

ROMAN WAY ACADEMY



Positive Behaviour Policy (January 2024)

Rationale

This policy reflects and incorporates the views of members of the Roman Way Academy community, including children, teaching staff, support staff, MSAs, parents and governors.

We believe that all our children have the right to learn and all our staff have a right to teach. Our behaviour policy guides staff to create a calm, well organised, positive learning environment where staff hold high expectations and pupils have high aspirations. It echoes our core values, **Ready, Respectful and Safe**, with a heavy emphasis on respectful behaviour, a partnership approach to promoting prosocial opportunities, managing poor conduct and intervening to support learners and staff.

Aims of our Policy:

- To build a community of positive behaviour for learning, for community and for life, where expectations are clear and achievable
- To enable children to develop a sense of self-worth, self-discipline and respect for others
- To provide a positive, inclusive environment in which children and staff feel safe, secure, cared for and valued
- To ensure that our children are **Ready, Respectful and Safe** through consistent use of language from all
- To ensure children feel successful and understood through regular praise, feedback and positive encouragement
- To respond to antisocial behaviours through protective and educational consequences

Consistency in practice

All staff:

- meet and greet children as they enter classrooms;
- refer to '**Ready, Respectful, Safe**';
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of all learners;
- use non-verbal gestures/behaviour throughout every lesson;
- remain calm and give 'take up time' when going through the steps (see p7);
- follow up every incident, retain ownership and engage in reflective dialogue with learners;
- act to de-escalate situations where behaviours are not Ready, Respectful and Safe;
- prevent before sanctions.

Senior leaders:

- meet and greet learners at the start of the day;
- are a visible presence around the site and especially at transition times e.g. at the start and end of lunch;
- support staff with formulating Individual Risk Reduction Plans when required;
- regularly acknowledge and share good practice;
- use behaviour data to target policy, practice and resources;
- provide appropriate training for staff;

- facilitate meetings between staff, parents and child.

Parents/carers are expected to:

- support the school's Positive Behaviour Policy, which is shared via the website;
- discuss issues with the class teacher in the first instance;
- inform the school of any concerns or changes in family circumstances that may affect their child's well-being;
- work in partnership with school staff to discuss and plan for children's behavioural needs.

Pupils are expected to:

- be ready to learn and ready to play;
- show respect for others by being polite and caring for each other;
- behave in a safe way that is free from unkindness, bullying, violence and harm.

Recognition for being Ready, Respectful and Safe

The use of intrinsic rewards and praise in developing a positive mindset in the classroom is the key to developing positive relationships, including with those learners who are the hardest to reach.

Examples of praise include:

- smiling
- thumbs up
- verbal praise
- send to Headteacher/Senior staff member/ Subject leader for praise and special sticker/certificate
- send to other classes to share good behaviour/work
- tell parents
- send Marvellous Me badges in recognition of going above and beyond expectations and for displaying **Ready, Respectful, Safe** behaviours
- subject leader postcard home
- celebration assemblies

Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

Managing behaviour following the steps:

Creating a purposeful, safe learning environment is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. The steps in the behavioural flow chart (see p6) should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Staff will follow the steps. SLT will be called upon or informed only after the steps have been followed or when there is an immediate risk of harm to themselves or others.

The Reminder/ Redirection for low level behaviour

A reminder of the expectations for learners to be **Ready, Respectful and Safe** is delivered to the learner, using gestures or visual prompts as needed. The learner is expected to do the right thing. De-escalate where possible and take the initiative to keep things at this stage.

The clear choice

A clear verbal limited choice is delivered to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their previous good conduct to prove that they can make good choices. The consequence of not making the right choice to be '**Ready, Respectful and Safe**' is time out in the first instance and an internal referral if the behaviour continues after time out.

Child's name

I have reminded you that...

You are continuing to...

If you choose to carry on (the antisocial behaviour)... you will need to have time out.

I know you have shown before that you can... (prosocial behaviour).

Now show me that you can make the right choice, thank you.

Avoid lengthy conversations and negotiations.

Time Out - if the antisocial behaviour continues:

- The member of staff speaks to the learner discreetly and reminds them of the behaviour (antisocial) they are continuing.
- The learner is asked to reflect on their next step in a quiet place in the classroom. Give them space and time at this point.
- The learner is given a final opportunity to re-engage with the learning/follow instructions. If a child continues to disengage with their learning, arrangements will be made for them to either complete their work at a different time with supervision or have an internal referral to another classroom for the next lesson if the original antisocial behaviour has continued.

NB: If after reengaging with learning and turning to prosocial behaviours the child then repeats an anti-social behaviour remind the child of the limited choices and consequences. If antisocial behaviour continues within the same session*, they should not have a second time out. Instead, they would have an internal referral at the most logical time.

***A morning or an afternoon is considered a session in this policy.**

We do not display children's names on the board or displays for negative reasons as this is not in line with our positive approach.

Internal Referral

An internal referral is when the child needs a documented consequence following antisocial behaviour.

Classroom incidents:

The consequence will be that the child spends the next lesson completing their work in a different room. The teacher is responsible for organising which classroom, providing work and collecting the child.

A child will require an immediate internal referral in the following circumstances:

- Injury caused deliberately to others
- Damaging property deliberately

- Using prejudiced or racist language, if heard by a member of staff or reported by children and investigated to confirm accuracy and intent
- Use of offensive language or threats towards others, if heard by a member of staff or reported by children and investigated to confirm accuracy and intent
- Leaving the building without adult permission
- Other dangerous behaviours – consult SLT if unsure

When a child appears upset, angry or dysregulated, the de-escalation script must be used. Staff should be alert and aim to intervene before an incident occurs using the script. This script is also used following an incident to investigate what has happened in a non-threatening way.

De-escalation script

- *Child's name*
- *I can see something has happened*
- *I am here to help*
- *Talk and I will listen*
- *Come with me and...*

De-escalation using non-threatening body language and being mindful of:

- Distance
- Height
- Tone of voice
- Facial expression

Out of class incidents, including transition times:

The consequence will be that the child misses the rest of that playtime plus their **next** playtime (break, lunch or Golden Time). In some cases, the consequence will continue for more than one playtime as directed by SLT.

Following any internal referral (referred from class or elsewhere), a form must be completed and given to the school office to email to parents/ carers. The form must state clearly and concisely what antisocial behaviour was displayed. Use factual language, unemotional and non-judgmental language to describe the behaviour.

Following this, the incident must be logged on CPOMs, selecting the correct categories. The parent must be spoken to as soon as practically possible. CPOMs must be updated to reflect that the conversation with parents/ carers has happened.

For child-on-child abuse incidents, teaching staff should also ensure they have spoken to the parents/carers of any child who has been hurt by another child (whether physical or emotional).

Reparation

Following an internal referral, a reparation conversation must take place. Be aware that children who are not in the 'Green Zone' may be unable to engage in logical thinking, so reparation should happen when the child is calm and ready to talk, which may be the next day in some cases.

Reparation meetings at Roman Way are a core part of repairing damage to trust between all involved. The purpose of these discussions is to deliver and plan for educational consequences to teach pupils to be **Ready, Respectful**

and Safe. The feelings of all involved must be explored in a non-judgmental manner. Remember to encourage children to name their emotions. Avoid labelling emotions for the child as this may lead to inaccurate assumptions.

Questions that may be used include:

- What happened?
- How were you feeling when...? How do you think ---- was feeling? (refer to Zones of Regulation)
- Why did you feel that way?
- How does everyone feel now?
- What can you do to put things right?
- What can you do next time? etc

Learners may then have their behaviour monitored by staff to show progress towards agreed targets. At Roman Way we make sure that this is done discreetly.

Formal Meeting

This stage will be implemented where there is cause for concern, including when a child has had three internal referrals within 7 days or when there is an unexplained or unusual escalation in anti-social behaviour.

A meeting will take place to explore the possible reasons for the anti-social behaviours, to hear parental views and to plan together for protective and educational consequences.

This may involve use of tools such as:

- Early prognosis
- Sensory profiling
- Risk calculator
- Subconscious and conscious behaviour analysis
- Anxiety mapping
- Therapeutic Tree (roots and fruits)
- Referral to external agencies
- Therapeutic plan (Risk Reduction Plan – RRP)
- Reasonable adjustments to timetabling, resources and routines

Exceptional Circumstances

Alternative educational settings may be explored as temporary, part-time or permanent arrangements in extreme circumstances where necessary in accordance with the document: [‘Suspension and Permanent Exclusion from maintained schools, academies and PRU units in England, including pupil movement \(DfE 2022\).’](#)

In exceptional circumstances restraint will be used to ensure the safety of the pupil, other pupils and staff in accordance with [‘Use of reasonable force in schools \(DfE 2013\).’](#)

Linked Policies

This policy should be viewed in conjunction with:

- Attendance Policy
- Anti-bullying and harassment policy (which includes cyber-bullying, prejudice based and discriminatory bullying)
- Equality and Diversity Policy
- Online Safety Policy
- Teaching and Learning Policy
- Child Protection Policy
- SEND Policy
- [Suspension and Permanent Exclusion from maintained schools, academies and PRU units in England, including pupil movement \(DfE 2022\)'](#)
- [Use of reasonable force in schools \(DfE 2013\)](#)

The Steps

All learners must be given 'take up time' in between steps.

