



Rouge Bouillon School

Behaviour Policy

March 2026

UNRC Article 3: Everyone who works with children should do what is best for each child

UNRC Article 36: Every child has the right to be protected from things that could harm them

UNRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe



Rouge Bouillon School

Aims and Expectations:

At Rouge Bouillon, we recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all. To help children feel safe, their educational environment needs to be high in both nurture and structure. At Rouge Bouillon School, we have developed a set of Core Values in consultation with the wider community. They are Respect, Believe, Succeed. They underpin all the work we do in school and help to create our positive ethos. Children need predictable routines, expectations and responses to behaviour. We view the development of pupil behaviour as a positive and co-operative effort involving all members of staff, advocates, parents and pupils of the school, rooted in effective relationships.

Close and supportive relationships with teachers have demonstrated the potential to mitigate the risk of negative outcomes for children who may otherwise have difficulty succeeding in school (Driscoll & Pianta, 2010).

The emphasis is on belonging and social responsibility, so that children are happy and healthy and feel safe within our environment. There is a shared understanding of what constitutes 'good' behaviours because these are talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of our school community and reinforced during school assemblies.

We do not take the positive aspects of behaviour for granted. We notice, reinforce and appreciate the behaviour we want to see and promote this in others. Our behaviour policy sets out clear expectations which are consistently implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and to encourage positive self-esteem, so that our children will develop into responsible citizens and take a beneficial place in society.

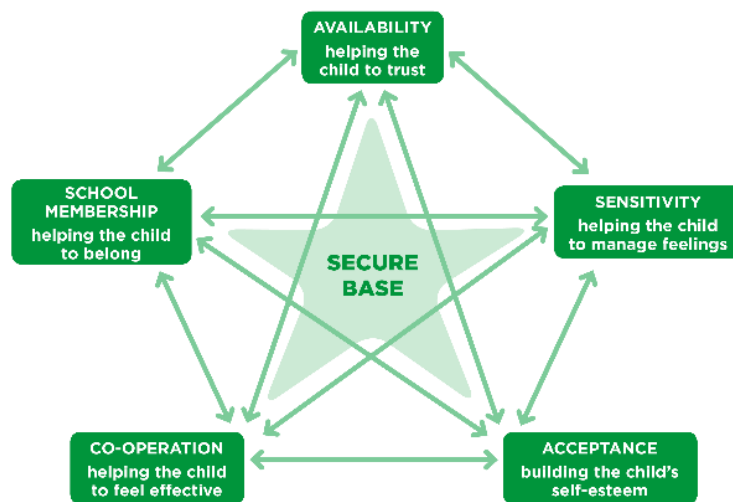
At Rouge Bouillon we apply a Trauma Informed, Attachment Aware approach to behaviour management. This promotes positive relationships with our children, especially those that may have experienced adversity. Trauma results from an event, series of events, or set of circumstances that is experienced by 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. Trauma-informed practice is an approach to behaviour, health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development. Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on children, and their ability to feel safe or develop trusting relationships. It also acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this child need?' rather than 'What is wrong with this child?'. The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma-specialist services and practitioners. Instead, it seeks to address the barriers that children affected by trauma can experience at school. At Rouge Bouillon, we ensure that an emotionally available adult can support a child and provide safe spaces for children to access when they need them.

Research on attachment and trauma strongly indicates that a relational rather than behavioural framework is more effective in supporting children and young people's behaviour (Bergin and Bergin, 2009; Cozolino, 2013).

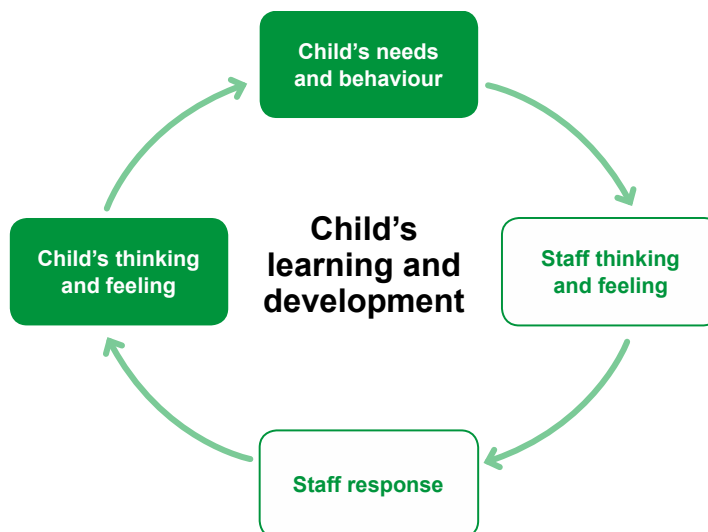
Core principles:

The development of positive and respectful relationships within the school community is prioritised (between staff, children and their parents and carers) to create a school climate that fosters fairness, inclusion, connection and respect for all members of the school community. This is underpinned by the 'secure based model.'

The Secure Base model for schools



Life outcomes are affected by a range of contexts and experiences, both negative and positive. We can describe negative experiences as risk factors, and positive experiences as protective factors. These factors also occur at many different levels, for example, within school, within the community, and within society.



Increasing protective factors in the lives of children can help mitigate the negative influence of risk factors by building resilience. 'Supportive relationships' within our school setting is one

protective factor and therefore contributes to positive outcomes for all children. Further to this there are many existing practices within our school which act as a protective factor, such as offering a range of experiences across the curriculum to ensure that children identify their strengths and have a positive view of themselves.

We believe that all behaviour has a communicative function, and it is important to look at the factors underpinning the behaviour. Children who present with challenging behaviour should be viewed as vulnerable rather than challenging. Team members are expected to respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and each other, as their example has an important influence on the children. As adults, we should aim to:

- Create a positive climate with realistic expectations.
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

When teachers think empathically, and not punitively, about misbehaving students, they cultivate better relationships and help reduce discipline problems (Okonofua et al., 2015).

Rewards and Incentives:

At Rouge Bouillon we reinforce positive behaviour to develop an ethos of kindness and co-operation in a variety of ways:

- Teachers give verbal and non-verbal recognition and praise
- Teachers give House Points to recognise positive behaviours and actions
- Children are sent to other teachers to show them their good work
- Children can be sent to the Headteacher for a Headteacher Award
- We celebrate class work in class assemblies
- We send notes home to parents to share success
- We celebrate Core Value achievements in whole school assemblies and by displaying certificates on the display board near the main entrance.
- The school acknowledges all the efforts and achievements of children, both in and out of school.

Conflict Resolution and Restoration:

As a Trauma Informed School, Rouge Bouillon have adopted the PACE (playfulness, acceptance, curiosity and empathy) approach to focus on emotional connection over immediate, rigid behavioural control to help children regulate and feel secure. Many children who have experienced trauma do not feel they deserve care, attention and feel ashamed or guilty. Children who have experienced trauma will tend to respond to authority differently. This is partly because

they have learned that the world is not a safe place and that people cannot be trusted or can be over familiar. When a child feels unsafe, it is not possible for them to learn.

- **Playfulness:** light-hearted and reassuring manner. Open, calm and engaged attitude. It allows the child to relax, making them less defensive and more reflective.
- **Acceptance:** Unconditional acceptance of thoughts, feelings and struggles. This is achieved by normalising emotions and providing affirmations.
- **Curiosity:** Support development of self-awareness so that the child can identify reasons behind their own actions.
- **Empathy:** Show compassion, by being present in the moment to understand experiences as the child does.

As the child begins to become regulated, there may be secondary behaviours. The secondary behaviours must be ignored. If you pursue the behaviour in the moment the original issue will be lost. Follow up on secondary behaviours at an alternative time. We are not asking for these to be forgiven BUT do forgive them at that moment in time. When the child is regulated, a restorative conversation can then take place. The use of the ‘What happened boards’ which uses widgets to help children convey the events, thoughts and feelings can also be used during the conversation. The three-part conversation can take place with one of the Behaviour Team or SLT (as necessary) and will include, but not be limited to, the following restorative language:

INCIDENT What happened?	IMPACT Who has been affected?	RESOLUTION How can we move forwards
What happened next?	Who else had been affected?	Do you agree with that?
What has brought us here today?	How have others been affected?	What do you need to move on from this?
What were your thoughts at the time?	How do you feel now?	Are you OK with that?
What were you thinking?	Can you tell us more about X?	What will help you to move on from this?
What do you think about it now?	Has anyone else been affected by this?	Anything else to add?
How were you feeling?	Anything else to add?	What will it look like when it's done?
After that happened, what happened next?	If there was, how were they left feeling?	If you can't do that, what can you do?
What else?	Was anyone else involved?	What do you think about what has been suggested?
At that point what were you thinking/feeling?	What has been the hardest thing for you?	How does that leave you feeling?
What was in your head?	Anyone else?	When will it be done?
What was happening before?	How have you been affected?	What would that look like?
Can you tell us more about X?		Can you tell us more about X?
Can you tell us more about the issues that have brought us here today?		What else needs to happen?
And then?		

Responding to Behaviours:

The school employs several strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ a pragmatic approach to each individual situation, increasingly doing so in reference to children's rights through the Rights Respecting Schools initiative.

At the beginning of the year the class teacher discusses the school rules and expectations with their class. In addition, each class creates its own charter, which is agreed at the beginning of the Autumn term and displayed on the wall of the classroom. During the settling-in and transition periods the class teachers undertake a variety of relational building activities and tasks with the children. Teachers participate in rigorous hand-over meetings to ensure that they are consistent in approaches that meet the needs of the children in their class.

We expect children to listen carefully to instructions in lessons. If the 'connecting before correcting' approach has not worked, they may be asked to move to a place nearer the teacher, or to sit on their own. Additional support may be sought to support the individual, including reflection time, brain breaks, exercise or connection. We expect children to try their best in all activities.

If a child is disruptive in class and the 'connecting before correcting' PACE approach within the class has not worked, then the child will be offered reflection time, followed by a restorative conversation to repair the relationship. Please see the 'follow up actions/ consequences for negative behaviour' document for a breakdown of the behaviour type and follow up actions.

If a child's behaviour endangers the safety of others, the class teacher stops the activity and either removes the class or the child. If a child threatens, hurts or bullies another pupil, the class teacher will take appropriate action and inform the Headteacher, Deputy-Headteacher or another member of the Senior Leadership Team. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child. This behaviour will be logged onto SIMs by the class teacher.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and inform parents. Incidences of bullying must be reported to the Senior Leadership Team.

All members of staff are aware of the regulations regarding the use of force. Adults are discouraged from restraining pupils unless they have received appropriate Maybo 'Safer Handling' training. Restraint is to be considered a last option and should only be used to prevent injury to a child or adult. Staff are expected to use their communication skills to de-escalate situations 'connecting before correcting' and come to a positive solution. In extreme circumstances a member of the Senior Management Team or Behaviour Team should be called for support.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school ethos and expectations are consistently enforced in their class and that their class behaves in a responsible, safe manner

during lesson time and meets school expectations. Teachers and support staff are encouraged to be proactive in upskilling children with strategies to manage their emotions and challenging social situations. If challenging behaviour occurs, teachers should always refer to the act of behaviour, rather than making personal judgements about the child. Time should be given for a calming down period, if needed. If appropriate, some down time out of the class in safe spaces around school may be needed and a safe trusted adult may also be present.

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There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation. ”

(Bruce Perry, PhD, MD,
researcher & child psychiatrist)

Where pupils are out of class for longer periods of time to allow a period of re-adjustment, class teachers are expected to provide independent activities.

Teachers log playground incidents on SIMS and inform relevant staff. In the first instance, the class teacher deals with incidents him/herself using the ‘connecting before correcting’ approach. A class teacher may also refer a child for Wellbeing or Nurture group support. Each referral will be treated on its own merit.

The class teacher can also seek help and advice from the Special Educational Needs Co-ordinator (SENCO) to consider the need for a Consistent Management Plan. Additionally, support may be sought from the Trauma Informed Behaviour Support Team (TIBS) in conjunction with the SENCO. If appropriate children can be referred to the island’s Social Emotional Mental Health Inclusion Team (SEMHit) for further risk assessments and safer handling plans.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher should also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that the school has a current policy and procedures for supporting children with emotional and behavioural difficulties in a positive manner. They also ensure policy is regularly reviewed and monitored and that staff, parents and children know who to contact over issues of bullying and behaviour.

The headteacher can act as an arbitrator in situations where parents are not happy with the measures taken by class teachers, or to reinforce the message given by teachers to children.

The headteacher has the power to exclude a pupil from school by following the authority guidelines on exclusion. Should this occur, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Director of Education or his representative. The school informs the parents how to make any such appeal. The headteacher informs the nominated person in CYPES about any fixed-term exclusions and records are entered into SIMS.

The Role of the Parent/ Guardian

The school works collaboratively with parents, so children receive consistent messages, and we can work towards the long-term improvement of any negative behaviours. School behaviour expectations are explained in the materials provided to parents on enrolment and are available on our website, and we expect parents to read these and support them. We strive to build a supportive dialogue between the home and the school and inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a Deputy-headteacher or the Headteacher.

Monitoring and Evaluation:

This policy will be reviewed annually by the Senior Leadership Team, with input from staff, pupils, and parents. Behaviour data, pupil, and incident reports will be analysed to monitor impact and identify areas for improvement.

Additional and supportive resources:

1. Connecting before correcting – PACE approach.
2. Follow up actions/ consequences for negative behaviour protocol.
3. Level of behaviours
4. Restorative conversation prompt resource.