



Roundswell Community Primary Academy

Promoting Positive Behaviour Policy

Date Adopted:	September 2023
Author/owner:	School Community Board
Anticipated Review:	September 2024

Aims of the guidance

To create a school which is respectful, positive and safe and achieves our school aims of:

Being internationally minded citizens: enabling the children to think more critically and ethically whilst becoming more aware of their role and responsibility as a global citizen. The children will be prepared for future learning and employment, confidently mastering the skills of effective communication; informed and reflective action; critical and creative thinking; empathy; managing complexity and uncertainty; self-awareness and reflection; and co-operation and conflict resolution. They will be positive, responsible citizens in their own communities and in the wider world.

Being prepared for the 21st Century: preparing the children for life in the 21st Century, whilst showing an awareness of world issues. Children will leave RCPA having learnt how to learn, being inquisitive and possessing such skills as research, collaboration, innovation, presentation, evaluation and reflection, to help them actively make a difference and create a better world for the future. They will be equipped to succeed in the world and be able to navigate their path on a global stage. They will understand the importance of truth and fairness and will be committed to respect and show empathy for all.

Being next-stage ready: supporting the children to be ready for the next steps of their education, having been given the strong foundations to build upon, ensuring seamless transition to the next stage of their journey. They will know where their own talents and passions lie, through the provision of rich and varied, but meaningful experiences in school and will possess the skills to be independent learners. They will have the confidence to embrace their next steps through their own personal growth and development, having learnt to persevere and by being resilient. Our children are encouraged to take risks, make mistakes and are taken to the very edge of their learning.

Being aspirational: ensuring all children are given the opportunities and experiences they need to go forward to be successful in their education and future lives, enabling them to confidently achieve and fulfil their dreams and all of their aspirations in an ever challenging and changing world. They will have respect for themselves and high self-esteem. The children will understand that, by having a voice, they can make a difference to improve their lives, the local community and the wider world.

In addition, we aim that children become well-rounded citizens through actively promoting our

school values.

At RCPA, we value and nurture positive relationships and friendships. We will all feel nurtured and cared for as individuals and valued for our achievements in an environment that treats all members of our community with kindness and respect.

At RCPA, we value:

- Resilience to work hard, be determined and keep trying.
- Courage to have a go, take risks and act responsibly.
- Pride in our achievements and those of our friends and community.
- Ambition to be the best that we can be and to reach for the stars.

We achieve this through kindness, respect, nurture, friendship, care and relationships (relational practice)

At RCPA we value :



Legislation and statutory requirements

This guidance is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Use of reasonable force in schools](#)

It is also based on:

- [Guidance for Developing Relational Practice and Policy, Devon County Council](#)
- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

Roles and Responsibilities

The Senior Leadership Team are responsible for:

The Senior Leadership Team is responsible for the monitoring and implementation of this policy and of the behaviour procedures of the school.

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

The Senior Mental Health Lead, Equality Lead and SENDCo are jointly responsible for:

Overseeing the whole school approach to mental health

- Overseeing the whole school approach to equality, diversity and inclusion
- Ensuring this policy is effective at supporting pupils with mental health needs
- Ensuring that no pupil is disadvantaged due to recognised protected characteristics, including SEND.

Staff

Staff are responsible for:

- Modelling our ethos value of respect
- Demonstrating a commitment to building positive relationships with children underpinned by an understanding of relational practice
- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards

- Implementing the behaviour guidance consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Supporting each other when dealing with challenging behaviour
- Recording behaviour incidents on CPOMS

Senior leaders, Additional Needs Lead Practitioners, the Learning Mentor and PIPS trained staff will work alongside staff to support the management of challenging behaviour.

Parents

Parents are expected to:

- Demonstrate positivity and respect when communicating with school
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school to implement the behaviour guidance including where sanctions or individual behaviour support plans are in place

Pupil Code of Conduct

Our ethos values are kindness, respect, nurture, friendship, care and relationships

We create a culture of respect through a strong sense of community where everyone is valued, feels safe and is understood as an individual. We communicate positively and with kindness, celebrating successes and enjoying learning together.

At Roundswell Community Primary Academy pupils are expected to conduct themselves in way that means children can:

- **Be internationally minded citizens**
- **Be prepared for the 21st Century**
- **Be next-stage ready**
- **Be aspirational**

The simple school rules define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to follow the school rules which are as follows:

Our school rules refer to the expectations of our Non-Negotiable Ned Learning Power Puppet and state that children need to be:

- *Keeping themselves and others safe*
- *Showing respect to everyone*
- *Doing their best / tries hard*
- *Looking after property*
- *Telling the truth*
- *Listening politely to others*
- *Kind and polite*
- *Using a quiet voice*
- *Walking calmly around school*
- *Using kind hands and feet*

In addition, Communicating Claude supports our children to communicate appropriately with each other by:

- Looking at the person who is speaking
- Listening to the person speaking
- Speaking in full sentences
- Putting thumbs up to speak
- Waiting turns
- Thinking before speaking
- Ensuring that body language is respectful

Recognition

At Roundswell Community Primary Academy we recognise that behaviour is a form of communication and therefore respond to children as individuals in order to meet their needs and ensure they feel safe, secure and supported during their time at school.

Positive behaviour will be recognised through:

- verbal praise
- learning power certificates
- classroom recognition boards for learning behaviours focusing on specific behaviours
- feedback to parents-in person, via email / Tapestry, by phone, via newsletters and the website
- referring the pupil to a senior member of staff

Unacceptable Behaviour

If a child is demonstrating behaviour that does not follow the school rules, a member of staff will intervene using an appropriate strategy.

Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school
- a threat is posed to another pupil or member of the public eg online bullying
- the reputation of the school could be adversely affected

Sanctions-low level behaviour

- Reminder of the rules e.g. remember our rule about ready/respectful/safe. It may be appropriate to ask for the correct behaviour e.g. walk inside
- Warning-delivered privately where possible 'Think carefully about your next step'
- Scripted intervention (see below)
- Take up time/calming time-space within the classroom/or partner class-use a timer if appropriate so children can visualise the time. Children being asked to

go into another class should be supported to avoid shame e.g. 'Child x just needs some time/space'. 'Teacher should indicate a space and offer non-verbal cues to show the child is welcome and will be supported.' At an appropriate time, the adult should welcome the child back and discuss the incident using a restorative approach.

- EYFS-time in with an adult-sitting together with a timer.
- Referral to SLT if no change on return
- Repair and restore

The Scripted Intervention

It may be necessary to have a short interaction which should be structured using the following language using a calm and respectful tone at the child's level. This language is designed to recognise, be aware of and respond to the child's needs through attuning and validation.

- ❖ I've noticed you are (name behaviour e.g. having trouble getting started, not in the right place, fiddling with equipment)
- ❖ That is breaking our rule about being ...(ready/respectful/safe)
- ❖ A reminder of positive behaviour
- ❖ That is the behaviour I need to see today
- ❖ Thank you for listening.

When appropriate, the adult can step back to allow the child to change the behaviour to avoid a confrontation. An opportunity should be looked for to praise the child for demonstrating their changed behaviour.

Some children may require further intervention through extended time with an adult away from the classroom to regulate or have individual behaviour support plans which should be followed.

Reporting to Parents

Any sanctions should be reported to parents in an appropriate way eg at the end of the school day in person or by phone.

In the case of repeated or prolonged incidents the following strategies may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Loss of privilege such as breaktime, lunchtime or a responsibility-time will be spent with an adult

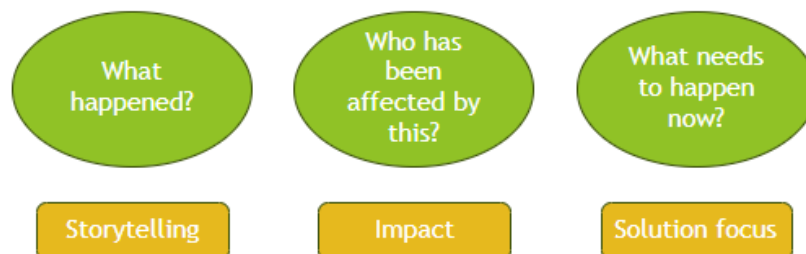
- Referral to senior leadership team to discuss behaviour and reset expectations with follow up planned for later in the day/week as appropriate
- Introduction or review of the Relational Support Plan to check the effectiveness of strategies
- If behaviour is shown that could endanger the child or others or cause serious damage to school property, a Passive Intervention and Prevention Strategy (PIPS) trained member of staff will be called to support. Other children may need to be moved to safety. In the event of a child being in immediate danger to themselves or others, any member of staff is permitted to intervene.

Passive Intervention and Prevention Strategy

- On occasions a child may become a danger to themselves or others and PIPS methods may need to be used where reasonable, proportionate and necessary. (For further details on PIPS please refer to USE OF REASONABLE FORCE POLICY / SAFE TOUCH.) Staff involved in using any PIPS method must record their actions on CPOMS, inform the SLT and parents/carers on the same day.)

The Restorative Conversation

- Following a behaviour incident, once the child is regulated, there should be a restorative conversation to encourage a child to think through their behaviour, the consequences of it (for themselves and others), and what they can do to make it better.
- Where another child has been impacted by the behaviour, the adult needs to facilitate the restorative conversation. The following structure should be used:



If a child is losing a privilege such as break time or lunchtime as a sanction, it is essential that the restorative conversation takes place in this time and the time is used to reflect and repair.

Repeated behaviour incidents

- If behaviour incidents escalate or are displayed repeatedly, the class teacher should make contact with the parent/carer to discuss and ascertain if there are any likely causes for this.
- SLT monitor CPOMS for behaviour incidents and will discuss any necessary further actions with relevant staff involved with supporting the child.
- Senior leaders will discuss cases causing serious concern and support staff involved with supporting the child and meeting with parents as needed.

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

Refer to NCSPA Anti-Bullying Policy

Additional support

The senior leadership team will work with the families of children that require more intensive support to meet the aims of the school. This may include formulating an Individual Relational Support Plan or involving outside agencies such as the Educational Psychology team or the Tarka Learning Partnership Inclusion Officer.

Serious Incidents

On rare occasions, due to a serious incident, a suspension from school may need to be put in place. The Head Teacher will then inform the parents, Devon County Council (form link) and Tarka Learning Partnership as part of the monitoring process.

The Head Teacher in consultation with the Tarka Learning Partnership Inclusion Officer has the right to/will permanently exclude in extreme cases of persistent disruptive behaviour or a single serious incident that could endanger the safety of other members of the school community.

Appendix 1: EEF Improving Behaviour in Schools Summary of Recommendations

This policy is underpinned by the Education Endowment Foundation Guidance report: Improving Behaviour in Schools, June 2019.

IMPROVING BEHAVIOUR IN SCHOOLS Summary of recommendations



The Relational Approach

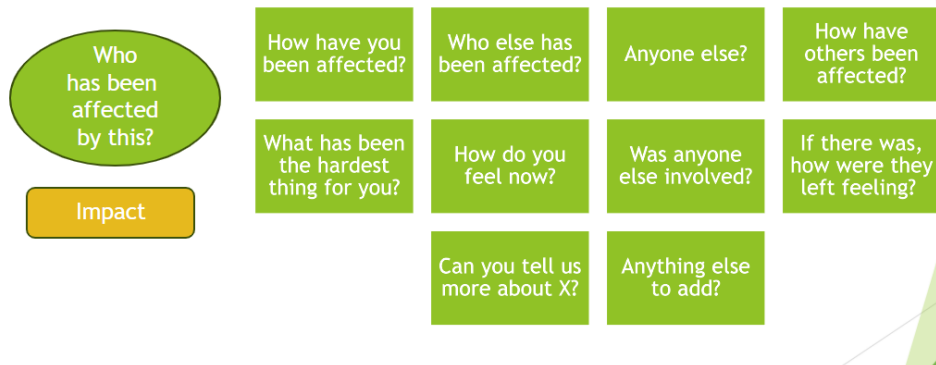


Appendix 3: The Restorative Conversation Guidance (Finnis 2021)

Bubble One:



Bubble Two:



Bubble Three:

