



Positive Behaviour Policy (September 2022)

Rationale

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

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 with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of our Policy:

- To build a community of positive behaviour for learning, for community, for life
- To enable children to develop a sense of self-worth and respect for others
- To provide a positive, inclusive environment in which children and staff feel safe, secure and valued
- To ensure that our children are Ready, Respectful and Safe.

These aims support the underlying beliefs that:

- Expectations are clear and achievable.
- Pupils feel cared for and valued.
- Pupils receive regular praise and positive encouragement.
- Pupils are helped to feel successful and understood.
- Pupils receive consistent messages from staff and their families and carers.

Objectives of our Policy

To provide simple, practical procedures for staff and learners that:

- Recognise and reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Encourage pupils to be **Ready, Respectful and Safe**

In order to achieve this, we have developed a sustainable, consistent approach where learners feel treated as valued individuals and respect adults and accept their authority.

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.

- Be 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.
- Always address learners who are not ready for learning, not being respectful or behaving in a way that is unsafe.
- 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.
- Be 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 Management Plans when required.
- Regularly 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 Behaviour Policy, which is shared via the website/newsletter link.
- 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.

Pupils

- Will be ready to learn and ready to play.
- Show respect for others by being polite and caring to 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

Managing behaviour

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 p7) should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Practical steps towards encouraging positive behaviour

Staff will deal with behaviour without delegating.

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 the de-escalation script. The teacher makes them aware of their behaviour and asks which rule they ignored to make the wrong choice; how can they turn this around. The learner has a choice to do the right thing. The adult conveys the expectation that the child will make the right choice – see point d below.

30 second intervention

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behavior.
- d) Walk away from the learner; allow time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

The clear choice

A clear verbal choice 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 necessary.

Scripted approaches at this stage are encouraged e.g.

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

Time Out

- The learner is asked to speak to the teacher away from others.
- Reminders are given for good choices.
- The learner is asked to reflect on their next step in a quiet place in the class room. Again, they are reminded of their previous conduct/ attitude/learning.
- 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 complete their work at a different time with supervision.
- Staff will inform parents/carers of the incident(s) and enlist their support with encouraging their children to be 'Ready, Respectful and Safe' in school.

Internal Referral

If the step above is unsuccessful and a pupil continues to be disruptive, he/she will be asked to leave the room with a member of SLT. This is an internal referral. If appropriate, they may be asked to complete their work in a different class.

Any incidences of child-on-child abuse will result in an internal referral.

Internal referral incidents which happen at break or lunchtime will result in the child missing the rest of that playtime and possibly some or all of their next break or lunchtime play depending on the severity of the incident.

Teaching staff must ensure that all internal referrals are reported to parents/carers at the end of day on the playground or by telephone and should ensure that a letter is sent home via Parentmail.

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).

In line with our CP Policy, all incidents of child-on-child abuse must be recorded on CPOMS.

Staff will always deliver sanctions calmly and with care.

Reparation

Following an internal referral, a reparation meeting must take place as soon the child is ready. Reparation meetings at Roman Way are a core part of repairing damage to trust between staff and learners, or pupil and pupil. The purpose of these meetings is to teach pupils to be **Ready, Respectful and Safe**. It is important that all members involved have an opportunity to speak. They should repair relationships while keeping the self-esteem of all parties intact. Our Reparation meetings can be verbal and/or written.

Consider the following points:

- *What happened?*
- *What was each person thinking?*
- *Who feels hurt and why?*
- *What has everyone thought since?*
- *What needs to be done to put things right?*
- *What will I do next time?*

Staff will take responsibility for leading Reparation meetings, supported by SLT when necessary.

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. 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.

Formal Meeting

This stage will be implemented where there is a cause for concern. The learner will be referred to the SLT and a meeting will take place to:

- Support and if necessary, facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate 'Individual Risk Management Plan' with the learner, teacher and parent/carer after completing a 'Roots and Fruits' and/or 'Anxiety Map' for the child (see linked documents). The plan is shared with staff and a paper copy is kept in the Supply Teacher file for that class.

- Monitor and review and mentor using the action plan over two weeks.
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.

Parental support with formulating the Individual Risk Management Plan and reinforcing the expectation that children need to be 'Ready, Respectful and Safe' in school is crucial to the success of the plan. The school will work with external agencies to support with the implementation of the Individual Risk Management Plan.

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 Documents

- Proforma for Reparation Meeting
- Proforma of Parent Mail regarding Internal Referral
- Roots and Fruits chart
- Anxiety Map
- Individual Risk Management Plan Proforma

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
- Reducing the Need for Restrictive Interventions in Schools
- [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)

Behaviour for excellent teaching and learning - Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The code of conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Should the incident involve violence to self or others then proceed to step 5 Internal Referral. In extreme circumstances the school will follow the guidelines in accordance with the document 'Exclusion from maintained schools, academies and pupil referral units in England (DfE Sept 2017).
2) Reminder	A reminder of the expectations ' Ready, Respectful, Safe ' delivered privately wherever possible. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. This may include strategies such as cooling off time (e.g. 5 minutes) and/or use of visual prompts.
3) Clear choices	Clear verbal choices delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining that the consequence will be time out (including during break time) if they continue. Refer to script and ensure take up time (dealing with secondary behaviours later).
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Avoid lengthy conversations and negotiations. Use script. Parents informed through a conversation at the end of the day/ phone call.
5) Internal Referral out of class	At this point, the learner will be referred internally to another room in the school for the remainder of the lesson. If a child has been referred for incidents not involving work, they do not take work with them. All internal referrals must be reported to parents. They must also be recorded on CPOMS if the incident involves child on child abuse or any other safeguarding concern. If necessary, school will request a meeting with parents/carers to discuss the way forward.
Internal referrals - arrangements	The child will be supervised by staff during an appropriate time to complete work and reflect on their choices of behaviour if the incident isn't work related. However, please ensure children have an activity e.g. colouring, drawing etc. to keep them engaged whilst they are reflecting on their behaviour choices. In the event of an incident taking place at play/ lunchtimes that would require an internal referral, the child will be sent to SLT for the rest of that playtime. If an incident happens at the end of a play time, the child will be sent to SLT during lunch time. At the end of the session, the child's teacher or TA must take responsibility for the child to be brought back to their class. Wherever possible the restorative meeting will take place at this point. Details of the incident and restorative meeting are recorded and a letter is sent home via Parentmail.
6) Reparation	A restorative meeting should take place with the relevant member of staff at an appropriate time so that the learner does not miss out on the next learning opportunity. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process with a formal meeting with parents/carers.
7) Formal Meeting	A meeting with the teacher, learner, SLT and parents/ carers will be recorded with agreed targets that will be monitored over the course of two weeks. In extreme circumstances the school will follow the guidelines in accordance with the document ' Suspension and Permanent Exclusion from maintained schools, academies and PRU units in England, including pupil movement (DfE 2022). '

The Steps

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

