Romanby Primary School

Behaviour Policy

At Romanby Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through our behaviour policy, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real world".

Policy Statement
This policy is based on guidance provided by North Yorkshire Council and has included input from members of staff, representatives from the governing body, parents and carers and pupils.

Policy Scope
This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives
Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We acknowledge that members of the school community will have very different experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos. Romanby Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

We aim:
• To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
• To help children develop a sense of worth, identity and achievement
• To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
• To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

The expectations and class rules were discussed with the staff, children and Rights Respecting School Ambassadors who decided that the rules should be as followed:

- Ready
- Respectful
- Safe

Policy Links
This policy links to the following other policies we hold in school:

- Personal, Social and Health (PSHE) Policy
- Anti-bullying Policy
- Relationships and Health Education (RHE) Policy
- Equality Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy

Roles and Responsibilities
Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

The Five Pillars of Practice underpin everything we do:
1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

Teachers, Teaching Assistants and Midday Supervisors are expected to use their professional judgement and experience when dealing with incidents of inappropriate behaviour. The following outline is a guide to the order of dealing with incidents:

- Initially the individual member of staff would deal with the incident. Firstly, it should be made clear to the child that their behaviour is inappropriate.
- If the inappropriate behaviour continues or the behaviour is more severe, the teacher may refer the child to the Team Leader, Key Stage Leader or Deputy Headteacher who would then pass it on to the Headteacher if required.
- Our policy is designed to involve parents/carers at every stage, establishing a dialogue between staff and parents so that the appropriate consequences and support mechanisms can be put in place for maximum effect. Where there is a pattern of consistent low-level disruptive behaviour parents/carers will be invited into school by the class teacher to discuss how to develop strategies to resolve the issue.

Approach
Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from an adult. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another.

Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment.

We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills. We do this thorough our pastoral support and a carefully planned PSHE and RHE curriculum.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult. Working restoratively ensures that relationships are stronger, and learning is more effective.

Our consistent whole school routines support our children to understand expectations, manage anxieties, and mentally and physically prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know them. We teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines support children with their emotional development and behaviour for learning. We continuously reflect on how we support children to adapt to changes to routines and how we prepare them for changes, as this is an important life skill. Changes to routines are practiced to allow our children to learn that changes can be managed in a positive way.

At the start of the day, every child is made to feel welcome, greeted by adults and shown that they belong are liked, respected and valued. The children begin the school day with an emotional check in. This may take various forms from putting lolly sticks into pots or greeting the children as they come into the classroom. By sharing how they feel, adults in the classroom are able to identify the children who may need support and encouragement and anticipate needs for the day ahead. The adults in the classroom share how they are feeling with the children in order to share and generate a safe environment, build empathy and help the children identify why they are feeling a certain way and start to understand emotions they are feeling and why.

Children and staff are encouraged to use the emotional check in board throughout the day to demonstrate that emotions and feelings change during the day and do not stay fixed. Children are still learning about emotions and need consistent practice placing and naming the feelings they develop through modelling and understanding. The children learn to label and recognise their feelings, acknowledge their feelings and those of their peers, manage their feelings and learn what to do about them. Children are encouraged to develop their strategies for dealing with difficult situations with support, structure and modelling from staff.

We have adopted the Secrets of Success devised by Chris Quigley (see below) as a way of helping the children to learn about their behaviour, attitudes and values. Also, underpinning our approach, are the 'Rights of the Child' from the UN Convention which promotes respectful behaviour through understanding others. Following discussions with staff, governors and children we have incorporated these ideas into our whole school expectations of behaviour. We have based these expectations around the rights and responsibilities of everyone in school to be treated with respect, to have the right to learn and to have the right to stay safe.



In addition, each class develops and agrees its own Class Charter which outlines an expected code of conduct/behaviour. Rules are related to clearly observable behaviours and will be taught to pupils systematically (with reference to the Rights of the Child). Clear routines underpin the rules.

Conflict Resolution:

- Approach any conflict quickly and calmly, stopping any harmful behaviours.
- Reach out, recognising, empathising, soothing to calm. Acknowledge feelings by making simple statements. I understand how you feel, you're not alone' (e.g. 'It's really upsetting when someone tells you 'no')
- Engage in a conversation, validating the feelings and labelling. This is what is happening (e.g. 'you're kicking the wall'), this is what you're feeling (e.g. 'because you're cross')
- Gather information and make sure children talk one at a time. Information should be gathered from children separately to ensure that all have a chance to share their perspective.
- Setting limits on behaviour, 'we can't always get what we want'
- Seek to solve the problem, come up with solutions and allow children choose one together.
- End on a good note, give a compliment, a handshake. Thank the children for being honest and open or for accepting an apology from someone. Encourage sincere apologies with eye contact if this is suitable for the child.
- Be prepared to offer follow up support.

External support is sought for children who display continuous disruptive behaviour and for whom the steps set out within this policy have not been effective. Staff should always seek to understand a child's behaviour to determine whether there are additional needs that are not being met. This should be done in liaison with the SENCo where appropriate.

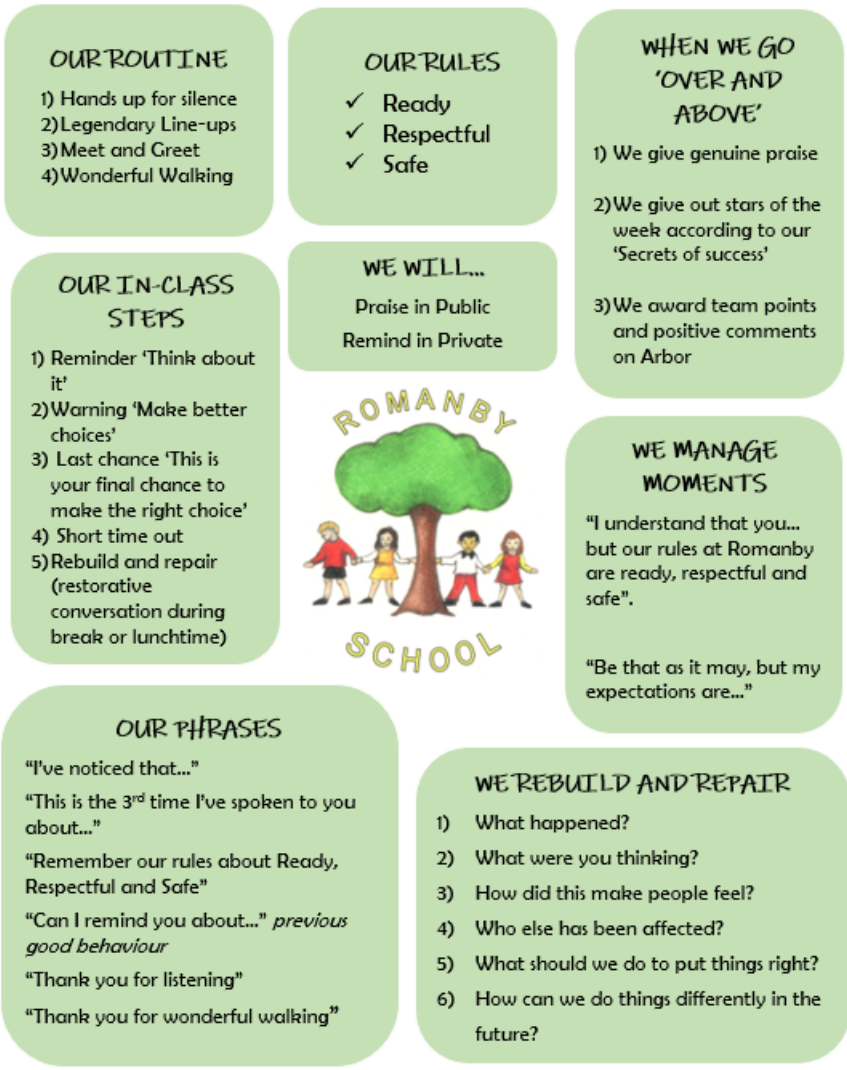
We aim to encourage positive behaviour and to actively demonstrate this to children. This may include writing positive comments on children's work and awarding stickers, giving team points which build towards receiving certificates, awarding certificates in weekly celebration assembly, Facebook page, highlighting those children receiving awards on the school newsletter, rewarding children with responsibility, and communicating with parents either face to face or through Arbor.

We always avoid speech which could lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing and can escalate situations/incidents. We recognise that a 'one size fits all' approach to natural consequences is not appropriate for our children. We consider developmental age and any additional or specific needs of the child when deciding appropriate natural consequences. For positive communication we use restorative questions. When discussing behaviours/reactions we refer to the health and safety and the impact the situation may have had on all involved and in the vicinity.

We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school. We use scripts to aid our consistency as we respond to crisis moments; as we hold restorative conversations.

Our scripted restoration approach is as follows:

- Start by recognising their feelings and showing some empathy (if necessary and relevant)
- What happened?
- How did it make ……. feel?
- How do you feel?
- How can we fix this?
- What would you do next time/differently?



Practical steps in managing and modifying poor behaviour:
Children are held responsible for their behaviour.

- Step 1: A quick and quiet **reminder** of the instruction and the expected behaviour you are looking for.
- Step 2: A clear verbal **warning** delivered privately 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 good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.
- Step 3: The learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a **final chance** to re-engage with the learning/follow instructions.
- Step 4: Learners should be given **time out** if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room.
- Step 5: Once the learner has had time to reflect, a restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to **rebuild and repair** the relationship or resolve the disruption to their learning.

We do not have set prescribed punishments for children. However, it is important to understand that children may require additional time to catch up on work or require additional intervention to reflect on any inappropriate reactions displayed when aiming to manage and communicate their feelings.

We use natural consequences to help educate the children about their behaviour. This is often best carried out immediately but when necessary, these conversations may happen sometime after an event, when the child is better regulated and able to reflect upon their behaviour/reaction allowing them to participate fully in the process. The consequence needs to be a natural consequence, to support the learner's understanding of both positive and negative consequences. We avoid using consequences that involve taking away a previously earned privilege or any intervention time.

Severe behaviour:
In cases of severe unacceptable behaviour (e.g. disruptive or harmful sexual behaviour), children will be sent straight to the Headteacher or a senior teacher. For de-escalation purposes, the child may be removed from the class by staff members, using recognised intervention strategies in order to have chance to calm down under the supervision of two members of staff in a safe environment.

Staff will work closely with the police and any other agencies as required based on the nature of the case, the ages of those involved and any previous related incidents.

Suspension/Exclusion:
In extreme situations, the suspension/exclusion policy and process may be put into practice, following Local Authority Guidelines, and is the responsibility of the Headteacher in discussion with the Governing Body.

Recording Incidents
At Romanby Primary School we monitor child incident records on Arbor. This helps us to highlight areas of concern.

Policy Review Process
Romanby School's Behaviour Policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

November 2026