



Positive Behaviour Policy (September 2021)

Rationale

This policy reflects and incorporates the views of members of the Roman Way Academy community, including – teaching staff, support staff, MSA's, 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 support the underlying belief 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 when children 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.
- Follow up every time, 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 Plan
- 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

- Support the school's Behaviour Policy
- 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:

- intrinsic reward
- smiling
- thumbs up
- verbal praise
- send to Headteacher/Senior staff member for praise and special sticker/certificate
- send to other classes to share good behavior/work
- tell parents
- send Marvellous Me badges in recognition of going above and beyond expectations and for displaying **Ready, Respectful, Safe** behaviours

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 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 for low level behaviour

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered to the learner, using the de-escalation script. The teacher makes them aware of their behavior 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. This may include strategies such as cooling off time (e.g. 5 minutes)

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. The learner has a choice to do the right thing. 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

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.*
- State the behaviour that was observed and which rule/expectation/routine it contravenes.*
- Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour*
- 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*

Making better choices

- The learner is asked to speak to the teacher away from others
- Reminders are given for good choices
- 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
- Learner is given a final opportunity to re-engage with the learning/follow instructions
- 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. If necessary a behavior slip will be sent home.

Internal Referral

If the step above is unsuccessful or if a learner refuses take time out then the learner will be asked to leave the room with a member of SLT. These incidents will be recorded in the behaviour log and reported to parents/carers by telephone, meeting at the end of the day and/or through parent mail. Pupils that have been sent out due to lack of work, will be supervised to enable them to complete activities at specified times during lunchtime.

Staff will always deliver sanctions calmly and with care.

Internal referrals – arrangements

The child returns to their own class for the remainder of the session and work will be provided. Wherever possible the restorative meeting will take place as soon as possible. Details of the incident and restorative meeting may be recorded and if necessary a letter sent home via ParentMail (for emotional and/or physical incidents).

Reparation

Restoration 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 and used for emotional and/or physical incidents.

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 discretely. We do not use peg moves etc. that advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

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 'Exclusion from maintained schools, academies and pupil referral units in England (DfE September 2017)'.

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

- Behaviour proforma
- Proforma for Reparation Meeting
- Proforma for letter to parents after Time Out
- Proforma of Parent Mail Response to Internal Referral
- Roots and Fruits chart
- Anxiety Map
- Individual Risk Management Plan
- Script

Linked Policies

This policy should be viewed in conjunction with:

- Attendance and Absence Policy
- Anti-bullying policy
- Equality and Diversity Policy
- E-Safety Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEN Policy
- Restrictive Physical Intervention Policy
- Exclusion from maintained schools, academies and pupil referral units in England (DfE September 2017).'
- 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

Consistencies

- 1 **Meet and greet** at the door.
- 2 **Model** positive behaviours and build relationships.
- 3 **Plan** lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson (see section Recognition for being Ready, Respectful and Safe).
- 5 Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
- 6 Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- 8 **Never ignore** or walk past learners who are not behaving in a way that is **Ready, Respectful and Safe**

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. Deescalate 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 (for the remainder of the session) if they continue. Refer to script and ensure take up time (dealing with secondary behaviours later)
4) Time Out within class for the rest of the session	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 and/or recorded on CPOMS. If necessary, school will request a meeting with parents/carers to discuss the way forward.
Internal referrals - arrangements	The child will stay in the other room for the remainder of the session and work will be provided for them to complete unless 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 behavior 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 another classroom. 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 Arbor.
6) Reparation	A restorative meeting should take place preferably before the next session. 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	A meeting with the teacher, learner, SLT and parents/ carers will be recorded with agreed

Meeting	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 'Exclusion from maintained schools, academies and pupil referral units in England (DfE Sept 2017)
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Behaviour and learning management

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

