

ROMAN WAY ACADEMY



Positive Behaviour Policy (Sept 2025)

At Roman Way Academy, our vision is to nurture a community where every child is ready to learn, respectful in their actions and words, and safe to explore their potential, preparing them for success in life and learning.

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. In addition to normal school hours, this policy will be followed for off-site visits, after-school clubs and during breakfast club.

This policy should be read in conjunction with Roman Way's Behaviour Curriculum, which outlines how behaviour is taught throughout the school.

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 partnership approach to promoting valued and helpful behaviour, 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 ensure that children feel able to speak to their trusted adults about their feelings, behaviours and the behaviour of 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 unhelpful or detrimental behaviours through protective and educational consequences

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.

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 rewards and praise include:

- smiling
- thumbs up
- verbal praise
- send to Headteacher/Senior staff member/ Subject leader for praise
- 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 and the Behaviour Steps must be displayed in each learning space and referred to in conversations around conduct.

Managing low-level, disruptive behaviour following the Behaviour Steps:

Low-level behaviour in lesson time can include fidgeting with resources, calling out, chatting, interrupting the teacher, getting out of their seat, running or shoving past someone, shouting in the corridor, not following simple instructions, rocking on the chair, distracting the learning of others etc.

Low-level behaviour outside of the classroom can include being unsafe on equipment, tagging children too roughly, not listening to staff, their friends or lunchtime buddies, picking up stones or sticks, throwing equipment unsafely etc.

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 Behaviour Steps (see p8) should always be followed using an assertive, but caring tone, taking individual needs into account where necessary. Praise the behaviour you want to see.

We do not shout. A raised tone is used when necessary to alert children and keep them safe.

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.

Staff will follow the Behaviour Steps. SLT will be called upon or informed only after the Behaviour Steps have been followed or when a child is in crisis (See section below: Managing and responding to crisis behaviours).

The Behaviour Steps

Redirection

A **redirection** is a non-verbal cue such as a look or gesture or could be a verbal cue to refocus on learning.

Reminder

The child is given a **reminder** of **Ready, Respectful and Safe**. The learner is expected to do the right thing. De-escalate where possible and take the initiative to keep things at this stage.

Choice

A clear verbal **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 unhelpful or detrimental behaviour)... you will need to have time out.

I know you have shown before that you can... (helpful or valued behaviour).

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

Give the child time to process this. Avoid lengthy conversations and negotiations.

Time Out

- The member of staff speaks to the learner discreetly and reminds them of the behaviour (unhelpful or detrimental) 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 length of time will be chosen based on the child's needs and age.
- The learner is given a final opportunity to re-engage by rejoining their group with a reminder of the expected behaviour.

NB: If unhelpful or detrimental behaviour continues within the same classroom session*, they should not have a second time out. Instead, an **Internal Referral** should happen at the most logical time – see section below.

During playtimes, the child should be put back into **Time Out** if their unhelpful or detrimental behaviour continues.

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

Internal Referral

If the child's unhelpful or detrimental behaviour continues after **Time Out**, 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.

An Internal Referral is when the child spends time in another classroom.

In EYFS, the consequence will be that the child spends an appropriate amount of time away from other children. This may be within the child's classroom or in an alternative classroom.

In KS1 & KS2, the consequence will be that the child spends 30 mins completing their work in a different room. The length of time may be varied in consultation with SLT. The child's teacher is responsible for organising which classroom, providing work and collecting the child.

When a child has an Internal Referral, a Behaviour Update must be sent home. The behaviour must be logged on CPOMs.

Reparation

Following an **Internal Referral** or child-on-child abuse, a reparation conversation must take place.

For child-on-child abuse, **Reparation** must take place with both the victim/s and the perpetrator/s.

At Roman Way, we teach children to use Zones of Regulation to help them recognise their emotions. Children are supported to choose strategies to help them to self-regulate. We encourage children to develop their emotional vocabulary using Zones of Regulation as a starting point. During **Reparation**, we encourage children to identify the zone/s they were in when the incident occurred. We help the child to identify strategies they could use next time to help them self-regulate and choose valued and helpful behaviours, rather than choosing detrimental or unhelpful behaviours.

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.

In the majority of cases, reparation will be led by a class adult (teacher, teaching assistant or MSA).

Managing child on child abuse (including physical or verbal)

In the following circumstances, a **Behaviour Update** is issued to inform the parent/s of the perpetrator by email:

- Deliberately hurting another child or children
- Hurting another child or children through unsafe behaviour
- 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 comments, language or threats towards others, if heard by a member of staff or reported by children and investigated to confirm accuracy and intent
- Unkind name-calling

The **Behaviour Update** must state clearly and concisely what unhelpful or detrimental behaviour was displayed. Use factual language, unemotional and non-judgmental language to describe the behaviour. Use the specific words the child used instead of general terms like 'unkind language.'

The behaviour update is filled in by hand and then handed to the office. SLT check all behaviour updates before these are then emailed to parents.

Following this, the incident must be logged on CPOMs, selecting the correct categories.

The behaviour update should be filled in and the CPOMs entry completed by the member of staff who dealt with the incident. Where this is not possible, the member of staff should ensure they have clearly communicated and agreed with another member of staff who will complete the behaviour update and/or CPOMs entry. MSAs or staff dealing with incidents involving children out of their usual class, **must** ensure they communicate to class adults.

EYFS has a different version of the Behaviour Update which includes a section on how the school is supporting the child with their behaviour due to their developmental age.

A **Behaviour Incident Slip** is sent home with the victim (in their bookbag).

All behaviour updates and behaviour slips state that: *If you wish to discuss this incident, feel free to speak to teaching staff at the end of the day once all children have been dismissed.*

When a conversation with parent/s is deemed necessary in addition to the above, staff will endeavour to speak to parent/s or carers at the earliest opportunity.

Behaviour slips are not sent home for children in Nursery. Nursery staff will speak to parents of both victims and perpetrators in person or by phone when a behaviour incident has occurred.

Reparation must take place with both the victim/s and the perpetrator/s.

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 or lunch). In some cases, the consequence will continue for more than one playtime as directed by SLT.

For a few children with special educational needs and/or disabilities (SEND) who are unable to understand certain consequences, a **Behaviour Update** is issued in line with this policy and constructive discussions with parents will be used to design a personalised approach to suit the needs of the child. An individual Risk Reduction Plan may be put in place.

Managing and responding to crisis behaviours

Staff should be alert and aim to intervene before crisis behaviour occurs. This script should be used:

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

If the child's behaviour continues to escalate, but the child is safe and in sight, give the child space and time to calm. If crisis behaviour occurs and pose risk to the child or others, contact SLT.

Crisis behaviours may include child on child abuse that is repeated and/or more severe, as well as:

- Persistent and significant, disruptive behaviour
- Self-harm behaviours
- Physical assault against a member of staff
- Physical assault against a pupil(s)
- Unsafe behaviours that put themselves or others at risk of harm
- Deliberate and significant damage to property
- Leaving the building without adult permission
- Climbing on furniture
- Threatening behaviours against pupils or staff or inciting others to engage in child-on-child abuse or crisis behaviours
- Other dangerous behaviours – consult SLT if unsure

Following all behaviour incidents, a **Behaviour Update** is issued to log the behaviour and inform parents.

Where an incident is deemed by the Headteacher to require a more serious consequence, a suspension or exclusion may be issued. – See 'Exceptional Circumstances' section below.

Formal Meeting

This stage will be implemented where there is cause for concern, including when a child has had three behaviour updates within 7 days or when there is an unexplained or unusual escalation in unhelpful or detrimental behaviour.

A meeting will take place to explore the possible reasons for the unhelpful or detrimental 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

Where unhelpful or detrimental behaviour persists over a period of time, despite formal meetings, supportive measures and the use of relevant tools as above, a suspension or exclusion may be deemed necessary by the Headteacher.

In the event of continuous behaviour concerns, senior leaders may temporarily or permanently prohibit a child or children from attending breakfast club, off-site visits and/or school clubs.

Exceptional Circumstances

Suspensions and permanent exclusions are given by the Headteacher only, in accordance with the document: [‘Suspension and Permanent Exclusion from maintained schools, academies and PRU units in England, including pupil movement \(DfE 2022\).’](#)

A suspension may be made due to continuous and significant disruption and/or unsafe or disrespectful behaviours which cause significant harm or place the child, other children or staff members at high risk. The headteacher will make the final decision as to whether an incident or incidents are deemed to be suspensible.

Following a suspension, a reintegration meeting is held with the parent/s, and the child if appropriate. This meeting is used to set targets and plan for adjustments to be made which are intended to reduce the risk of further suspensions.

If appropriate, the headteacher may decide that an internal suspension is the most appropriate consequence. This means that the child is sent to a different class for a fixed period of time. This differs from an internal referral which is for a short period of time in another class and would be decided upon by a member of staff in line with the Behaviour Steps.

Alternative educational settings may be explored as temporary, part-time or permanent arrangements in extreme circumstances where necessary.

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 Documents

This policy should be viewed in conjunction with:

- Attendance Policy
- Anti-bullying and harassment policy (which includes cyber-bullying, prejudice based and discriminatory bullying)
- Behaviour Curriculum
- 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 Behaviour Steps

Redirection

Non-verbal cue - look or gesture, or verbal cue to refocus on learning



Reminder

Reminder of Ready, Respectful and/or Safe



Choice

Clear verbal choice between two options, outlining consequence if the unhelpful or detrimental behaviour continues



Time Out

The child is given time out to reflect and be given the opportunity to change their behaviour.



Internal Referral

The child spends time in another class to complete work.
A behaviour update is sent to parents.



Reparation

A conversation happens with the child to discuss what happened and plan to avoid the behaviour being repeated.