Relational Policy

School update	
Responsible for review of policy	Deputy Head Pastoral
Last school update	October 2026
Governor Sub-Committee approval	
Sub Committee to review and approve	Pastoral
Review Period	Annual
Next Sub-committee review	November 2027
Related policies	Safeguarding Online Safety Staff Code of Conduct Educational Trips Rewards & Consequences Anti-bullying including cyber bullying Exclusion and required removal Alcohol, Tobacco & Vaping Anti-racism Substance Abuse and drug education Inclusion Attendance Accessibility

Uploaded to Staff Shared	November 2026
Uploaded to Website	November 2026

Introduction

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

We are a values led school and our school values of Kindness, Courage, Integrity, Perseverance, Ambition and Inclusivity are at the heart of all our expectations for all members of our school community.

The RMS Relational policy is based on strong relationships within a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Parental engagement and involvement is crucial.

This Policy also highlights the importance of providing emotional support for staff, pupils and parents/carers in order to help manage stress and secondary trauma.

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

'Schools should have rules with consequences for breaking them'. DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, last updated January 2022)

This policy applies to all pupils whether under or over 18 years of age.

Please see the appendices at the end of this policy as to how the approaches and processes work in the different settings of the school:
Appendix 1 - Ruspini
Appendix 2 - Cadogan
Appendix 3 - Senior/Sixth

Aims and Purpose of this Relational Policy

A Relational Policy is in place to promote a move away from traditional behaviour management approaches, which place an emphasis on rewards and consequences linked to behaviour, towards a more relational and universal approach, which is inclusive for all, and can benefit the whole school community. This policy incorporates Attachment Aware principles and ensures that this Relational Policy translates into whole school practice. It acknowledges the responsibility held by the Headteacher for looking after the well-being of all members of the school community.

Key premises of our approach;

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social

Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first. The RMS ethos promotes strong relationships between staff, pupils and their parents/carers. Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines, consequences or structure, but rather creating an educational environment that helps pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to self-regulate, pupils (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupils. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

It is everyone's responsibility. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all –e.g. staff retention, pupils attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).

RMS is an accredited Attachment Aware School, an Emotional Coaching Organisation and more recently THRIVE is being systematically introduced to the school community through a planned phased approach.

Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers.

What Emotion Coaching means in practice
(how co-regulation works)

Step 1: Tuning in, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Connect and normalise. (It's ok to feel like this. I have felt like this when....).

Step 3: Validating the feelings and labelling. ('This is what is happening, this is what you're feeling').

Step 4 (if needed): Setting limits on behaviour. 'We can't always get what we want'.

Step 5: Problem-solving with the child/young person ('We can sort this out')

RMS advocates an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Thus, staff at RMS look beyond the often challenging behaviours displayed by pupils and question what emotions might be driving these behaviours. Only when pupils feel a sense of being heard, understood, and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

RMS promotes a positive approach of noticing pupils behaving well/ doing the right thing. Staff are specific and descriptive when praising, (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback). A whole school approach ensures that all members of staff are responsible for supporting the behaviour of pupils across the school. Attachment/ building relationships is everybody's business.

When supporting pupils with managing their emotions, RMS staff are realistic and don't expect immediate results or returns. A pupil might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued. It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

1. Legislation and statutory requirements

RMS is aware of suggested advice from the Department for Education (DfE) on: Behaviour and discipline in schools, Searching, screening and confiscation at school, The Equality Act 2010, Keeping Children Safe in Education, use of reasonable force in schools,

Supporting pupils with medical conditions at school. 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.

2. Definitions

There are times when pupils find it difficult to regulate their behaviour and this will be different for each pupil, however dysregulation by pupils can disrupt learning. The range of behaviours presented by pupils can include;

- Physical and verbal aggression, directed at pupils or staff.
- Self-injury
- Physical assault, this can include sexual assault.
- 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
- Compromising their own safety and that of others.
- Any form of bullying
- Damaging property
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapon
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - 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 pupils)

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person 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

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:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based 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.
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.

Bullying can be between children, between adults and children and between adults.

Child-on-child abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, this School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Although behaviourist approaches can work for some children & young people (pupils), they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs)–traumatic life experiences that occur before the age of 18. For pupils who have experienced trauma and loss, including vulnerable groups (such as children in care), children at the edge of the care system, and children previously in care), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. By contrast RMS works with the pupil, their family and supporting external agencies to explore alternative ways of empowering pupils experiencing these additional challenge to thrive

4. Roles and responsibilities

4.1 The governing board

The Pastoral Board of Governors is responsible for reviewing and approving this policy and monitoring the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Heads of Schools and the Deputy Head Pastoral, governors. Governors will also approve this policy.

The Head of each school section will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the Relational behaviour policy
- Understanding that behaviour is a form of communication
- Modelling positive behaviour
- Using Emotional Coaching strategies with pupils
- Providing a personalised approach for pupils based on the principles of the Relational Behaviour policy
- Recording behaviour incidents through CPOMS and/or iSAMS as appropriate

The senior leadership team will support staff as required

.

4.4 Parents

- Parents are expected to:
- Support their child.
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any behavioural concerns with the class teacher, teacher or Head of Year promptly.
- Support RMS in its ethos and approach
- Understand that giving consequences to a child is not always the best approach or the first actions to be taken
- Understand that a relational approach is not a 'soft' approach. RMS retains high expectations of pupils in terms of behaviour but the strategy to achieve this is non-confrontational

4.5. Pupils code of conduct

We expect all our pupils to conduct themselves at all times as best they can (See appendix) Our Relational Policy applies to all Educational Visits.

4.6. Sexual harassment, sexual violence and malicious allegations

- Zero-tolerance approach to sexual harassment and sexual violence
- RMS will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to Early Help
    - Refer to children's social care
    - Report to the police
    - The pupils is safe to be in school

Please refer to our safeguarding policies for more information.

5. 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 follow this policy.

Where a pupils makes an allegation of sexual violence or sexual harassment against another pupils and that allegation is shown to have been deliberately invented or malicious, the school will follow this policy.

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 safeguarding policies and Abuse allegations faced by a member of staff or volunteer for more information on responding to allegations of abuse against staff or other pupils.

6. Behaviour management

The school's approach is that of supporting pupils to self-regulate and/or co-regulate, but if the behaviour is causing or likely to cause injury or damage in serious instances, a pupil may need to be temporarily or permanently excluded following the DfE advice on exclusions.

Please see our Rewards & Consequences Policy and our Exclusion and Required Removal Policies.

7. Physical restraint/Intervention

Staff are trained to use de-escalation strategies with physical techniques used as a last resort, to prevent pupils from hurting themselves or others; causing disorder and damaging property. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8. Safeguarding

RMS recognises that changes in behaviour regulation may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour regulation may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policies.

9. Year transition

To ensure a smooth transition to the next year, there is a full transition programme dependent on the age and need. Staff members hold transition meetings to discuss pupils' needs and share relevant information.

11. Monitoring arrangements
This policy will be reviewed by the Pastoral Committee and Governors every year. At each review, the policy will be approved by the Governors.

Measures and Interventions

RMS offers a wide range of resources used across the school to support Mental Health and Wellbeing identification and to measure the impact of interventions. This includes:

- Accredited as an Attachment and Trauma informed school
- Smoothwall Pulse
- Wellbeing Hub
- Staff trained as MHFA

- 3 x counsellors
- ELSA
- Support through the PALS department
- Medical Centre
- Peer mentoring
- Friendship mediator
- Forest School
- Learning through play - lego, art
- Nurture group
- Social and communication group.

Appendix 1

Early Years Foundation Stage Relationships and Regulation Policy

Ruspini House's approach is based on a relational approach to positive behaviour management and is informed by demonstrating, teaching and building positive relationships using Therapeutic Thinking, Hertfordshire Steps training and The Good Morning Club strategies (Jen Foster). This policy outlines the purpose, nature and management of building positive relationships and behaviour in our school in line with this approach.

At Ruspini House we believe children are learning all the time, and as a community, we are dedicated to supporting all aspects of children's learning and development. Our approach to children's behaviour reflects this commitment to learning, our focus is on supporting children to give them the understanding and skills they need to develop self-regulation, learn, develop positive relationships and contribute to our school/setting/nursery community.

Aims

- Support children to recognise and communicate their wants and needs appropriately;
- Help children to regulate through co-regulation and supportive relationships;
- Teach children regulation strategies that they can begin to use independently;
- Promote well-being and positive mental health; and
- Create an environment that supports children's learning.

We know our youngest children are learning about themselves and others, they need support to regulate and positive relationships are an essential aspect of children's learning. The principles of the Early Years Foundation Stage, particularly Positive Relationships and Enabling Environments, have informed this policy.

We have high expectations for our children, which are firmly rooted in our knowledge of child development. This means that we base our expectations on our understanding of what children can do and the best ways for them to learn. We ensure when children are being taught in groups, the group size is appropriate and we recognise the different ways that children might position themselves to pay full attention - for example, sitting with legs out, standing close to the group or being positioned in a way that allows them to move a little. Our focus is on ensuring all children are included and enabled to engage rather than enforcing one way of demonstrating attention.

We have a few simple rules that we share with children and encourage them to advocate for themselves:

- We are kind;
- We are helpful;
- We can share; and
- We can ask for help.

Roles and responsibilities

Leadership

- We recognise that supporting co-regulation can have an impact on wellbeing, the leadership team will provide regular supervision and staff are encouraged to request supervision when needed.
- Leaders provide regular training and resources to support all staff to develop their knowledge of factors which might contribute to the behaviours that adults find challenging.

Staff

- Build positive relationships with children and families, including working with families to write an 'All About Me' for each child.
- Create an environment which supports regulation, including ensuring children have regular times to move and establishing a space that can be used when children need quiet time.
- Support children to regulate, by staying calm and close when they experience big emotions.
- Provide clear and consistent boundaries, and support children when they feel frustrated, upset or angry about these.
- Adults will not shout or belittle children, when enforcing boundaries. They will be clear and give an explanation (appropriate for the child's understanding).
- Be good role models, speaking calmly and respectfully to children and other adults. Model talking through emotions and challenges.
- Where possible, provide lots of resources to reduce the need for children to share. If there are fewer resources adults will support children and talk to them taking turns.
- Plan activities that support children to understand boundaries and give them opportunities to practise actions which can support regulation.
- Approach behaviours they find challenging with curiosity, discussing with the team and child's family when this happens and seek to understand why this might be happening.
- Work together to ensure that the adult supporting a child who is dysregulated is calm.
- Use observation frameworks (for example, ABC) to understand if a particular situation or state is associated with a child behaving in a particular way.
- If concerns continue, discuss these with the SENCO, seek advice from other professionals and implement individualised strategies.
- Adults will not threaten or use corporal punishment or any approach that could negatively impact on children's wellbeing.

Physical intervention will only be used when necessary to keep children safe. When physical intervention has been used this will be reported to the Head, Deputy Head or Senco and recorded and parents or carers will be informed (see section 3.60 or Statutory Framework for Early Years Foundation Stage).

Approaches to Unsocial Behaviours

Positive phrasing	**Examples**
Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. Initial scripts should be used first. It is often beneficial to support a positive phrase with a 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the student to comply. Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be 'put the knife down on the table'. Repetition is really important to support processing skills. Changing the instruction leads to more confusion and anxiety. Repetition gives the child more opportunity for the child to process the instruction. Adults also need to allow for take-up time. All children need time to process. Children in a heightened state of anxiety or in crisis need even more time than they usually do.	● Stand next to me ● Walking feet ● Walk with me to the library ● Put (resources) back where it belongs ● Come and have your nappy changed ● Put your knife and fork on the table ● Sit on the carpet ● Feet on the floor
Limited Choice	**Examples**
Limited choices often follow directly from positive phrases. Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think, process and consider.) This style of phrasing can hide the "unpalatable truth". The truth is there is going to be a conversation, but it's hidden behind the two choices of where to do it. Some limited choices (e.g. the drink choice) will reveal those children who are testing boundaries by consistently requesting a third option. It is no good offering children choices that aren't available. The choices offered have to be thought through so that you, the adult, are also content with either choice. It is also only a choice if both options are things that would be acceptable to the child.	● Put the (toy) on the table or in the box ● Are you going to sit on your own or with the group? ● You can sit on your bottom in front or at the back on your knees

Disempowering the Behaviour	**Examples**
Anti-social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro social behaviour as soon as it is evident. The message is anti-social behaviour is pointless, pro social behaviour is powerful. Disempowering relies on managing the audience including the adults. Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication. It is an effective strategy to empower other prosocial behaviours in the dynamic while dis empowering anti-social behaviours in any individual. We use the metaphor of providing oxygen. We want to provide oxygen to prosocial behaviour and reduce the oxygen given to antisocial behaviour.	● You can listen from there ● We will carry on when you are ready. ● You can come back to the carpet when you're ready
CALM Response Scripts	**Examples**
What we say matters. This responsive script is not the solution. It is a positive strategy to respond to behaviour on the spot. CALM stands for: 1. CONNECT with yourself and the child 2. ACKNOWLEDGE the feeling beneath the behaviour 3. Set the LIMIT 4. MOVE the behaviour forward. Limits will vary according to each child's understanding. CALM helps you set limits on some behaviours whilst accepting ALL feelings, and should be used as part of classroom management and behaviour support for unsettled behaviours, connection seeking behaviours and in the context of supportive relationships. CALM should not be used for unsafe behaviours, when a child is highly distressed or dysregulated, or as the 'sole solution' to behaviour.	C - "Come inside with me for a moment" A - "I know it's tricky to wait your turn sometimes and I could see you were in a hurry" L - "I can't let you push other children out of the way because you might hurt someone" M - "There is enough snacks for everyone. There's no need to worry" Thoughtful use of language which appears to involve the children in decisions: ● I noticed …. / I saw …. / I could see how ….. ● Tell me more/what made you do that?/How does it feel?

Appendix 2

Cadogan House - procedures

Pupils-centered graduated response to supporting children's needs:

- Developing Relationships
- Responding and Calming
- Repairing and Restoring



Visual: Devon County Council (2023). Guide to developing relational practice and policy. Devon County Council.

Developing Relationships:
Cadogan House understands that all pupils need to build relationships to enable them to feel safe and secure, and develop a sense of belonging in school. Relational support is delivered in the form of: Protection, Connection, Understanding, and Care. Consideration is given to ensure SEND pupils and those with wider needs have been recognised and supported with reasonable adjustments to enable opportunities to access learning. To promote their authentic selves all pupils will complete pupils passports; these enable the establishment and development of meaningful connections. Form times and Life Skills sessions promote and encourage a sense of belonging and security.

Pro-social behaviour:
A sense of belonging and connection are important components of healthy human development.

'In all moments, we are gently shaping one another's experiences as we find stability and balance with others… We all need a safe, trusted other… we need validation and connection…'
Desautels (2024, p211)

Pro-social behaviours	Response	Responsible Individuals
Recognising positive behaviours in self and others	Staff to model authentically recognising positive pro-social behaviours. Pupils to use the staff modelling to authentically recognise pro-social behaviours in themselves and others.	Pupils and all staff
Demonstrating effort in: Learning Community building Noticing, supporting and encouraging others Working as a team Using polite language Holding doors Assisting with looking after the school environment	Authentic verbal praise: 'Thank you (pupil's name), I have noticed you…' Pupils may be awarded house points KS 1 may be awarded be awarded 'Star of the Week' KS2 may be awarded, merits, and merit badges for collective merit awards Pupils may be invited to visit the Head Teacher at the weekly 'Above and Beyond' celebration Pupils may receive awards at the end of term or year 'Celebration Assemblies'	All staff

Responding and Calming:
School adults to actively maintain relationships, manage low level disruptions and promote a calm and supportive learning environment. Pupils will be reminded about expectations and agreements, should they overstep a boundary. Ongoing relational skills training for staff to promote: maintaining calm, showing understanding, reset agreements, and provide clear instructions and guidance around expectations. Supportive action and intervention within the classroom will enable most pupils to stay within boundaries. Pupils experiencing strong emotions that lead to harmful or challenging behaviour will need adult co-regulation support to enable them to regulate or develop self-regulation strategies. Responses to a contraction in a pupils' window of tolerance, should be coordinated, clear and communicated to ensure the safety of all pupils and staff.

Curious conversations take place at an appropriate time. Should there need to be a delay in this conversation taking place this should be communicated clearly to the pupils with explanation and confirmation of when it will take place.

Repairing and Restoring:
This involves: resolving conflict, repairing harm, and supporting change. As part of the learning process, even with strong relationships, clear boundaries and good co-regulation, there will be times when conflict emerges or harm is caused. To support and encourage understanding the restorative framework is followed. Adults are trained to use, model, and explicitly teach active listening, expressing emotions and reflections clearly, and responding with understanding. The restorative framework involves: regular conversations, reflections, Form-time meetings, peer mediation, conflict resolution, as well as more formal restorative meetings, enquiries and reflection.

Staff instigated 'Curious Conversations'

These are sentence starters and should not be used prescriptively

I've noticed…
Can you help me understand…
Can you tell me about…
What happened when…
I'm wondering…

Staff Instigated 'Reflective and Restorative Conversations'

It is our ambition and expectation that conversations happen within the morning or afternoon of the incident however we recognise that this is not always possible or appropriate due to time constraints or stage of graduated approach.

Boundary or Expectation Breech	**Staff Response**	**Consequence**	**Recording**
Low level disruptions (see code of conduct)	Curious conversation within the context of the situation	Reminder in classroom of choices and expectations	Class log
Continued low level disruptions (within the lesson)	Curious conversation signposting restorative action	Reminder in classroom of choices and expectations Warning	
Continued low level disruptions (in multiple lessons)	Curious conversations fed back to form teacher via google form onto class log Reflective and restorative conversation (form teacher)	Reflective and restorative conversation with the form teacher-recorded and shared with parents	Log of reflective conversation shared with parents recorded on CPOMs

Choices that impact own and others learning (social and academic)	Curious conversation Reminder of choices and expectations	Reflective and restorative conversation with the form teacher (at an appropriate time and when the pupils is regulated)- recorded and shared with parents	CPOMS (by member of staff leading the lesson)
Continued choices that impact own and others learning (social and academic)	Curious conversation Reminder of choices and expectations	Reflective and restorative conversation with the form teacher (at an appropriate time and when the pupils is regulated)- recorded and shared with parents Restorative action agreed by form teacher and leadership team Consequence as decided by leadership team in conjunction with the form teacher and appropriate for the incident	CPOMS Share with parents

Serious physical, verbal or digital Incident between pupils or towards members of staff	Adult co regulation support Curious conversation with member of the leadership team including the form teacher where appropriate Reflection planning meeting for staff involved in the incident	Reflective and restorative conversation with member of leadership team and appropriate restorative action agreed with leadership team in line with Anti bullying and Safeguarding policies Consequence as decided by leadership team and appropriate for the incident	CPOMS Telephone call to Parents with following meeting if appropriate Therapeutic plan put in place where needed
Continued physical, verbal or digital	Adult co regulation support	Reflective and restorative	CPOMS Meeting with

Incidents between pupils	Curious conversation with member of the leadership team including the form teacher where appropriate Reflection planning meeting for staff involved in the incident	conversation with member of leadership team and appropriate restorative action agreed with leadership team in line with Anti bullying and Safeguarding policies Consequence as decided by leadership team and appropriate for the incident	Parents Therapeutic Plan Notification to Head of RMS/ DSL
Racial Incident with intent	Curious conversation with member of the leadership team including the form teacher where appropriate Reflection planning meeting for staff involved in the incident	Reflective and restorative conversation with Head of Cadogan House and appropriate consequence In line with Safeguarding policy	CPOMS Meet with Parents Notification to Head of RMS/ DSL

Consequences may be given following discussion with the leadership team and the form teacher where appropriate. Consequences are proportionate to the incident and the individual pupils. Examples given below are not hierarchical and may be given in conjunction with each other and the reflective and restorative conversations.

Examples of Consequence:
Time apart from peers engaging in an alternative activity at break or lunch
Monitoring form shared with parents
Internal Exclusion (completing classwork away from the rest of the class) for a fixed period of time
Additional monitoring
Removal of privileges
Completion of lost learning (at home or during the school day)
Exclusion
Required Removal

Appendix 3

Senior and Sixth - Relational management of incidents

Please see Appendices 4-7 for Calming Scripts suggestions, our Code of Conduct, School Rules and RMS Diamond

Matters that ordinarily do not require a relational approach. These include but are not limited to:

- Uniform*
- Lack of equipment
- Chewing gum
- Lateness

*please bear in mind that sometimes, a minority of students will struggle with an item of uniform.

We continue to follow the existing RMS Diamond (Appendix 7). However, when staff discuss with pupils, they use a relational approach - kindness and understanding; authoritative but not authoritarian.

Matters that could require a relational approach, examples include

- Rudeness
- Low-level disruption learning
- Serious disruption to learning
- Lack of homework
- Bullying - in-person and online
- Serious misconduct e.g. truanting, vandalism, theft, vaping, online behaviours including use of AI

When incidents occur, we utilise the emotional coaching strategies and phrasing of conversations but consequences can and will still apply. See Appendix 4 for calming phrases to use.

We recognise that pupils have different needs and, therefore, need different strategies. Broadly speaking we have three tiers of pupils and we recognise that pupils may move between the tiers as they move through the school.

Tier 1 (Universal) pupils:
Strategies to support include:

- Emotion Coaching to enable building relations embedded in every classroom e.g:
- Meet and Greet at the lesson door
- Predictable routines
- Clear expectations
- Consistent application of policy Co-regulation

- Restorative frameworks, conversations and mediation
- Life Skills lessons
- Whole staff training
- Staff Supervision/ support for staff wellbeing
- Therapy Dogs

Tier 2 pupils - targeted pupils

- Strategies to support include Tier 1 but in addition:
- ELSA support and intervention
- Social and communication group work to develop emotional awareness and regulation
- Reduced/adapted TT
- Counsellor provision
- Mentors
- Red Card
- Quiet Dining Room
- PALS
- PALS garden

Tier 3 pupils - specialist

Strategies to support include Tier 1 and Tier 2 but in addition:

- Individual relational support plans
- Referral to external support for advice, guidance
- CAMHS

Staff Instigated 'Reflective and Restorative Conversations'

It is our ambition and expectation that conversations happen as soon as possible, however we recognise that this is not always possible or appropriate due to time constraints or sometimes it is more appropriate to have conversations at a later stage.

Boundary or Expectation Breech	**Staff Response**	**Consequence**	**Recording**
Low level disruptions (see code of conduct)	Conversation within the context of the situation	Reminder in classroom of choices and expectations	iSAMS
Continued low level disruptions (within the lesson)	Curious conversation signposting restorative action	Reminder in classroom of choices and expectations	

		Gamma	
Continued low level disruptions (in multiple lessons)	Tutor informed by conversations via iSAMS Reflective and restorative conversation with tutor.	Reflective and restorative conversation with the tutor - recorded and shared with parents -3 gamma	iSAMS Parents informed of conversations and consequence - note this on CPOMS
Choices that impact own and others learning (social and academic) including online and AI	Conversation Reminder of choices and expectations	Reflective and restorative conversation with the teacher (at an appropriate time and when the pupils is regulated)- recorded and shared with parents	iSAMS CPOMS by teacher
Continued choices that impact own and others learning (social and academic) including online and AI	Conversation Reminder of choices and expectations	Reflective and restorative conversation with the tutor (at an appropriate time and when the pupils is regulated)- recorded and shared with parents Restorative action agreed by tutor and leadership team Consequence as decided by HOY/DHP and appropriate for the incident	iSAMS CPOMS Share with parents

Serious physical, verbal or digital Incident or alcohol, vapes, drugs related	Adult co regulation support as necessary Conversation with HOY and/or DHP HOY/DHP to reflect and learn from incident	Reflective and restorative conversation HOY/DHP and appropriate restorative action in line with Anti bullying and Safeguarding policies	iSAMS CPOMS Statutory logs Call to parents with following meeting if appropriate Therapeutic plan put in place where needed

		Consequence as decided by HOY/DHP and appropriate for the incident e.g. afterschool DT, internal exclusion, external exclusion	
Continued physical, verbal or digital incidents or alcohol, vapes, drugs related	As above. Involvement of Head as appropriate	Reflective and restorative conversation inline with Anti bullying and Safeguarding policies Consequence as decided by Head/DHP	iSAMS CPOMS Statutory logs Meeting with Parents Therapeutic Plan
Racial Incident with intent	Conversation with member of the leadership team including the form teacher where appropriate Reflection planning meeting for staff involved in the incident	Reflective and restorative conversation with Head of Cadogan House and appropriate consequence In line with Safeguarding policy	iSAMS CPOMS Statutory logs Meet with Parents

Consequences may be given following discussion with HOY/DHP/head and tutor where appropriate. Consequences are proportionate to the incident and the individual pupils taking into account contextual matters - age, neurodiversity, prior issues. See examples in RMS Diamond - Appendix 7.

Appendix 4 - Senior Calming Scripts prompts for staff

If you've ever escalated a situation instead of de-escalating it…
If you've ever snapped and then gone home in a guilt spiral…
If you've ever felt like you *should* know what to say—but didn't…

Please remember this:
You are not a bad teacher.
You are not broken.
You are human

These scripts won't fix everything. But they *will* give you a calmer starting point—and that starting point is often what makes all the difference.

So choose two or three. Practice them in low-stakes moments. Let them become part of your muscle memory.

Because you *can* lead with calm.
You *can* hold your ground without losing your values or RMS Values
And you *can* become the kind of teacher who handles defiance without drama.

20 Calm Scripts to try

You don't need all of these memorised. Just choose a couple that feel natural, write them on a sticky note, and practice them when the stakes are low.

Remember to use a calm tone when using these phrases

Remember if you say you are going to check back in a little while or continue the conversation at a later point, you must ensure that this happens. Pupils needs to know the subject/topic/incident is paused not over or forgotten

Here's your toolkit:

🟡 *"Let's take a moment. We'll try that again."*
"I'll come back in two minutes so we can reset."
"I can see you're not ready to talk. I'll return shortly."
"I'm not here to argue. I'll check back in five."
"Let's pick this up again when we're both calm."
"Here's why this matters right now…"
"You've got two choices. Either works for me."
"Let's try saying that again."
"Take a second. I'll check back soon."
"You can feel frustrated, that's okay—but I still need you to [insert instruction]."
"You're not in trouble. We just need to figure this out."
"Help me understand what's going on for you right now."
"We'll talk more when things are calm."
"Whoa—let's pause. I'll come back in a minute."
🟡 *"Let's put this chat on pause. I'll return in five."*

🟡 *“You’ve got some choices. I’ll be back shortly.”*
“I’ll pop back in a minute. I expect us both to be ready to chat.”
“Right now I expect you to [insert clear instruction].”
“Let’s try again with a bit more respect.”
🟡 *“We’ll continue this when we’re both ready.*

Appendix 5

Code of Conduct

Be Kind

Treat others as you would like to be treated.
Tell an adult if something is wrong. There is zero tolerance of bullying at RMS.
Be polite, behave sensibly and co-operatively.
Listen carefully to each other as well as to teachers.
Respect others, their property and everything in our school.
Remember you are responsible for your own actions and words so think before you act.
Be a good sport, happy for other people's achievements whilst not gloating over your own.
Cheer for everyone.

Be Inclusive

Always think about others and include everyone in your activities.
Respect diversity and other peoples' differences.

Be Ambitious

Always try your hardest and make the most of every moment and opportunity.
Take pride in everything you do and say.

Persevere

Tackle challenges and setbacks with vigour.
Take ownership of your persona development and academic learning.

Be Courageous

Embrace change and new opportunities.
Share your worries with someone you trust.

Have Integrity

Spread happiness, not rumours.
Adopt the British values of democracy, individual liberty, mutual tolerance and freedom of speech.
Take pride in your appearance and adhere to the uniform policy.

Appendix 6

SCHOOL RULES
Senior Department

The School Day

The school day is between 8.25 and 4.00pm. Day pupils arriving before 8am should go to Devonshire House.

- pupils should be in their Form Rooms by 8.20am.
- Only Sixth Form boarders may remain in their House during afternoon lesson time.
- All pupils should be in classrooms ready for afternoon registration before 2.00pm.

Movement around the School

- pupils should walk on the left hand side of corridors and not obstruct people coming in the opposite direction. pupils should not sit on floors in corridors.
- The Dining Hall and Chapel are not shortcuts.
- pupils crossing the Garth must keep to the paths.
- No pupils may use the Kitchen Corridor
- pupils should observe silence when going to and from assembly

Kit

Games kit must be kept either in lockers in the Sports Hall or in the House cloakroom and collected on the way to the Sports Hall. Items left lying about may be confiscated and must be reclaimed within 2 weeks from the Day House, Devonshire.

The blue bins are for short term use only. Items left over Exeat/half-term/end of term holidays will be removed and disposed of.

pupils are provided with lockers in or near their form rooms. All books, school equipment and personal property must be kept in them.

Prohibited items:
pupils are not allowed:
Knives/weapons
Alcohol
Illegal substances
Pornographic material
Vapes
Stolen items
Fireworks
Tobacco, including papers/cigarettes

Money and valuables should be kept on the person or locked in a locker.

- Y7-11 Mobile phones or other personal devices must be switched off and placed in your Yondr pouch. Y12/13 phones are only to be used in the 6th form centre.

Appendix 7 - Alpha and Gamma Diamond

