <li>• He will become angry and red faced</li> <li>• He will throw things</li> <li>• His will damage things such as books</li> <li>• He will be unwilling to engage in positive communication</li> <li>• He will appear distracted and will be unable to concentrate or make eye contact</li> <li>• He will move out of his seat and distract other children.</li> <li>• He will call out over children persistently</li> </ul>

- Remind him of expectation and school rules and rights

- Will clench his fists
- Will leave rooms without asking permission

### XXX's Red Strategy

<p align="center"><b><u>Support strategies</u></b></p> <p>The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.</p>	<p align="center"><b><u>Behaviour</u></b></p> <p>What XXX does, says and looks like when he is challenging.</p>
<ul style="list-style-type: none"> <li>• Stay calm and do not enter into an argument with XXX</li> <li>• Make sure only one person talks at a time</li> <li>• Ignore any calling out, silly noises, verbal threats towards himself</li> <li>• Distract XXX with a favoured activity – drawing, colouring, iPad</li> <li>• If he is becoming physical towards equipment or peers remind him of expectation and school rules and rights</li> <li>• Call for help with emergency red card</li> </ul>	<ul style="list-style-type: none"> <li>• He will swear</li> <li>• He will make threats towards others and himself</li> <li>• He will become physical towards his peers</li> <li>• He will throw objects, push tables etc.</li> <li>• He will hit his head against the wall or table</li> <li>• He will hit himself with an object such as a ruler</li> <li>• His body language will be very tense.</li> <li>• He will be very angry and red faced</li> <li>• He will make accusations/threats about staff or children</li> </ul>

### XXX's Blue Strategy

<p align="center"><b><u>Support strategies</u></b></p> <p>The things that we can do or say to support XXX to become more calm again and return to the proactive phase</p>	<p align="center"><b><u>Behaviour</u></b></p> <p>What XXX does, says and looks like that tells us that he is becoming more calm</p>
<ul style="list-style-type: none"> <li>• Stay calm and do not enter into an argument with XXX</li> <li>• Distract XXX with a 'job', game or activity that he will enjoy</li> <li>• Give XXX some time in his clam space (if he will use it) or out of class to decompress</li> <li>• Give XXX time out of class to calm</li> <li>• Do not question XXX about his actions until he is calm</li> <li>• Remind XXX of his successes and that we care for him and want him to be successful</li> </ul>	<ul style="list-style-type: none"> <li>• He will stop shouting out</li> <li>• He will stop making threats</li> <li>• He will stop hitting himself</li> <li>• He will relax his posture</li> <li>• He will begin to make eye contact and will interact with you</li> <li>• He will be willing to discuss his choices and what could have been done differently</li> <li>• He will appear deflated after using all his emotional energy</li> </ul>



## **Appendix 4**

### **Examples of rules**

#### ***Examples of Rules***

We will persevere and try our best.

We will be polite, kind and respectful to others.

We will listen carefully and put our hands up when we want to talk.

We will walk sensibly and quietly around the building.

We will stay where we can be seen by an adult.

We will look after equipment and keep the school tidy.

We will do things our teachers and helpers ask us to.

We will include everybody.

## Appendix 5 Well-being scale



### Russell Lower Well-being Scale



**3** I am feeling fantastic.

If you feel like a 3 you are full of energy, excited and overjoyed. You have a big smile on your face.



**2** I am feeling calm.

If you feel like a 2 you are calm and content. You are happy and focused.

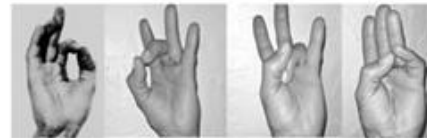


**1** I am feeling upset.

If you feel like a 1 then you are upset, angry or anxious about something. You might cry or need time to talk about why you are feeling so low.



USE THESE TECHNIQUES TO KEEP US CALM AND GIVE US TIME TO FIND OUR THINKING BRAIN TO MAKE BETTER CHOICES



Calm Starts With Me

BUBBLE BREATHING



Be comfortable with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, let your body become calm and relaxed.

Deep breathing using your hand.



WE COULD ALSO:

- Talk about what is upsetting us – use our Network hand
- Do something to relax, like bubble breathing with your eyes closed
- Do Mindful Colouring for 5 minutes, then try again
- Count slowly to 10
- Listen to calm music
- Go for a walk
- Blow bubbles

I Can **calm down**

When I have BIG emotions...

1. I can go for a walk.
2. I can push the wall.
3. I can count my breaths.
4. I can think happy thoughts.
5. I can trace my hand.
6. I can hug a toy.
7. I can ask for help.

## Appendix 6 The School's Reward System

We are very fortunate at Russell Lower School that a vast majority of our children behave in an exemplary fashion most of the time. Therefore, we see it as being equally important to celebrate this and so we have an array of awards to reward the hard work and good values shown by them. Rewards, like sanctions, send a message to the others. They act as a thank you for the children who have achieved them, but also act as an incentive to others to try and emulate them. They must be attainable by all, but only ever given when fully deserved. Rewarding only minor efforts is likely to be counterproductive as it sets the bar too low for what we expect.




Members of staff reward appropriate behaviour and hard work by giving children a number of different rewards, including verbal praise, stickers, Values certificates, Achievement (Gold) certificates and Dojos.

### Table of Rewards:

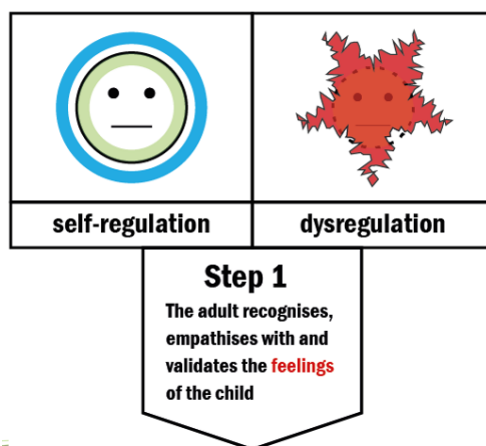
Verbal Praise	All staff
Stickers – including Headteacher stickers	All staff/Headteacher
House Points/Dojos	All Staff
Showing work to another member of staff or parents for praise	All Staff
Values and Gold Certificates	Teachers
Star Performer Certificates (PE)	PE teachers
Learning Log/Walk to School Trophy	Teachers
Phone call or Email Home	All Staff
Golden Time	Some Classes
Behaviour letter	Headteacher
Bespoke in class systems, such a Dojos	Some Classes
Special responsibilities/privileges	Teachers

All staff actively seek to give children recognition for making positive behaviour choices and demonstrating appropriate learning behaviours.

**Appendix 7**  
**Behaviour Chart – Class**

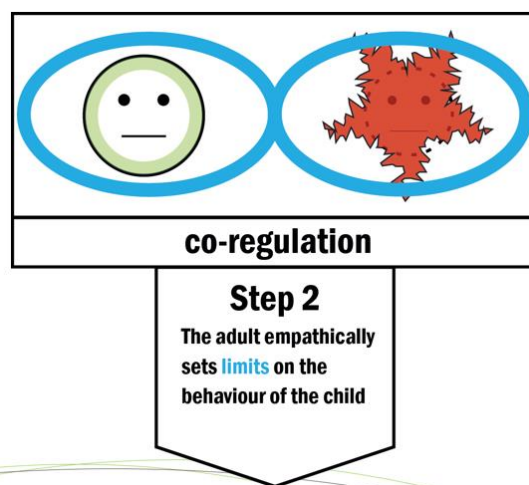
Step 0				
Step 1		Lose 5 minutes play	Lose 10 minutes play	Lose 15 minutes play
Step 2		Loss of 45 minutes of lunchtime		

## Appendix 8 Emotion coaching



Step 1: Empathise, validate and label

- Recognise all emotions as being natural and normal, and not a matter of choice
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (attunement, mentalising / mind-mindedness)
- Use words to reflect back the child or young person's emotion and help them to label the emotion
- Affirm and empathise, allowing the child or young person to calm down through co-regulation
- Provide a narrative for the emotional experience, creating cognitive links through co-learning



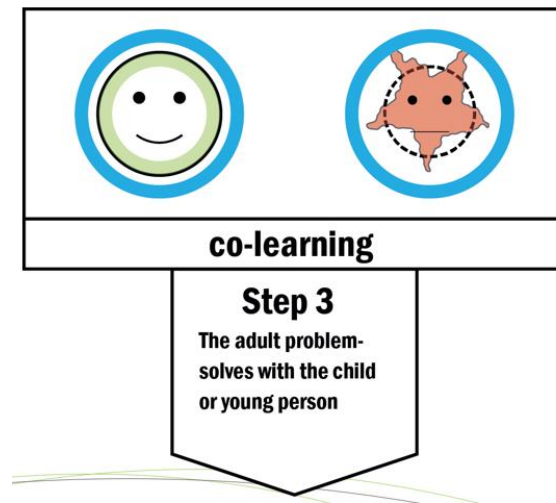
Step 2: Set limits

First co-regulation

- Establish rapport
- Building on attunement with the child or young person
- Mirror neurones then create engagement with the social and emotional brain
- Important that the adult sets the emotional tone – not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult

Then teaching / co-learning

- State the boundary limits of acceptable behaviour
- Make it clear that some behaviours cannot be accepted



### Step 3: Problem-solve with the child

When the child is calm and in a relaxed and rational state...

- Explore the feelings that gave rise to the behaviour, problem, or incident
  - Remember that all feelings are acceptable
  - We manage our feelings by making choices about how we respond
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour

## **Appendix 9**

### **Removal from the classroom**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the inclusion lead, deputy head or head in their office, and will be removed for as long as is deemed necessary for the child to re-join the class successfully (no more than 1 hour). Pupils will not be removed from classrooms for prolonged periods of time. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Section D of our emotion coaching approach will be used.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with SLT
- Pastoral support
- Use of teaching assistants
- Short term behaviour tracker
- Introduction of a behaviour support plan
- Investigation by the SENDCo
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.



### Structured Conversations

**Date:**

**Attendees:**

**Explore** – Ask what the main issues are as the parent/child sees them. What needs to change?

**Focus** – Help parents/child clarify **key** issues and identify priorities. Be explicit. Focus on what needs to change the **most** or is most important.

**Plan** – What actions need to happen to address key issues? Set goals/outcomes. Agree actions. By who? By when? (Use plan below)

**Review** – Summarise key points, clarify next steps/dates. Plan next meeting date.

**Next Meeting:**

**at**

**am/pm**





**Structured Conversation Plan**

Key Issue	Goal or Outcome (SMART)	Actions	By who?	By when?
E.g. Attendance	Improve attendance to above 95% by Oct 17	<ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Bring child in if a little unwell, school will send home</li> </ul>	NW Parent	Oct 17

## Appendix 11

Behaviour tracker – Individual \*Please use smiley face or sad face (no straight faces) and initial after each session\*

W/C				Name:				
	Lesson 1	Lesson 2	Break	Lesson 3	Lunchtime	Assembly	Lesson 4	Lesson 5
Monday								*
Tuesday								*
Wednesday								*
Thursday								*
Friday								**
	* Comment now to be made at the bottom for parents ** Show DHT/HT for comments							
Feedback to Parents (Daily)	Comments:							
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

## **Appendix 12**

### **Suspension and permanent exclusions**

We will only use suspension (where a pupil is temporarily removed from the school) and permanent exclusion (when a pupil is no longer allowed to attend a school (unless the pupil is reinstated)) in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). During a suspension, pupils will still receive their education. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This may include utilising an online pathway such as Google Classroom or Oak National Academy. We will continue to make reasonable adjustments in how we support our SEND children during this period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Each disciplinary suspension and permanent exclusion will be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion by the headteacher.

A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically.

On return to school after a period of exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets (reintegration strategy). The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## Appendix 13

### Physical restraint recording form

#### Part 1 A

**Incident Number:** \_\_\_\_\_

**Name of establishment:** Russell Lower School

**Child's name:** \_\_\_\_\_

**Time of incident:** \_\_\_\_\_

**Adults involved:** \_\_\_\_\_

**Other children involved:** \_\_\_\_\_

**Witnesses to incident:** \_\_\_\_\_

**If appropriate, please attach any witness statements.** \_\_\_\_\_

**Day and date of incident:** \_\_\_\_\_

**Place of incident:** \_\_\_\_\_

#### Events leading to incident

(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present.) Triggers?

#### Behaviour of child

(What behaviour alerted you that the child was struggling to cope?) Early warning signs.

#### Response from Staff

(Which techniques did you use to attempt to de-escalate the situation? Before restraining the child what was the response from them and others?)

Reassurance  
Help Script  
Negotiation  
Choices  
Humour

Planned Ignoring Give space Supportive touch Time out Consequences Success reminders Simple listening Removing audience Change of face	
--	--

Reason for the restraint	
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<p><b>(What was the specific risk to the welfare of the child or others?)</b></p> <p><b>Remember: Physical Intervention and Restraint must be 1) Necessary (or believed to be Necessary) to prevent harm and must be 2) Proportionate to the degree of harm which may be caused if there was no intervention made.</b></p> <p>Damage to property  Inappropriate sexual behaviour  Bullying  Violent/aggressive behaviour  Impulsive/dangerous behaviour  Racial/Gender/Religious/Learning Disability discrimination  Swearing/Abusive  Reckless disregard for personal safety (e.g. running across busy roads)  Absconding/absenting  Offending behaviour (Criminal damage, theft etc.)  Self-Harm  Carrying/using weaponry  Other (Please specify)</p>	
---	--

Description of restraint	
--------------------------	--

<p><b>(What method or type of hold did you use and were there any complications that arose during the restraint?)</b></p> <p>Friendly escort  Figure of four</p>	
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Double Elbow Single elbow in seats T-Wrap T - Wrap to Seats T-Wrap to Floor	
<b>How long did the restraint last?</b>	

<b>Conclusion of restraint</b>	
<b>(How did the restraint come to an end, and what help and support did you offer to the child?)</b>  Reassurance Help Script Negotiation Choices Humour Planned Ignoring Give space Supportive touch Time out Consequences Success reminders Simple listening Removing audience Change of face	

Staff signature:

Date

SLT signature:

Date

### Part 1 B

(A member of staff not involved in the restraint must fill this in.)

#### Injuries

**Was the child injured?**                      **Yes**                      **No**                      **If 'Yes', what were the injuries?**

**Was a member of staff injured?**                      **Yes**                      **No**                      **If 'Yes', what were the injuries?**

**Did someone get medical help?**                      **Yes**                      **No**

**Was first aid given?**                      **Yes**                      **No**

Was an accident form filled in?      Yes      No

Were the police involved?      Yes      No

If 'Yes', please say why, who called and when, and the outcome of their involvement.

**Who was told about the restraint?**

	<b>Name of person told</b>	<b>Date</b>	<b>Time</b>	<b>Initials of Informing Staff</b>
<b>Appropriate manager</b>	_____	_____	_____	_____
<b>Relative</b>	_____	_____	_____	_____
<b>Social worker</b>	_____	_____	_____	_____
<b>Witness to the incident</b>	_____	_____	_____	_____
<b>Other</b>	_____	_____	_____	_____

**Staff signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 14**

### **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) will be used.