

Rucstall Primary School

Relational, Regulation and Behaviour Policy



Aims and expectations

Rucstall's 'Values' underpin and form the centre-point of our expectations and teaching for pupils. Throughout children's time at the school they are explicitly taught about the school values through PSHE, collective worship and daily support. Pupils are supported to learn how to understand and manage their emotions; develop and maintain good relationships; and learn about their learning behaviours.

At Rucstall, there is an expectation that all behaviour will be exceptional and children will learn how to self-regulate with both parent and school co-regulation support. Our children learn in an environment where mutual respect flourishes and whereby they follow good examples set.

Principles

Our Values apply for all children and adults at Rucstall Primary School at all times, and have been contributed to by the whole school community. As a school we do not have 'rules', however we strive to demonstrate our Values in all that we do and have expectations. These are also displayed in class charters, agreed by each class on an annual basis. Our policy is non-discriminatory and inclusive. All members of the school community have a responsibility, through ownership, to support the school's values and visions which are:

- Celebration
- Co-operation
- Creativity
- Equality
- Honesty
- Perseverance
- Respectfulness

We aim to do this by:

- Ensuring that every pupil, parent, staff or volunteer is aware of, and has access to, this policy, support, training and exemplification.
- Ensuring that all pupils are aware of the expectations, how to demonstrate the school values, how this is celebrated and that time to reflect is given when mistakes are made, with potential use of consequences.
- Teaching and reinforcing the values of the school. Encouraging children to report incidents of racism, bullying, homophobic or prejudicial behaviour (including cyberbullying, prejudice-based bullying and discriminatory bullying) to staff and ensuring that we listen to them, they trust us and know that we will help them.
- Having strategies in school that are understood and consistently followed by all, taking into account individual circumstances. Ensuring that any support provided is good for everyone.
- Remembering that we are all individuals and that we have a moral and professional duty to cater for the needs of everybody so that they can achieve their best. The school uses the 5C approach to remain curious about the root of any behaviours that may conflict with school values and to enable it to provide children with support.

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Rewards and Praise

At Rucstall we aim to reward and praise children for demonstrating our school values. This happens in a variety of ways. Teachers are encouraged to praise children who have demonstrated a school value and in exceptional circumstances, or after significant improvement they may be sent to a senior leader for acknowledgement.

We aim to be positive in our approach, to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards include:

- House points;
- Extra responsibilities in the classroom e.g. monitors;
- Certificates to take home;
- Special privileges – e.g. extra playtime, class rewards;
- Sharing achievements with parents e.g. photocopying a piece of work;
- Sharing achievements with other ‘significant’ staff or the school in The Forest;
- Praise postcards;
- Verbal rewards: “Well done for...”, expressions from an adult linked to values;
- Stars, stickers and smiley faces on work, a chart or clothes.

House Points

House points are a whole school reward system to encourage the children to work together to follow our shared values.

- All children are grouped into four teams – Phoenix, Unicorn, Centaur and Dragon (siblings are in the same team);
- Points are given by members of staff for behaviour, good work, positive effort, following school’s values etc;
- Whenever a child receives a point s/he writes it on the class chart;
- Each team has a captain chosen from Y6;
- On Friday’s, children collect the house points;
- The results of the winning team will be displayed during the **Celebration Assembly** and a rosette awarded.
- Each half-term a reward is achieved by the house team with the most rosettes.

Positive Praise Approach

Good to be Green principles:

- Each day is a new day;
- Each session (3 within a day) is a new opportunity;
- Each class has a behaviour display and each day all children begin on green to demonstrate the expectation that each day will be a positive one;
- Children know that there are consequences when making inappropriate behaviour choices.

The System

Every child starts their day on green. The display is a visual reminder that the child is demonstrating our school values.

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If, during the day, in lessons, or at playtimes, a child has to be warned of inappropriate behaviour, or has not demonstrated a school value, then a Yellow Card is given and the child's name moves to the yellow section. The warning gives the child the opportunity to reflect, consider and review their behaviour. The child then moves back to Green after the reflection time (within a playtime). A Yellow Card equates, to minutes off playtime – age dependent (mainly for Level 1 and 2 behaviours- see table below).

Y1: 5 minutes

Y2: 6 minutes

Y3: 7 minutes

Y4: 8 minutes

Y5: 9 minutes

Y6: 10 minutes

Sometimes, just the reminder of the next consequence/card and moving a child onto a Red Card is enough to encourage children to make improved choices. However, if necessary, the child's Yellow Card will be moved to the a Red Card are this will be displayed. Persistent Level 2/ level 3 behaviour (see table below) would equate to a Red Card, which would then have a consequence of loss of a whole playtime and parents will be informed. Level 3 or Level 4 behaviour could result in a suspension or permanent exclusion, particularly if persistent. A child who has received three Red Cards in a half-term would be a cause for concern, and teachers will arrange to meet with parents/carers to discuss ways forward. Over four Yellow cards in a fortnight would also trigger a meeting/conversation with parents/carers.

<p>Level 1</p> <ul style="list-style-type: none"> • Out of seat • Rocking on seat, slouching • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not working • Not clearing up 	<p>Consequence</p> <ul style="list-style-type: none"> • Informal gesture: eye contact, frown, gesture • Moving the child to a different seat • A private reminder about the behaviour we wish to see- inviting them to make the right choice • Repetition of task/ completion of work in own time
<p>Persistent Level 1 and Level 2</p> <ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt 	<p>Consequence</p> <ul style="list-style-type: none"> • YELLOW CARD – missing time off next playtime <p>Y1: 5 minutes Y2: 6 minutes Y3: 7 minutes Y4: 8 minutes Y5: 9 minutes Y6: 10 minutes</p>

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<ul style="list-style-type: none"> • Hides work or resources • Interferes with other's property • Minor deliberate damage • Leaves the room without permission • Lies • Telling lies to get others into trouble • Answering back or constantly questioning an adults decision or request • Persistent rough play 	
<p>Persistent Level 2 and Level 3</p> <ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Refuses to obey instruction • Destroys own work • Destroys others' work • Insulting, name-calling • Petty theft • Damage to property or equipment (including play equipment) • Threatens violence • Bullying • Stealing 	<p>Consequence</p> <p>RED CARD - sent to SLT, whole playtime missed and parents spoken to that day</p>
<p>Persistent Level 3 and Level 4</p> <ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Carrying a weapon with the intention to wound (e.g. knife) • Persistent Bullying (or accusation of for investigation) • Racism, Anti-Tolerance, Homophobic or prejudicial threats and abuse • Continuous disruption to the learning of others • Threatening behaviour 	<p>Consequence</p> <p>Immediate Red Card - Sent to SLT who will contact parents - possible suspension</p>

Consequences

Children will make mistakes at times and it is important that they understand the consequences of particular choices. We believe that appropriate consequences should be applied fairly and calmly. Children need to know why there is a consequence and need to be given the opportunity to make amends and reflect on their choices, repairing relationships if appropriate. Consequences should be applied in a way that maintains self-respect. Whole group/class consequences should be avoided where possible. Consequences should be applied as soon as possible after the situation has occurred. Consequences must be applied consistently, firmly, fairly and without confrontation. At all times the children's behaviour should be viewed with professional curiosity to educate and support them in moving forward. The school uses the 5Cs to support this reflective curiosity:

- I feel comfortable
- I feel connected
- I feel that I count
- I feel capable
- I feel a sense of control

Reflection

We also believe that part of being a child is learning how to self-regulate and we support children to do this through specific lessons, a school-wide approach to self-regulation using our own feelings characters and our PSHE curriculum. This is part of our restorative practice.

We use the below approach to support children's self-regulation across the school and teach the children how to use the characters to enable them to talk about their feelings, both in times of regulation and when they are dysregulated:

Self-Regulation

To support children's ability to self-regulate and talk about their feelings we took on training and developed our own model to aid self-regulation using 'feelings characters'.

Our aim is to help the children better recognise and regulate their emotions with the aim that in the future they will be able to do this more independently and also support their peers. This uses the 'catch and match' approach to:

Attune: Catch 'n' match the feeling
I can see/hear you are feeling...

Validate: Stop the behaviour, validate the feeling

Contain: Make the unbearable survivable

Regulate: Meet the intensity then calm soothe

Following the development of our own self-regulation 'feelings characters' (based on Inside Out and Primary Behaviour Service guidance, including training for effective use), we introduced the characters to the children over time and developed a school wide

policy for use.

To support daily use adults have a visual lanyard, each classroom has an interactive display and each playground has the same resource, where children can communicate their feelings. This is used as a reference point for adults to support children's emotional needs through a shared language around feelings and emotions. This resource is used both in teaching (PSHE lessons) and teachable moments to support children in identifying their feelings and subsequent self-regulation.

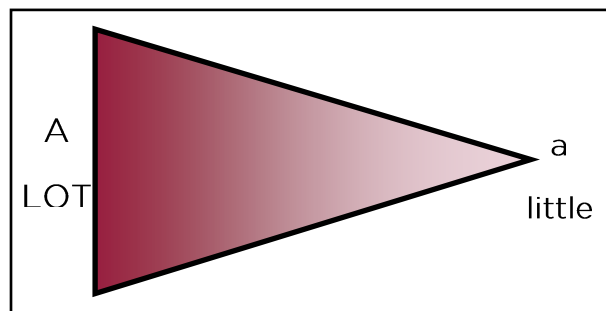
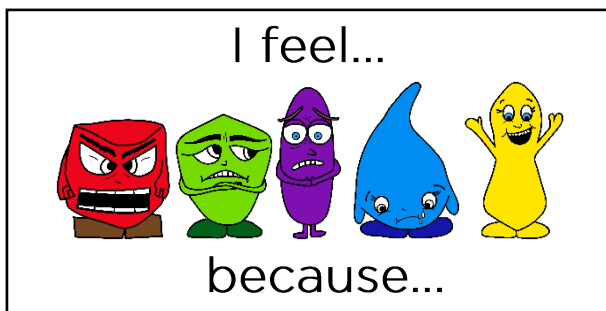
If children require additional support, beyond the curriculum offer and this approach, the same language and characters are used within Emotional Literacy Support sessions.

How we use the self-regulation 'feelings characters'

We use and reference the characters to aid self-regulation through all resources types.

Each resource includes the 'feelings characters'. These are broad emotions that may encompass a range of feelings and are not labelled. Children in the Early Years are directed more regarding associating the character with a specific feeling e.g. the red character represents anger, and the yellow happiness. From Year One upwards, there is more freedom in the expression of what each character represents to the child at the time of using the resource e.g. the green character could represent feeling ill, being annoyed or grumpy. PSHE lessons and a yearly refresher, enables children to explore their interpretation and name feelings/emotions they see each character representing.

The resources also include a scale to aid children identifying the strength of each feeling when talking about their emotions. The scale starts from 'a lot' with the large end of the triangle and goes to 'a little' at the other end.



How to use the self-regulation 'feelings characters':

When using this approach, it is important to come down to the child's level (height). It is important to model this approach to children and use it regularly for it to have the best impact e.g. effective use will not just be when children are dysregulated (struggling emotionally).

In any situation, use is more effective when the adult comes alongside the child and begins discussion around how they are feeling (as opposed to stating the behaviour being demonstrated).

Use when a child is regulated (feeling content)

- Come alongside them

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- Comment on their activity or current presentation (catch)
- Match their behaviour using your tone (voice) and body language
- Validate the child's feelings, 'I can see that you are...' (refer to feelings characters using your own words)
- 'Can you show/tell me how you are feeling?' (show them characters)
- Listen to the response and validate how the child says they are feeling 'I can see you are feeling...'

Use when a child is dysregulated (struggling emotionally)

If a child is showing emotion or behaviour that shows they are struggling, a similar approach is used.

- Come alongside them
- Comment on their activity or current presentation (catch)
- Match their behaviour using your tone (voice) and body language
E.g. Child is crying and shouting angrily (talk in a tone to match the child)
- Validate the child's feelings, 'I can see that you are...' (refer to feelings characters using your own words)
'I can see that you are shouting and crying at the moment. I notice that your hands are clenched. I can see that you look very angry.'
- 'Can you show/tell me how you are feeling?' (show them characters)
- Listen to the response and validate how the child says they are feeling
- Ask about their feeling, 'What has made you feel this angry?'
- Repeat back your understanding of their feelings: 'You didn't get a turn with the ball, that's so annoying isn't it, I bet you are frustrated by that.' (contain and validate)
- After feelings have been expressed, try to redirect the child either by dealing/addressing the cause, or changing the subject

If a matter requires discussion to teach the child about the emotion or behaviour presented, then this can be addressed after the process has taken place and they are regulated again.

This process will need to be repeated and used regularly to support children self-regulating. It may not be automatic for them to respond. During the child's heightened state, any attempt to reason, discipline or discuss will not be effective.

Ways to support your child's emotional expression:

1. Narrate your own feelings: 'Thank you for drawing me that picture. I feel so happy and loved.'
2. Talk about the emotions of characters in books: 'Look at his face. What do you think he's feeling? Oh, you think he looks cross. Yes, he could be mad, cross, or even furious. His face is red and his hands are in fists!'
3. Label your child's feelings during positive times: 'You look so proud right now!'
We often label uncomfortable feelings but forget to label and capture the neutral or positive emotions.

Behaviour management in Early Years Foundation Stage

We understand that our youngest children are often still learning the school values, how to demonstrate these and how to interact in a classroom. We therefore have an adjusted approach to managing behaviour in EYFS. We also appreciate that our

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youngest children benefit more when behaviour is managed immediately. Therefore, in EYFS the card system is not used, instead a thinking mat is utilised to support children's reflections in relation to their behaviour. Children in EYFS are given warnings, as others are, regarding the choices they are making. However, if the choices made do not reflect the school values an adult will speak to the children about what has happened and help them to reflect. Children will then be given time to reflect on the class thinking mat. This will be for a maximum of 4 minutes. Adults within the classroom will decide whether a parent needs to be notified about the behaviour that has warranted some thinking time if it is Level 1, or 2. Behaviour management is tracked in the same way for EYFS as others, and Level 4 behaviours are managed in the same way. The class teacher may also choose to send a child to a member of the senior leadership team if they have displayed Level 3 behaviours.

Restorative Conversations

Following a Level 2 or 3 behaviour children are supported, when they are regulated, to engage in restorative reflection. As a team we use the below question prompts to support children in this process:

Child Reflection Form

Name:	Date:
What happened? <i>(How did you feel?)</i>	
	
What were you thinking about at the time?	
What have you thought about since? <i>(How do you feel now?)</i>	
	
Who has been affected and in what way?	
How could things have been done differently?	
What do you think needs to happen next? What will you do to put things right now?	

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Support for staff

It is recognised that dealing with challenging behaviour can be stressful for staff and it is not always easy to ask for help. We believe that dealing with challenging behaviour is the collective responsibility of all staff in the school, not just the teachers immediately concerned with a child, and we expect all staff to be supported by the parents.

Where poor behaviour is difficult to manage in the classroom, or playground situation, senior leaders will become involved. This may mean referring the child directly, or providing support and advice for the staff involved.

Staff Responsibility and Monitoring

All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an Individual Behaviour Management Plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.

Lunchtime staff are expected to manage and support behaviour at lunchtimes, in accordance with this policy. We take a preventative and positive play approach.

The Senior Leadership Team will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required.

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. A child may have an Individual Behaviour Management Plan and a separate system for rewards and consequences in addition to the whole school rewards and consequences. This is agreed by the SENCo, parents/carers, adults working with the child and known by the child itself.

Suspension and permanent exclusions

Suspension is used only for very serious incidents, when other methods of support have not been effective. Only the headteacher has the authority to suspend a child from the school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. If the headteacher suspends a pupil, parents are informed immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents of all this information verbally and in writing. The headteacher informs the LEA and the governing body about any suspension.

The school follows the Department for Education's guidance on 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral unites in England, including pupil movement' regarding any and all suspensions or permanent exclusions.

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Anti-Bullying

What is bullying?

It is important that we distinguish between, playground fall outs, individual acts of aggression and systematic intimidation. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

It is important that everyone, including children, can understand what bullying means. Our child's definition of bullying is: Bullying is when you keep hurting someone over time and you mean to do this.

Children, as they grow, will seize opportunities to assert themselves. On one hand they will show leadership and take responsibility for themselves and others. On the other hand they may seek to manipulate situations to their own advantage. This may range from simply playing unfairly, to controlling others by turning the group against them. In the latter case, the impact can be highly damaging for the victim.

We are therefore committed to:

- Taking allegations of bullying very seriously
- Providing opportunities for children to show leadership and take on responsibility
- A 'buddy' system
- Exploring the issues of bullying within our P.S.H.E. programme of work
- Considering the issue of bullying when designing our school spaces
- Prevent and respond effectively to the bullying of all including disabled children / children with SEN, those who are perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying

Aim

Where allegations of bullying are substantiated, we have a clear responsibility to the pupils of this school and their parents to respond effectively and assertively. We will continue to listen and respond to bullying allegations until the issue is eradicated. The measure of the success of our intervention has to be the degree to which it stops the bullying.

PHASE ONE - The 'No Blame' Approach to Bullying

Principles

Bullying is an antisocial behaviour. We respond in a way which will be helpful to the learning of improved behaviour. Increasing public humiliation or alienation from the school community is unlikely to be successful as it re-affirms the bully's low self-image.

This approach encourages all pupils involved in bullying i.e. the bully, colluders and bystanders to be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered, to change their behaviour and to work towards improving the situation for the targeted pupil. "...it is only by the development

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of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting."

In order to change their behaviour many victims are told to 'ignore it' or 'stand up for themselves', which makes them feel at fault and that it is their responsibility to stop the bullying. We must make sure that the victim understands that it is our responsibility to stop it. Targets of bullying must be reassured that it is never acceptable for them to have been bullied.

The senior lead within the school responsible for co-ordinating our whole-school approach to anti-bullying is the Deputy Headteacher. Our safeguarding governor also leads on anti-bullying activity and monitors school action in this area.

What Children Can Do To Stop Bullying

Deal with differences positively:

1. Recognise that other people are not the same as us. They like different things, have different feelings and have different strengths.
2. Listen to other people's explanations and views.
3. Imagine how other people might feel about things.
4. Check you have understood.
5. Be brave enough to say what you really feel to: Wrongdoers, your friends, your teacher and parents
6. Be ready to help others who need it.
7. Be ready to forgive.

Procedure for dealing with a bullying incident

Step one: Interview with the targeted pupil

When the teacher finds out that bullying has happened she/he starts by talking to the targeted pupil about his/her feelings. The teacher does not question him about the incidents but needs to know who was involved.

Step two: Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved.

Step three: Explain the problem

The teacher tells the group about the way the victim is feeling. The teacher need not discuss the details of the incidents or allocate blame.

Step four: Share responsibility

The teacher states that she/he knows that the group is responsible and can do something about it.

Step five: Ask the group for ideas

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Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier. The teacher gives some positive responses.

Step six: Leave it up to them

The teacher ends the meeting by passing over responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven: Meet them again

About a week later the teacher discusses with the group, and with the targeted pupil, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

PHASE TWO - Monitoring

Should the children's behaviour not improve in response to the first phase approach a more rigorous two prong monitoring strategy will be established.

The continuing roles played by individuals will be reviewed and discussed in detail. The ongoing concerns will be precisely recorded and all parties will be told these issues will be rigorously pursued. All members of staff directly involved will be fully informed of the situation. This will be overseen by the Deputy Headteacher.

1. The targeted pupil and perpetrator's parents will be contacted.
2. The wider group of children may also be regularly consulted so that the help of those not directly involved may be brought to bear.

The frequency of the checks will only be reduced when it is clear that the intimidation has come to an end. We will follow the school's behaviour consequences as laid out in this policy. Internal exclusion and restorative justice may also be used to bring about change.

In all instances bullying incidents will be recorded on our electronic systems to enable the Deputy Headteacher oversight at Phase 1 and the ability to review when Phase 2 is required, or other actions required.

Policy Date:	July 2025
Review Due:	July 2028
Date Approved:	July 2025

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Appendices below:

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Bullying Report Form

Date:

Type of incident:

- o Nasty teasing
- o Violence
- o Threats
- o Rumours being spread
- o Wilful hiding of, or damage to personal property
- o Theft of money being demanded
- o Personal problems made public
- o Pressure to conform
- o Exclusion from group

Name of child being bullied:

Child's class:

Male/Female:

Name of child/ren bullying:

Child's class:

Male/Female:

Outline of issues:

Action taken (including consequences, counselling, referral to agencies, ELSA, support group approach):

Monitoring/follow up action to be taken by:

Class teacher informed: Y / N

Perpetrator (s) parents informed: Y / N

Victim (s) parents informed: Y / N

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Form completed by:

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Bullying Record Form

Date	Children involved (inc. class)	Details of bullying	Action taken	Monitoring
	Victim: Perpetrator/s:			
	Victim: Perpetrator/s:			
	Victim: Perpetrator/s:			
	Victim: Perpetrator/s:			
	Victim: Perpetrator/s:			
	Victim: Perpetrator/s:			

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	Perpetrator/s:			
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Hampshire
County Council

Hampshire racist incident recording form

Date:

Type of incident (please tick as applicable)					
Verbal abuse/name calling/threats/jokes (please circle)		Written derogatory comments (text/e-mail)		Racist comments in the course of discussion	
Refusal to co-operate with others because of religion, ethnicity or language		Incitement of others to behave in a racist manner		Physical assault	
Use of weapon		Abuse of personal property		Racist graffiti	
Racist material/insignia		Attempts to recruit others to racist organisations		Abuse of family	

Location and time of incident (eg: classroom, playground, corridor, out of school):

Reported by:

Targeted pupil(s): Year: M / F Ethnic group:

.....

Pupil/parent/staff/governor/visitor (delete as applicable)

Perpetrator(s): Year: M / F Ethnic group:

.....

Pupil/parent/staff/governor/visitor (delete as applicable)

Witness: Year: M / F Ethnic group:

Pupil/parent/staff/governor/visitor (delete as applicable)

Details of incident:

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Action taken:		Support for pupil: (Include parental involvement.)	
Is this a repeat incident? <i>(please circle)</i>	Yes/No	CR1 completed? <i>(please circle)</i>	Yes/No

Outcome satisfaction rating *(please tick as applicable)*

Targeted pupil	Good		Satisfactory		Poor		Unresolved	
Reporter of incident	Good		Satisfactory		Poor		Unresolved	

Dealt with by:

Position in school:

Ethnic origin

It is important that all information should, where possible, be gained from individuals' self-definition. It is important that staff do not try to guess or decide the answers themselves, no matter how obvious they think the answers are.

Everyone has the right to refuse to answer equality monitoring questions and a proportion of people almost certainly will. In these circumstances, this should be recorded as such, rather than categorised as *other*.

A – White

- British
- Irish
- Any other White background (please specify)

B – Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background (please specify)

C – Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background (please specify)

D – Black or Black British

- Caribbean
- African
- Any other Black background (please specify)

E – Chinese or other ethnic group

- Chinese
- Any other (please specify)