

# Policy (Elmlea) - Behaviour

Approved by **RET Board**

Approved on **March 2025**

SLT contact **Headteacher**

Revision due **Every 2 years**



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## 1. Vision and Aims

### a. Introduction

1. This policy has been written for the Elmlea Schools community, setting out the expectations and standards of behaviour for our pupils around the school and in the classroom. This policy should be read alongside our safeguarding and child protection, SEND, Accessibility, Anti-bullying, Suspension and Exclusions policies.

### b. Aims of the behaviour policy

1. The aims of this policy are:
  - To create a culture of high expectations and exceptionally good behaviour for learning.
  - To reward positive behaviour and employ clear consequences and restorative sanctions where necessary in order that children to develop an intrinsic sense of responsibility.
  - To provide consistency and clarity for staff, pupils and parents on our approach to behaviour and our understanding of the 'Ready, Respectful, Safe' (RRS) approach (refer to section 2b).
  - To ensure that all learners and staff are treated kindly, fairly and shown respect.
  - To ensure all adults understand their role in setting the climate for positive behaviour
  - To help learners take control over their behaviour and to be responsible for the consequences of it.
  - To ensure that where it does not impact the safety of pupils and adults, we avoid suspensions /exclusions.

### c. Research and approaches underpinning our policy

1. DFE (2024) Behaviour in Schools: advice for headteachers and school staff ([Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#))
2. Educational Endowment Fund 'Improving Behaviour in Schools' report ([Improving behaviour in schools](#))
3. Paul Dix's research on behaviour management and trauma-informed practice ('When the Adults Change, Everything Changes' by Paul Dix)
4. Keeping Bristol Safe Partnership (KBSP) guidance on Adverse Childhood Experiences and Trauma Informed Practice in Bristol (<https://bristolsafeguarding.org/professional-resources/adverse-childhood-experiences-and-trauma-informed-practice-in-bristol>) and the Office for Health Improvement & Disparities working definition of trauma-informed practice ([Working definition of trauma-informed practice - GOV.UK](#)).
5. Bristol's Belonging Strategy ([Bristol's Belonging Strategy for Children and Young People - Belonging in Education](#)).
6. Guidance from Bristol agencies including but not limited to: Keeping Bristol Safe Partnership (KBSP), North Star Outreach (NSO), Bristol Autism Team (BAT), Bristol Parent Carers (BPC) and Hope School.

### d. General principles and expectations

1. These core expectations underpin our behaviour approach. All staff and pupils are expected to embody and demonstrate these core values.

### e. A relational approach

1. We believe that good relationships with our pupils come first. This helps Elmlea pupils to feel valued and supported and therefore more likely to manage their feelings and behaviour. Staff develop intentional practices to cultivate a positive relationship with every student in order to build confidence and trust.

### f. Consistency of approach

1. We believe that consistency and coherence at a whole school level are paramount. We are committed to ensuring that all staff are trained to ensure key behaviours are applied consistently. Clear, consistent routines are also in place to support pupils with remaining on track.

### g. Certainty in adult behaviour

1. To thrive at school, children need to feel certainty over adults' responses to behaviour. Pupils must feel that adult reactions are predictable, fair and proportionate to the behaviours exhibited.

### h. Reflect and repair

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1. Where misbehaviour has occurred, a restorative approach is used to help the child think through their behaviour, its consequences and what they can do to make it better. The aim of this is for pupils to be able to take ownership over their actions and to repair with those affected. (see section 5).
- i. An inclusive approach
  1. Whilst implementing a consistent school-wide approach is paramount, it is recognised that children's individual needs must be met appropriately and that adjustments to the behaviour policy should be made according to SEND (see section 6).

## 2. Attitudes and Behaviour

### a. Elmlea School Values



1. Elmlea's school values are Kindness, Respect and Community. These underpin life at Elmlea and are actively promoted to pupils through assemblies, PSHE lessons, conversations with between pupils and staff and through school rewards systems.
  2. We are kind – this means showing kind behaviours to all within our school community.
  3. We are respectful – this means showing respectful behaviour to all within the school community,
  4. We are an inclusive community – this means understanding and accepting that we are all unique and that people have different needs and may need different types of support.
- b. Ready, respectful, safe (RRS)

## Ready, Respectful, Safe



1. At Elmlea, we use the language of 'ready, respectful, safe' to describe our behaviour expectations. These sit alongside the values we promote and act as a framework for of non-negotiables for pupils' behaviour.
2. Ready – pupils are showing they are ready to learn. 'Ready' will look like:
  - Following routines to make sure learning time is maximised
  - Listening and responding to adult instructions
  - Engaging in learning
3. Respectful – pupils are respectful to their peers, adults and learning time. 'Respectful' will look like:
  - Pupils use good manners and politeness when addressing others in the school community
  - Treating school resources respectfully
  - Respecting learning time by engaging with lessons and work

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- Treating each other with respect, in line with the school values
- Respecting other children's right to learn
- Respecting school property by treating it well
- 4. Safe – pupils are demonstrating safe behaviour. 'Safe' will look like:
  - Children responding to adult's instructions to keep us safe
  - No dangerous behaviour towards others or themselves
  - Children remaining in designated, supervised areas
  - Use of 'Ready, Respectful, Safe' language
- 5. ALL Staff and pupils are expected to know and understand what we mean by these words. When responding to pupils' behaviour, adults should use the consistent language of 'Ready, Respectful Safe'. This may look like:
- 6. When responding to positive behaviour:
  - 'I can see you are ready to learn, well done'
  - 'You are listening well in assembly, that is showing respect'
  - 'Year 3, you have lined up safely and sensibly'
- 7. When responding to misbehaviour:
  - 'You are not yet ready to learn, you will need to...'
  - 'Those words were not respectful, I would like you to...'
  - 'You are not being safe, we will need to ...'

### 3. Routines and expectations

- a. Entering the classroom
  1. Staff should greet pupils at the door for each registration session e.g. high fives/handshakes,
  2. different language greeting.
  3. Pupils should follow agreed morning routine e.g. water bottles in carriers, coat hung up then begin morning task.
  4. An established seating plan and talk partners should be in place for each class.
  5. An appropriate activity should be in place to help pupils settle in during the start of the day.
  6. Register to be taken promptly at 8:55am and at 1:05pm Infants and 1:20pm Juniors.
- b. In the classroom
  1. Staff consistently use the language of RRS for praise and to award dojo points
  2. The class should be stopped in a consistent way – e.g. countdown, hand signal, wind chime, clapping.
  3. Pupils are expected to stay in seats and must follow agreed systems for moving around the room, e.g. getting a drink using movement break cards or with teacher's permission.
  4. Teacher should have all resources ready and organised. Pupils should be taught how to hand out resources e.g. by using monitors.
  5. Pupils should not leave the classroom during lesson time without permission from a member of staff.
- c. Around the school
  1. Moving around the school/lining up – bell rings for line up, left hand side and quiet
  2. An established line order should be in place with thought given to who sits/stands next to one another.
  3. Pupils should be encouraged to hold doors and speak with good manners to others and use excuse me, please and thank you.
  4. Toilet breaks should be used judiciously and pupils should not be sent together.
  5. Pupils should not be unsupervised in the building.
- d. Assemblies
  1. Children are expected to enter and leave assemblies quietly and sensibly.
  2. Pupils should not talk to each other during the assembly.
  3. Pupils should be active listeners and engage with the content of the assembly.
- e. Playground

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1. We expect all pupils to continue to be Ready, Respectful and Safe on the playground and follow the school's core values.
2. Pupils should not enter the main building unless instructed to/given permission by a member of staff.
3. Five minutes before the end of breaks and lunches, a whistle will signal 'tidy up time' has started. At the end of lunch, staff will blow a second whistle, signalling for pupils to stop/freeze. A final whistle will then blow, signalling for pupils to walk calmly and quietly to the line and wait to be collected by their teachers.

## 4. Promoting positive behaviour

- a. Praise and recognition
  1. Pupils at Elmlea are expected to follow the expectations of being 'Ready, Respectful and Safe' at all times and to embody the school values. Staff praise this behaviour and are positive role-models of behaviour around the school. Where pupils are meeting the school's expectations for behaviour and exemplifying the school's values, staff can reward them using the below school reward systems.
- b. Positive noticing
  1. Positive noticing is a simple, practical and highly effective. It is an everyday relational strategy, any time, any place. Positive noticing involves teachers actively acknowledging when children have done the right thing. This acknowledgement can be public or personal and reinforces expectations e.g. 'thank you X for looking at me.', "I love the way that X is ....", "I am impressed with how Class X is lining up sensibly".
  2. At Elmlea, we believe that regular, meaningful positive noticing from our staff will have a significant impact on the amount of positive behaviour seen in the school. It helps build self-esteem and confidence in children and shifts the culture in the classroom so that the right behaviour is always the most sought-after behaviour.
- c. School rewards systems
  1. Dojo points system
    - The school will use the Dojo online reward system across all classes. Pupils may be awarded Dojo points by their teacher when they are demonstrating an aspect of RRS or embodying the school values. Dojo points should be awarded for specific successes, with staff naming the behaviour they are praising with the points, e.g. 'Well done for showing respect to your class by sharing that idea, one dojo point'. Dojo points are to be used as a system of positive praise only; staff should not take away a point that has been earned or take points away as a sanction.
    - As they accrue points, pupils work towards achieving Dojo certificates at various benchmarks:
      - a. 50 points for a bronze dojo certificate
      - b. 100 points for a silver dojo certificate
      - c. 200 points for a gold dojo certificate and Headteacher's Award
      - d. Dojo certificates are awarded during celebration assemblies (see below).
  2. Whole class reward systems
    - Each class will have a whole class reward system in place – a 'star in the jar' or 'marble in the jar' format. At the start of each year, each class should agree on a collective reward they are working towards, such as:
      - a. Own clothes day
      - b. Bring in a toy from home day
      - c. Class disco
      - d. Cinema afternoon (rearrange room, bring in a cuddly toy/blanket)
      - e. Mini Sports Day/afternoon
      - f. Squash and biscuits
      - g. Art afternoon
      - h. Time in the copse/woods
      - i. Field time or similar outdoor activities (weather permitting)
    - The class earns stars/marbles for each time they are all following Elmlea's RRS expectations or

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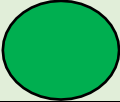
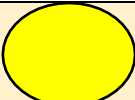


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- embodying the school values. When the jar is full, the class teacher will then organise the class' reward. After the reward, the jar will be emptied and the process can start again, with the children having the opportunity to select a new reward.
- 3. Certificates for celebration assembly
  - Once per week, during celebration assembly, teachers should award certificates. There are a range of certificates that may be given:
    - Star of the week: Star of the week awards will be nominated by teachers for excellence in a focus area / going 'over and above.' Stars of the Week receive a certificate.
    - Subject-related certificates: subject leader or class teacher may choose to award certificates for subject-specific praise, e.g. presentation award for Writing or Doodle Maths for Maths.
  - 4. Miscellaneous certificates for music, reading, sports, etc.: on occasion, certificates may be awarded to show achievements in competitions or as recognition from an external organisation.
- d. Sharing with parents and staff
  - 1. Teachers can, at their own discretion, share work with parents at any time. Teachers should actively seek out opportunities to share successes with parents, especially those who are hard to engage, such as calling home to inform them of a positive day or part of the day.
  - 2. If a child has produced especially impressive work, then teachers can send the child with their work to a relevant member of staff to share their work.

## 5. Responding to misbehaviour

- a. Preventing misbehaviour
- b. At Elmlea, we use a preventative approach to managing behaviour. Prior to using any consequences or sanctions, staff will do everything in their power to prevent reaching this point. This would happen through:
  - 1. Promotion of 'Ready, Respectful, Safe' behaviour across the school
  - 2. Use of positive praise to encourage good behaviour
  - 3. Building and maintaining of relationships
  - 4. Adopting a trauma-informed approach to understand barriers to good behaviour
- c. When consequences need to be used, we ensure that:
  - 1. Sanctions are applied with fair warning and compassion
  - 2. Pupils are supported to rectify their behaviour
  - 3. As far as possible, discussions about behaviour take place away from peers
- d. Consequences
  - 1. The school has a staged approach, with the idea that each day is a fresh start. Each child should start on Stage 0 every day, unless they have yet to complete a consequence:

Stage 0 Ready, respectful, safe The child is ready to learn and is following the ready, respectful, safe expectations.	
Reminder: If a child is not following the RRS expectations, they will be given a verbal reminder using the language of choice, e.g. 'This is a reminder to be ready on the carpet. You can either show me you are ready, or you will need to have five minutes reflection time'  Give pupils take up time to digest the reminder – move away (if appropriate) and expect adherence. Follow the script "The behaviour I am seeing is not showing me that you are ready/respectful/safe. You have a choice now of following the instruction or moving to stage 1. I will give you a minute to think about this." If they adhere to the verbal warning, praise the choice, and return to stage 0 If they fail to adhere to the warning, they are escalated to stage 1	
Stage 1 Chance to change	

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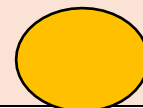
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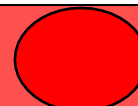
Reflection time - 5 minutes in the classroom to calm/regulate behaviour and be ready to return to learning. This will be in the class reflection corner, using a timer and visual prompt. After 5 mins, the child returns to their learning. Praise the child for completing the 5 mins and expect that they will return positively to their learning and support them to reintegrate. If the child maintains positive behaviour for the rest of the session, they return to stage 0 in the next session (after break or lunch). If they fail to maintain the positive behaviour, they are escalated to stage 2

## Stage 2 Reflect



Reflection during playtime – 10 minutes. A reflect and repair discussion should be had between the child and an adult – ideally the staff member who gave the sanction. A child can be moved straight to a Stage 2 for more significant behaviours, such as defiance. After the consequence and reflection, the child returns to their learning. Teachers use discretion to praise the child expect that they will return positively to their learning. If the child maintains positive behaviour for the rest of the session, they return to stage 0 in the next session (after break or lunch.) If they fail to maintain the positive behaviour, they are escalated to stage 3.

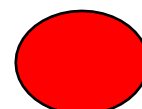
## Stage 3 Reset



Reflection during lunchtime – 15 minutes for Infants, 20 minutes for Lower KS2 or 30 minutes for Upper KS2 with a member of the pastoral team/SLT. Incident recorded on CPOMs and reported to parents by class teacher/SLT. A reflect and repair discussion should be had between the child and an adult – ideally the staff member who gave the sanction. In some cases, a child may reach a Stage 3 in one step, by demonstrating more extreme behaviours (see consequences matrix below).

## Stage 4

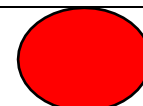
Full lunchtime reflection/internal suspension



Multiple Stage 3 behaviours will result in the child spending a whole lunch hour having reflection time OR may also/instead result in a lesson(s) out of class (internal suspension) if needed (as far as possible, pupils should remain in their own classroom to maximise learning). An internal suspension is ideally spent completing learning activities in another classroom – but may be spent with a member of SLT/Pastoral Team when necessary. Parents are requested to meet with SLT to discuss incidents/behaviours and plan next steps. Internal suspension is at the discretion of SLT and may be put in place for persistent stage 2&3 behaviours; or a single serious incident.

## Stage 5

External suspension



Only the Headteacher or Acting Headteacher can suspend children externally. A decision to suspend will only be taken when all other possibilities and strategies have been exhausted. See exclusion policy for further detail on suspensions.

### e. Types of behaviour and sanctions

1. In some instances, pupils' behaviour may escalate quickly and may surpass parts of the 'staged' system above. Staff should use the below guide to establish how particular behaviours should be responded to.

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Behaviours	Appropriate sanctions
Low level classroom disruption e.g. calling out, not following expectations, talking over teacher	Follow staged system consistently
Hitting and physical violence (between pupils)	Immediate escalation to Stage 3 Record on CPOMs Inform SLT & Parents
Swearing at others, with intent	
Racist, homophobic language or sexist language used directly towards others, with intent	
Behaviour that risks the safety of the pupils and/or adults around them	Removal from the class for safety OR the class evacuated if necessary SLT to determine next steps according to staged system Work to be done with rest of class to address behaviours and ensure wellbeing of other pupils – e.g. through circle time or whole class discussion
Severe physical violence towards pupils and/or staff	Headteacher to determine outcomes based on the severity of the incident and the intent behind it.
Sexual misconduct/use of sexualised language	Immediate escalation to Stage 3 Record on CPOMs Inform SLT & Parents Pastoral team to follow up with child/family
Repeated low-level disruption	Follow staged system consistently Teacher to meet with parent Record on CPOMS Inform SLT Consider if SENCO needs to be informed/provision adjusted

f. Communication with parents following an incident

1. All stage 3 incidents should be communicated with parents. Staff may share the details lower level incidents with parents if the details are important for parents to be aware of.

g. Reflect and repair

1. After a consequence, pupils must be supported to reflect on the incident and repair with those affected by the behaviour. 'The Restorative Five' questions approach should be used as a prompt to encourage children to reflect upon their actions. The adult reflecting with the pupil should choose no more than five of the below questions to frame their discussion:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently next time?

2. After a reflection, a 'repair' should be facilitated between the pupil and those affected. The repair should be discussed and agreed with the pupil. The repair could take the form of a verbal apology, a written apology, a gesture of repair (e.g. tidying up mess made), so on.

3. See Appendix A for example restorative questioning

h. Monitoring and evaluating behaviour

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1. The school will collect data on the following:
  - Behavioural incidents, including removal from the classroom
  - Attendance, permanent exclusions and suspensions
  - Use of pupil support units, off-site directions and managed moves
  - Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- i. The data will be monitored and evaluated regularly by the school's Pastoral Team. Adjustments to the school's approach to behaviour and to individual children's provision will be made where necessary.

## 6. Pupils with SEND or SEMH

- a. Overview
  1. It is our belief that children with Special Educational Needs (SEND) and Social, Emotional and Mental Health (SEMH) should be given special consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.
- b. At Elmlea, we fundamentally believe that:
  1. All challenging behaviour is a communication of need, and it is important to consider factors which have contributed to it in the environment, in order that change can be affected over time.
  2. Always consider whether misbehaviour is an indicator, or not, of a child suffering or at risk of suffering harm
  3. Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
  4. For pupils with additional needs, emotional dysregulation can affect children's behaviour and
  5. must be supported by an adult according to their specific needs.
  6. The environment should support a child's needs e.g. visuals, workstations, buddy systems, zones of regulation strategies.
  7. Support for behaviour does not mean that there are no consequences for these pupils but that the consequences may need to be bespoke.
  8. Staff working with SEND/SEMH pupils should be trained and up-skilled to respond to their needs appropriately.
- c. Reasonable adjustments
  1. It is our ambition that pupils with additional needs are, where appropriate, able to follow the school systems for rewards and sanctions. At Elmlea, we acknowledge that some pupils may require reasonable adjustments and adaptations to be able to meet the expectations of the policy. This involves adjustments being made to the implementation of the policy to enable these pupils to access it.
  2. Reasonable adjustments to the behaviour policy are agreed between the child's class teacher and
  3. the inclusion team and, where appropriate, parents.
- d. Supporting Behaviour Plans (SBPs)
  1. For a small minority of pupils, the implementation of the main behaviour policy will not be appropriate for their needs. In these cases, pupils will need a system of rewards and consequences that are additional to or different from the main policy.
  2. Class teachers and the inclusion team will create a SBP for these children, which will be shared with parents. These will detail:
    - Individualised reward systems and strategies
    - Strategies and provision in place to prevent dysregulation
    - Appropriate consequences for the child's level of need
- e. Trauma-informed practice
  1. At Elmlea, we recognise that some children have experienced Adverse Childhood Experiences (ACEs) or significant trauma in their early life. This significantly affects their experience of school life.
  2. The Office for Health Improvement & Disparities defines trauma as:



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- 'Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.'
3. Staff at Elmlea manage behaviour using a trauma-informed approach. This involves using the 'realise, recognise, prevent' framework:
- Realise that trauma can affect a child's behaviour
  - Recognise the signs, symptoms and impacts of trauma
  - Prevent re-traumatisation by adjusting practice and approach towards the child
- f. PACE approach



1. The PACE approach, developed by clinical psychologist Dan Hughes, is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the communication and behavioural needs of children and young people who have experienced trauma. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. At Elmlea, we recognise and utilise the PACE approach to managing behaviour that may be driven by traumatic experiences.
2. PACE stands for:
- Playfulness – This can be used as a way of connecting by creating a fun, light and playful atmosphere when communicating with a child. Playfulness can be helpful in diffusing tense situations and as a means to avoid triggering defensiveness and shame. Adults demonstrating 'playfulness' will use a light tone in their voice, rather than an openly irritated tone. Playfulness is more suited to lower-level behaviours and may not be appropriate to apply to high-risk or severe behaviours. In practice, this may look like:
    - a. Incorporate games, art, and playful activities into the day's routines
    - b. Use of humour to build rapport and reduce the child's anxiety
    - c. Giving the child a 'job' or game to do at difficult transition times
  - Acceptance – This involves adults working with a child validating and accepting their feelings without judgment. This shows the child it is ok to feel the way they do, and you accept them regardless of

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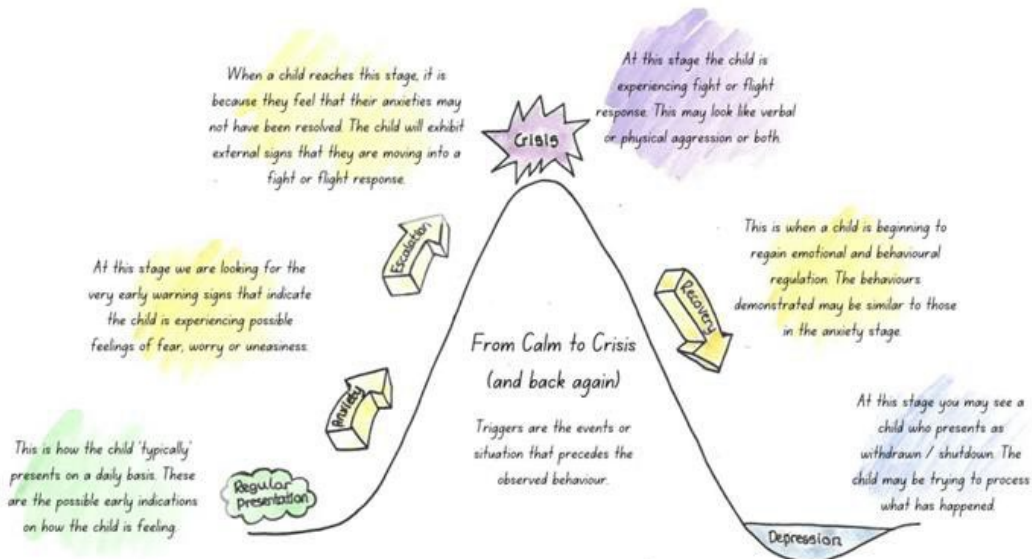
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the behaviour – although this does not mean the behaviour itself is accepted. In practice, this may look like:

- a. Avoiding judgemental language or comments
  - b. Even when delivering a consequence or sanction, avoiding shaming language or framing
- Curiosity – Showing curiosity involves demonstrating genuine interest in understanding a child's experiences. Often, children will know their behaviour has not been appropriate but are not able to identify or explain why. The key element of adult 'curiosity' is wondering aloud what might be driving a behaviour, rather than assuming for them or interpreting it as an adult. In practice, this may look like:
    - a. Ask open-ended questions to explore the child's views
    - b. Use 'I wonder...' statements to encourage the child to share how they are feeling and why
  - Empathy – Showing the child empathy and that their feelings are valid and important. We demonstrate empathy for the child's feelings and actively show them we are there to go through this with them. In practice, this may look like:
    - a. Practicing active listening
    - b. Acknowledging the child's feelings without trying to solve them in the moment
    - c. Model empathy in everyday interactions
3. Calm to Crisis model
- The Calm to Crisis model is a tool used to unpick a child's presentation at different stages of dysregulation and what may be seen or heard by those around them. It forms the basis of our



supporting behaviour plans to enable staff to use identified strategies as early as possible when a child is showing signs of starting to dysregulate. It should identify behaviours at each stage as well as what helps (or doesn't help!) a child at each stage.

g. Support from outside agencies

1. Elmlea Schools works closely with several local organisations that support pupils with SEND and SEMH, such as North Star Outreach, Educational Psychologists and Bristol Autism Team. Advice given to the school from these organisations will always be factored into decisions around reasonable adjustments and IBPs. These organisations provide the school with processes and paperwork to manage behaviour of high-needs pupils, such as risk assessments, training and language scripts.

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## 7. Further Guidance

- a. Suspensions
  1. For guidance on when and how suspensions are to be used, please refer to the Elmlea Schools suspensions policy on our website.
- b. Incidents relating to protected characteristics
  1. At Elmlea the protected characteristics are respected, and British values are upheld. Differences between people are celebrated and all children are expected to respect the values, ideas and beliefs of others. Our schools openly challenge opinions and behaviour, demonstrated by both staff and learners, which do not adhere to British Values. Our schools adopt a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any learners displaying this behaviour will be disciplined in line with the behaviour policy.
- c. Positive handling
  1. This section of the document has been written according to DfE guidance on reasonable force, last updated July 2013.
  2. There may be times when a child puts themselves or others at risk of harm and staff need to intervene physically to keep children safe. Minimum force will be used by trained staff using Positive Handling techniques taught during Team Teach training. Any form of restrictive physical intervention is used as a last resort following the use of other de-escalation methods e.g. social coaching, time-out, finding a safe space and distraction.
- d. Positive handling is proportionate, reasonable, for the shortest possible time and in the child's best interests. A child will be taken to a safe place where staff will use deescalation/distraction strategies to help the child de-escalate, including using approved scripts: "I can see something is wrong", "I'm here to help", "You talk, I'll listen," or distracting the child with a game or a sensory object.
- e. Positive handling is recorded and reviewed including reflections that have occurred with the child regarding what might be going on for them and how they can be supported.
- f. All incidents of positive handling are recorded on CPOMS and in the school's bound book by the person(s) involved in the incident, including details of:
  1. What led up to the incident
  2. What de-escalation measures were attempted
  3. A clear description of the handling required including how long, who was involved, any witnesses (each writing their own separate accounts)
  4. What happened after the incident
  5. Follow up actions and reflections on the incident, including the voice of the child
  6. Confirmation that parents were informed
- g. Parents/carers are asked to attend a meeting to discuss the triggers, contribute to reflections on the child's emotional state and responses to the incident. We work together to plan future support for the child.
  1. If the need for positive handling is ongoing, then:
    - a SBP is written to support the child
    - a risk assessment is written and shared with key staff
- h. Child-on-Child Abuse
  1. Child-on-child abuse can take many forms:
    - face-to-face or online
    - between children within a close friendships group or among wider peer associations
    - among children of the same age or between children of different ages
    - physical, verbal, emotional or sexual abuse
    - financial and coercive control between children
- i. At Elmlea, adults within school are aware that abusers can be older than their victims and that children with SEND are more at risk. Pupils are clear on who they can report concerns to, feel confident that they will be listened to and supported, that action will follow any disclosure and how to access external support if needed,

# Policy (Elmlea) - Behaviour

Approved by **RET Board**

Approved on **March 2025**

SLT contact **Headteacher**

Revision due **Every 2 years**



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for example Childline and NSPCC. Most incidents of child-on-child abuse will be managed using the procedures set out in this policy.

- j. When a child has hurt another child, the age of child will be taken into consideration and consequences appropriate to the behaviour will be implemented. The executive headteacher may also consider suspension in relation to this.

## 8. Roles and Responsibilities

- a. Everyone involved in life at Elmlea has a role in supporting pupils with behaviour and is responsible for maintaining high standards of behaviour.
- b. The Leadership and Pastoral teams oversee the implementation and day-to-day management of the policy and procedures. To ensure consistency of approach to behaviour and learning, the Leadership Team will regularly monitor the implementation of the Behaviour Policy, through informal and formal observations, data analysis and feedback from stakeholders.
- c. All members of staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising leaders on the effectiveness of the policy and procedures with regular reviews. They also have responsibility, with the support of the leaders, for promoting the values and aims of the behaviour policy and implementing procedures consistently.
- d. Parents and carers will take responsibility for their child both inside and outside the school. They will work in partnership with the school to assist staff in maintaining standards of behaviour. The staff endeavour to develop positive relationships with both parents/carers through regular communication and through the expectation of parents/carers' involvement to prevent escalation of behaviour. It is important for parents/carers to familiarise themselves with the Behaviour Management systems outlined and structured conversations. They will also have the opportunity to be kept informed of any changes in the behaviour policy.
- e. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedures, and expectations. Pupils are encouraged to report any concerns to do with behaviour issues to an adult.

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Appendix A - Example restorative questioning sheet – for staff to use when repairing and restoring with a child.

## Restorative questioning for reflect & repair

*(choose up to five)*

