

## The Roman Way Way

*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 document specifies our expectations for behaviour, progressing from nursery through to Year 4. These behaviours are modelled by staff and taught deliberately to ensure that children know which behaviours are valued and helpful, and which behaviours are considered to be detrimental or unhelpful.

Our Behaviour Curriculum is linked intrinsically with our school values: **Ready, Respectful and Safe** and should be read in conjunction with our [Positive Behaviour Policy](#). The behaviours listed below have been sorted under the headings of **Ready, Respectful and Safe**, however, we recognise that many of these behaviours are relevant to two or more of our three key values. Other behaviours not listed in this document may need to be taught as the need arises.

This document has been informed by the Department of Education's publication: [Behaviour in Schools](#), Feb 2024 and by relevant research: [EEF Supporting PSED in EYFS](#), [EEF Improving Behaviour in Schools](#), and [EEF Metacognition and Self-Regulated Learning](#)

**We highly value parental support and feedback in delivering this behaviour curriculum.**

### **KEY:**

**Green: Adults**

**Black – ALL CHILDREN** – These behaviours are taught from the point of entry to school i.e. Nursery or Reception.

**Blue – KS1 onwards** - These behaviours are taught in KS1 and are designed to ensure readiness for learning in KS2.

**Purple – KS2 onwards** – These behaviours are taught in KS2. Our aim is that by the end of Year 4, children will demonstrate their understanding of and their ability to follow all behaviour expectations within our Behaviour Curriculum.

**Reasonable adjustments are put in place for children with SEND who may need additional support to communicate and/or manage their sensory needs, emotions and behaviour.**

## Ready

### Behaviours we expect, teach and promote at Roman Way:

#### Adults:

- Be ready to greet the children in the morning with a smile and positive body language. Be ready so that your focus can be on the children as they arrive.
- When speaking to an individual child, get down to the child's level to speak to them if possible.
- Be **with** the children as much as possible.
- Consistently teach and model 'Ready' behaviours as listed below.

#### Children:

- Be ready for the school day by taking responsibility for hanging up your own coat and putting away your belongings.
- Follow instructions from adults (with a visual or sign if needed). Ask if you need help or if you are unsure.
- Tell adults when hungry, thirsty, in pain, hurt, upset, needing help or needing the toilet.
- Show you are ready to listen by looking at adults, staying still and being quiet.
- During group or whole class learning, raise your hand if you want to speak or ask a question. Wait until the adult is ready to listen and speak with you.
- Help tidy up. Work as a team.
- When asked, collect all belongings (from all places e.g. playground, field, classrooms, breakfast club, dining room, hall etc).
- Reflect on actions and suggest a better choice for next time.
- Think - *What helped me last time?*
- Be ready to play safely with others, showing respect for others' feelings.
- Metacognition - Know what to do when stuck (5 Bs). Think: *What helped me learn? What resources helped me?*

- Concentrate and work quietly for increasing periods of time.
- Follow teacher modelling – oral and practical.
- Be ready to join in with ‘think, pair share.’
- Bring in your reading book and record in school daily.
- Know three or more games to play with peers.
- Use the growth mindset phrase, ‘I can’t do it ... yet’.
- Know how to check your work.
- Presentation in books - Be ready to use best handwriting, use DUMTUM, cross mistakes out neatly with a ruler and in pencil.
- Work quietly in class. We work at the right noises level to help us learn.
- Know what goes in your pencil case and how to look after these items.
- Be ready to lead games independently at playtimes.
- Know how to peer mark.

## Respectful

### Behaviours we expect, teach and promote at Roman Way:

#### Adults:

- Meet and greet children at the start of the school day with a smile. Speak to the children kindly and respectfully.
- Adults should be mindful of the need to be quiet as a role model to the children and to ensure that children are listening to the teaching. At times, this will involve stopping a conversation and directing the child/ren to focus on what the adult leading the room is saying.
- Use positive and respectful language. We do not use the term ‘naughty’ to describe behaviour. We believe that all behaviour is communication and displays a need. We always describe the behaviour; we do not label the child.
- We do not shout. A raised, assertive tone may be used to alert children to dangers or to gain children’s attention.
- Demonstrate high expectations for tidiness and care of our school environment.
- Praise children who demonstrate the **Roman Way Walk**. Challenge those who do not walk in this way.
- Teach empathy and respect for all and value and celebrate differences. We value each child as a unique individual.
- Consistently teach and model ‘Respectful’ behaviours as listed below.

**Children:**

- Wait for a turn to speak or play. (Say: *Can I play please?*)
- Never talk over adults or other children who are speaking to the whole class. Be a respectful listener.
- Take care of all school equipment and our learning environment. This includes caring for books. We never doodle in or on our books. We take care to keep our books flat and in good, neat condition.
- Tidy up after self.
- Share resources with others. Be fair and give others a turn.
- Walk around the school quietly, showing respect for others who are working and learning – the **Roman Way Walk**.
- Use indoor voices.
- Try a different way - persevere, have a go, develop a growth mindset.
- Recognise and show empathy for others' feelings - happy, sad, angry, tired, excited, worried etc.
- Begin to recognise what Zones of Regulation others may be in and why.
- Say please, sorry and thank you.
- Learn how to work in a group or pair and share the workload, listen to each person and include each person.
- Respect others' personal space and boundaries (listening and stopping if someone asks you to "Stop", not hugging or touching someone without their consent, giving people space – waiting whilst they pass you).
- Pass resources to each other. We do not throw.
- Use ipads with care and respect.
- Place exercise books respectfully into trays or boxes.
- Use outdoor resources respectfully (outdoor library, outdoor classrooms).
- Handle musical instruments and resources with care.
- Look after library and reading books. Return books to the shelves or books you took them from.
- Use whispering voices in the library.
- Listen in assembly and put your hand up to speak or contribute to a discussion. Wait for your turn to speak.
- Know what it means to be a respectful audience.
- Hold the door for peers and for adults.
- Speak politely to all members of all school community.
- Clear away school dinner items away in the correct places.
- Place rubbish in the correct bins.
- In the dining hall, ask politely for what you like. Say please and thank you. Help keep the dining hall tidy.

- Take shared responsibility to keep the classroom and cloakroom tidy - ensuring resources are put away in the correct places.
- Be willing to take on jobs and additional responsibilities as the oldest children in the school including being a Buddy or Eagle. Children in these roles must consistently demonstrate our school values.
- Know how to handle a chrome book and put this away correctly.

## Safe

### Behaviours we expect, teach and promote at Roman Way:

#### Adults:

- Adults are expected to model safe behaviours as outlined below and to remind children when their behaviour is unsafe.
- Adults will ensure that children are well-supervised at all times, particularly in higher risk environments such as outdoors or during PE.
- Adults will be alert to possible risks and aim to intervene early to keep children safe.
- Praise children who demonstrate the Roman Way Walk. Challenge those who do not walk in this way.

#### Children:

- Line up in order, quietly, with hands by our side. We walk indoors, quietly with hands to self and face forwards, following the adult or child in front. This includes walking between rooms inside and between different buildings or areas of the school.
- **This is the Roman Way Walk.**
- Sit on the floor with our legs crossed (do not stick them out).
- Wash hands after using the toilet and before eating.
- Give others space e.g. on the carpet, near sink, cloakroom, dining room etc. Know when an area is busy.
- Stay seated in the dining room.
- Keep our hands in our lap when on the carpet.
- Handle school equipment with care.
- Listen to and follow rules in PE and use equipment safely.
- Listen to and follow rules and instructions when off site and stay with our adult and group.
- Listen to and follow rules and instructions during swimming.

- Use outdoor areas and equipment safely (outdoor library, school field, outdoor classrooms, woodland area).
- Always tell an adult if something online makes you feel unsafe or worried.
- Name your own feelings. Increase emotional vocabulary over time.
- Talk about our feelings about moving to a new class or school.
- Be able to name trusted adults you can speak to with any worries or concerns.
- Know how to keep safe online.
- When trusted to walk around school without an adult, walk quietly and safely.
- Know one or two strategies to return to the green zone when in the red, blue and yellow zones of regulation. We use these strategies to keep ourselves and others safe.

For children who start their education mid-year or mid Key Stage, we appreciate that behaviours from the previous year or Key stage may not have been taught or mastered upon entry into Roman Way Academy. In such cases, we will support the children to plug the gaps.