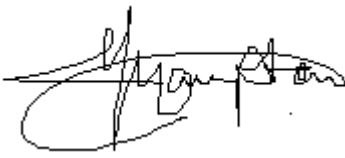




Roman Way Primary School

Positive Behaviour Approach

Issue Date	January 2024
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Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	18 th January 2024

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- Searching, screening and confiscation at school
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Everybody communicates through behaviour.

Children with challenging behaviour are sending adults the message that something is not right or that their needs are not being met. There could be many reasons for a single behaviour, such as being hungry, scared, hurt, tired, bored, sad or angry. Some children may engage in behaviour that seems destructive, because they enjoy the physical sensation (for example pulling threads from clothing).

At Roman Way, we endeavour to implement support to enable staff to meet the needs of our children prior to behaviours escalating.

Sometimes children feel unsafe, out of control or their needs are not met, so they take inappropriate action over the things they do control, like being able to kick someone. A child who has tried several times to communicate to adults about what he/she needs, but whose needs remain unmet, will often use negative behaviour as a way of sending a very loud message.

Negative behaviour is defined as:

- Non-compliance with 5 Steps to Happiness
- Not following instructions
- Disruption in lessons, in corridors, outside at break and lunchtimes
- Non-completion of classwork
- Poor attitude – including disrespect to others and/or equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical aggression towards peers or adults
- Continuous refusal to follow adult instructions
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items, these may consist of:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.1 Anti-Bullying Approach

Our schools approach to bullying is simple-we have a zero tolerance approach. We take part in the national Anti-bullying week each November which enables us to refresh our resources for the rest of the year. We have on-going messages throughout the year to remind children what to do if they experience bullying.

It is crucial that all stakeholders know and use the correct language around bullying and an 'incident', Bullying is planned and sustained and involves the misuse of power.

Pupils can report bullying to any member of staff and are regularly reminded that they can do this.

The school will actively listen to the child/children and immediately take action. The school will speak to all children involved, record what happened and share concerns with parents/Carers.

If someone is found to have bullied there will be a meeting with parents/carers and appropriate sanctions put in place. Sanctions can range from writing sorry notes to being excluded from the playground for a set time.

At Roman Way we support victims/vulnerable children by empowering them with strategies to keep themselves safe and will ensure that they are able to play happily in school by removing the bully from their environment.

At Roman Way all stakeholders are made aware of school practices around anti-bullying so messages are reinforced and practice is consistent.

We train staff and governors in preventing and handling bullying by using restorative practice.

Restorative practice encompasses a suite of principles and skills that guide the way we act in all our dealings. When teachers model these principles and skills at school, pupils pick them up; when restorative practice becomes a whole school approach, the school culture creates an environment in which pupils (and teachers) learn to reach a shared understanding and/or to respectfully disagree.

The following questions will be asked:

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking/feeling now?
- Who's been affected by what happened and how?
- What do you/they need?
- What needs to happen to make things right?

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Positive Behaviour Approach consistently
- Modelling positive behaviour
- Implementing Thrive practices
- Providing a personalised approach to the specific behavioural needs of particular pupils – differentiating the behaviour support in class, as they would learning
- Recording behaviour incidents on CPOMS in a timely manner, always the same day before leaving the building. If an incident is a safeguarding incident a DSL must also be informed immediately so appropriate action takes place.
- The Team Leaders and the Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school 5 steps to Happiness rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

6. Roman Way's 5 Steps-to-Happiness

(linked to Pupil Code of Conduct)

1. Respect each other and everyone's rights
2. Listen to each other and follow instructions responsibly
3. Be ready to learn and always try your hardest
4. Move around quietly and calmly
5. Communicate politely and respectfully at all times using good manners

7. Rewards and consequences

7.1

BE READY

BE RESPECTFUL

BE SAFE

Good Behaviour	Poor Behaviour
Verbal Praise	30 second Rule
Peg up	Peg Down 5 minutes inconvenience from playtime
Seen by Key Stage leader for a special sticker	Move to another class/change of face and seen by Key Stage Leader. 10 minutes inconvenience from playtime
Seen by Deputy Head for a special sticker	See Deputy Head/ Inclusion Manager Consequence to be decided
Seen by Headteacher for a special sticker	See Headteacher Consequence to be decided and a phone call home

Consequences to be decided using 'Roman Way's Behaviour Consequences' which therefore will be dependent on the incident – children to be spoken to and included (if appropriate) when deciding. Parents to be informed, either at the end of the day or via a phone call and staff to log incidents on CPOMs

Roman Way's Behaviour Consequences

Behaviours seen	Example	Consequence – first time
Not doing as asked the first time	Encouraging others to make the wrong choices	Inconvenience (catching the child before break/lunch)
Not trying my best	Not putting best effort into learning	
Not trying my best repeatedly	Not putting best effort into learning	5mins lost play/lunchtime
Not doing as asked the second time/repeatedly	Encouraging others to make the wrong choices	
Provoking others	Not following and instruction Making the wrong choice	
Distracting others	Making noises in class	
Being verbally unkind to others	Telling lies, name calling, rudeness	10 minutes lost play/lunchtime
Avoiding work	Avoiding work, leaving the classroom	Complete work in break/lunchtime If completed before break or lunch, 10 minutes lost play
Not respecting property	Ripping up work or damaging property	Work to be completed again at 20 minutes lost at next break/lunchtime Visit to Team Leader Parents to be informed
Using inappropriate words	Swearing	20 minutes lost at next break/lunchtime Visit to Team Leader Parents to be informed
Hurting adults	Aiming objects at adults Kicking adults	30 minutes loss of lunchtime Visit to Team Leader in the first incident Visit to SLT (DHT/Inclusion Manger) if the behaviour continues Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30 minutes loss of lunchtime Visit to Team Leader in the first incident Visit to SLT (DHT/Inclusion Manger) if the behaviour continues Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	30 minutes loss of lunchtime Visit to Headteacher Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Whole lunchtime lost Visit to Headteacher – consider further action Parents to be informed

Any physical violence against another pupil or member of staff will be escalated straight to the Headteacher (or Deputy Head in their absence) – following paperwork to be completed

- Accident form
- Antecedent, Behaviour, Consequence Chart (ABCC) form to be completed, see Appendix 3. These forms help staff to reflect on the incident (as a term and sometimes with the child) and implement strategies or support that will ensure the incident does not happen again.

Children presenting with challenging behaviour to have a Roman Way Behaviour plan with the following as the key rules to be followed.

Three key behaviour rules for them to follow:

1. Kind hands and feet
2. Kind words
3. Follow adult instructions

Reminders to be given that adults only give instructions in school for two reasons:

1. To keep children safe
2. To help children with their learning

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our child protection policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 5 steps to Happiness as well as their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting every pupil by name and paying them a compliment
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort** after staff have used best trauma informed practice – Attuning to and validating the child's feelings
- Be applied using the minimum amount of force and for the minimum amount of time possible using TeamTeach training
- Be used in a way that maintains the safety and dignity of all concerned, continuing to attune and validate
- Staff to always ensure there is another member of staff with them as a witness or to support the restraint
- Never be used as a form of punishment
- Be recorded on Physical Restrain Record form, scanned and documented on CPOMS and reported to parents
- Risk assessment to be completed following the first incident and filed in the Physical Restrain folder in the Pastoral Support Hub
- Antecedent, Behaviour, Consequence Chart (ABCC) form to be completed following any incidents to ascertain the triggers and to enable staff to recognise the signs to help avoid re-occurrence of a similar incident and to enable staff to implement necessary provisions and preventative support
- Accident forms to be completed if staff are injured
- Debrief to be undertaken with children, staff and families. As part of the debrief, SENDco to remind staff of child's specific needs and relevant outside agencies contacted.

8.2.1 Guiding

The 'caring C's approach is used for guiding and is used when restraint is not necessary but child/others/property still needs to be kept safe

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and Learning Support Assistant. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

All new members of staff are given a copy of this policy and trained in our behaviour systems as part of their induction, this includes how to use CPOMS to record behaviour incidents.

Our staff are provided with training on managing behaviour, including proper use of restraint (if appropriate), as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

12. Links with other policies

- This behaviour policy is linked to the following policies:
- Exclusions policy

Behaviour Policy

- Safeguarding policy
- SEND Policy
- SEND Information Report

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others (UNCRC Article 15,19)
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Reasonable force is used rarely and cautiously to ensure safety to both child and staff
- The behaviour policy is understood by pupils, staff and families
- The exclusions policy outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances
- This written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2: Wrap-around-care Positive Behaviour Approaches

Staff will endeavour to implement the same positive behaviour support during wrap around care however, if extreme behaviours are seen, SLT will complete a risk assessment to determine whether a child is safe to continue attending. **If, even with reasonable adjustments, school determine that they cannot keep a child safe then a decision to withdraw the place will be made.** Families will be informed and contacted regarding this. **It is important that we work with families to ensure the safety of a child but ultimately it will be the schools decision based on the risk assessment. Consideration must be given to the limits set around child to adult ratios. If additional adult support is necessary, this will be explored with families with regards to funding (where appropriate) for extra staffing.**

Appendix 3: ABCC Form – Antecedent, Behaviour, Consequence Chart Form

Date/Time	Activity	Antecedent	Behaviour	Consequence
<i>Date/Time when the behaviour occurred</i>	<i>What activity was going on when the behaviour occurred</i>	<i>What happened right before the behaviour that <u>may</u> have triggered the behaviour</i>	<i>What the behaviour looked like</i>	<i>What happened after the behaviour, or as a result of the behaviour</i>

Appendix 4: Individual Behaviour plan form**Roman Way
Behaviour Plan**

Child's Name

Year Group

Class

Rewards System:

Behaviours	Pre-emptive strategies	Adult Response	Consequence

Triggers:

-

Long Term Goal:	Short Term Goal:
Positive Reinforcement:	Home-School Communication–
Review Date:	