

Roundthorn Primary Academy

Behaviour Policy



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Author:	John Taylor
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Related Policies:	FT Behaviour Policy FT Exclusions Policy Suspensions and Permanent Exclusions guidance (DfE August 2024) Restrictive Interventions and Reasonable Force Policy (FT March 2026)

Introduction

Our aim at Roundthorn Primary Academy is for every member of our Academy community to feel valued and respected and to be treated fairly and well. We try to be a caring community whose values are built upon mutual trust and respect. We feel children must acknowledge that being a member of a community brings certain responsibilities, as well as rights. Equally we acknowledge that only by fostering personal responsibility for their own behaviour, will children grow into caring and considerate young people able to take their place in the wider world.

The Academy sets high expectations and rewards children for good behaviour. This policy exists to promote good behaviour choices by setting out clearly the roles and responsibilities of children and staff at Roundthorn Primary Academy. Through this policy we hope that all members of our Academy community will have a shared and common understanding of these rights and responsibilities. Our policy is aimed at promoting good behaviour rather than merely deterring undesirable behaviour.

Purpose of the behaviour policy

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

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

What is good behaviour?

Good behaviour is that which ensures a safe and happy environment where all involved have respect for each other and the learning environment and resources.

We define good behaviour in terms of:

Good discipline and conduct – this is about the way we look after each other, show respect, good manners, how we move around and look after things.

Good behaviour for learning – this is about taking an active part in learning e.g. working with a partner, asking questions, responding to comments from the teacher, having the right equipment and having a positive attitude to learning inside and outside of the classroom.

In both cases, staff understand the need to actively promote and model this behaviour. This ensures that teachers can teach and children can learn. To support this we have

clear systems of rules, rewards and sanctions that we apply consistently and fairly. We remind children that they are making choices to behave in a particular way and we encourage them to make the right choices.

3 Simple Rules

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. It is important that children's level of development is carefully considered when responding to behaviour (See Development Matters 2021 Self Regulation (Appendix 10)). Some children may need a pastoral support plan or a positive handling plan which reflects their developmental stage and ability to self regulate. We make reasonable adjustments in line with SEND policies.

Our Rules	Visible Consistencies	Recognition and Over and Above
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. All staff picking up on children who are failing to meet expectations 4. Consistent language 5. Smart walking 6. Restorative conversations	1. With a smile 2. With verbal praise and recognition 3. With stickers e.g for <i>getting on GREAT JOB</i> 4. Show work to another adult 5. With certificates in assembly 6. With 'Star of the Week' award 7. With Golden Tickets 8. Good news phone calls home 9. With postcards home 10. With a special visit to the Principal / Vice Principal

Promoting Good Behaviour for Learning

Research has shown that the most common, troublesome behaviours for teachers are 'Talking out of Turn', and 'Hindering Other Children.' (Merrett & Wheldall 1990) These can be dealt with positively using many assertive strategies (see Appendix).

To support staff in this, and to acknowledge positive behaviour, we have a 'Behaviour for Learning Ladder'. The ladder is displayed in classrooms. The procedures are discussed with staff annually and included in staff induction. Copies of this and procedures are contained in the Appendix.

Regular training is undertaken with all staff to ensure a positive and consistent approach.

Mobile Phones in School

Bringing phones to school

Coppice Primary Academy is a **mobile-phone-free environment by default**, in line with Department for Education guidance.

Devices covered

This policy applies to mobile phones, smartphones, smartwatches and any other device that has the ability to independently communicate (e.g. through voice or message), record (audio or visual) or take photos.

Sanctions

If a mobile phone is seen, heard or used during the school day, it will be confiscated immediately and kept until a parent collects it.

Exceptions

Exceptions may be made only where there is a clear safeguarding need.

Exceptions to this policy may be made for pupils with disabilities or medical conditions where a mobile phone is necessary (e.g., to monitor blood sugar levels), or for pupils with specific individual circumstances (e.g., young carers). Parents/carers should contact the Headteacher to discuss individual needs.

Staff and visitors

Staff should model good mobile phone behaviour and follow the expectations set out in the Focus-Trust Code of Conduct. Visitors should keep mobile phones on silent and only ever use them discreetly, away from pupils.

Serious Misbehaviour

The following are considered to be serious enough that we will record the behaviour incident recorded on the Child Protection Online Management System (CPOMs) under the category of behaviour. Midday staff use a paper reporting system in the form of 'Behaviour incident Logs'. In most cases will be dealt with or followed up by a member of the Senior Leadership Team. We will inform parents at the earliest, reasonable opportunity.

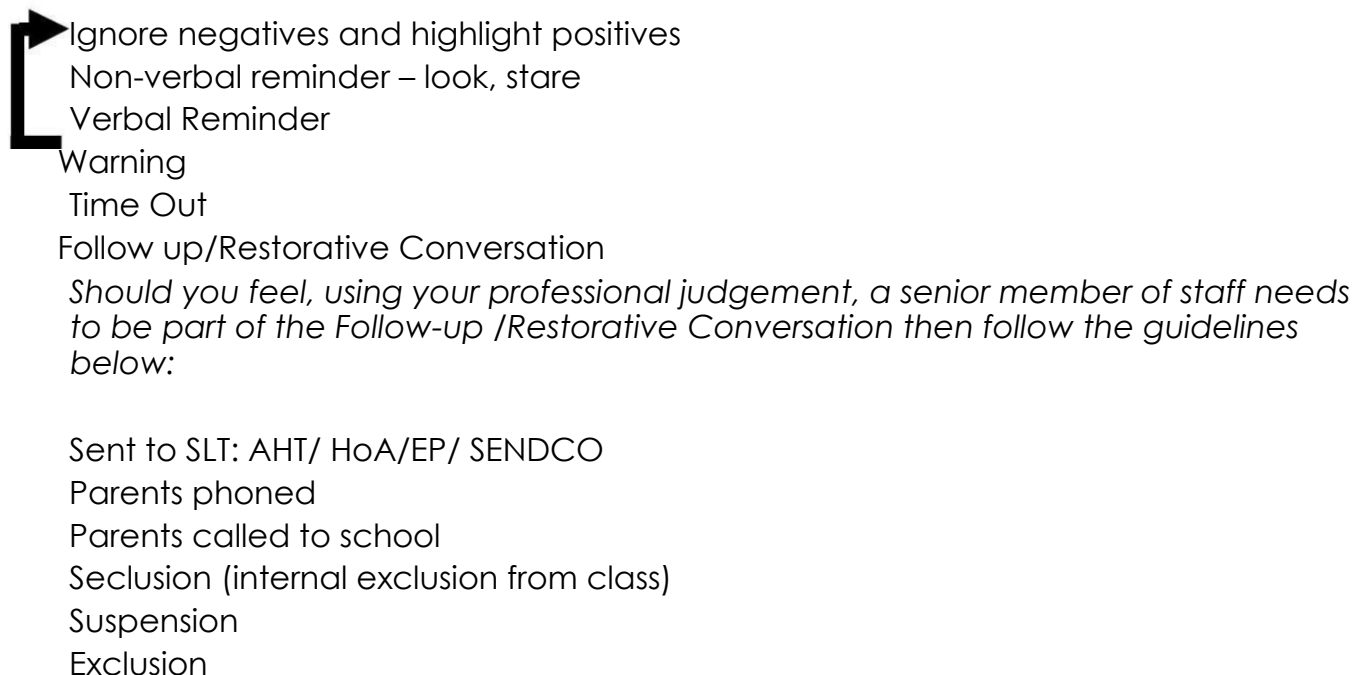
- Swearing: at staff or pupils, inside the academy or on the playground.
- Physical assault: e.g. hitting, kicking, punching, tripping,
- Dangerous behaviour: behaviour, which could put children's or staff's safety at risk.
- Theft.
- Wilful damage to property.
- Non co-operation: a child not willing to co-operate with staff and follow the behaviour rules
- Bullying / Harassment, including cyber bullying
- Prejudice-based bullying i.e. SEN, sexual orientation, sex, race, religion & belief or disability
- Extremist behaviour

In these circumstances, the Executive Principal or Vice Principal will be involved. The incident is recorded along with the action taken and parents are informed. Continued serious misbehaviour at this level may result in seclusion, suspension or in the most extreme cases, exclusion from the Academy.

If the behaviour is at lunch times, lunchtime suspension may occur.

Exclusion provision is in line with the agreed exclusion policy from Focus Trust as well as DfE guidance.

Behaviour Management Pathway



Physical Attacks on Adults

At Roundthorn Primary Academy, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. All members of school staff have a legal power to use reasonable force in order to keep children and staff safe.

All staff should report incidents directly to the Principal or Deputy and they should be recorded on CPOMS and an accident/incident/violence at work report form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

We are a nurturing school that values each child under our care. Whilst incidences of violence towards staff are wholly unacceptable, it is important for us as adults to reflect on the situation and learn from the things that have happened to reduce future incidents. Children who attack adults may do this for several reasons and as adults we need to still show compassion and care for the child. Suspension or exclusion will only happen once we have explored several options and have created a plan around a

child. This will be reviewed on a case by case basis and will reflect the holistic needs of the child to ensure that appropriate steps are taken. This may include a pastoral support plan and / or a positive handling plan.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family and LA services to complete a managed transfer to a more suitable setting. Where pupils have a high level of SEND e.g. an EHCP all efforts are made to avoid exclusion and to ensure that the best provision is made for the child i.e. specialist unit/special school. In all instances, what is best for the child will be at the heart of all our decisions.

Whole Academy Commitment

We recognise that promoting positive behaviour is a whole academy issue, and requires a whole academy approach. As a staff, we will ensure that the following 3 principles are at the forefront of our minds during the academy day:

1. **Collective Responsibility:** for promoting positive behaviour and dealing with inappropriate behaviour.
2. **Maximise learning time:** so that learning takes place for the maximum amount of time each day.
3. **Minimise slippage:** so that staff are ready, and organised to receive children promptly and move around the building efficiently.

Appendix of Resources

1. Stepped boundaries and scripts
2. Learning Ladder
3. Scripts for dealing with troublesome behaviour
4. Lunchtime behaviour reporting form
5. Optional Ready Respectful Safe recording form
6. Positive handling plan
7. LA pastoral support template
8. Restorative conversation template
9. Be Ready, Be Respectful, Be Safe examples
10. Self-regulation – Personal, Social and Emotional Development Birth to 5
11. One page summary for quick reference

Appendix 1 – Stepped boundaries and scripts

Stepped Boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adults in front of the child*
4. FOLLOW UP – REPAIR &	• What happened? (Neutral, dispassionate language.) • What were you feeling at the time?

RESTORE	• What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Appendix 2 : Behaviour for Learning Ladder

The school rules, **READY RESPECTFUL, SAFE** are there to remind everyone that we come to Roundthorn Primary Academy to learn.

Remember: ALL children have the right to learn and ALL teachers have the right to teach.

How it works – some principles

- All children start each day on the green section with their name / photo card (Ready to Learn)
- Children who do not follow the essentials should be given a calm and clear statement and chance to make a good choice (language of choice). Their name / photo is moved to the yellow section (Think about it)
- If they continue to make a poor choice, their name is moved to the orange section (Teacher's Choice). Teachers / LSAs will use their professional judgement to provide a consequence that fits the action. This can involve losing playtime, privileges, completing a restorative 'think sheet', working in another part of the room, swapping classes for a period of time. **We do not stand children out in corridors or give lines.**
- Staff can move the child's name to 'Good choice' where something has gone wrong, but the child later made a good choice to put things right.
- Refer to parent or Principal if these steps do not work. Also, refer directly to the Pastoral Lead or Principal for cases of serious misbehaviour (as stated in the policy)
- To acknowledge positive conduct and learning behaviour, move a child's name to the silver section (Great Job) and award praise and/or a sticker.
- If a child's conduct or learning behaviour is outstanding, a postcard should be sent home to parents, explaining what they have done. Definition of 'Outstanding' varies by year group and teacher. Be consistent to yourself.

Outstanding!



contact parent



Great Job!



Ready to
learn



Good choice



Think about it



Teacher's choice



Parent or Principal



Appendix 3 : Behaviour Scripts for troublesome behaviours

These go in order of seriousness:

Remember the rule that says (be ready, be respectful, be safe)

Back to work now, thanks.

What's happening, you don't seem to be working?
(followed by, "OK, back to work now, thanks.")

Tell me what are you doing? What should you be doing? (Double what) Can you explain what you are doing? What should you be doing? (Double what)

You have a choice. Either.....or..... Make a good choice.

Maybe.....but....

e.g. "Maybe he did hit you but what **could** you have done about that?"

Using sentences starting with "I"

e.g. "I can't help you when you....."

You've chosen to continue.....take your work over there.

If we can't sort this out I would like to talk to you about it after the lesson.

Appendix 4 – Lunchtime Behaviour Incident Reporting Form to be completed by Middays

Behaviour Incident Report Form

Name of child:	
Year:	
Class Name:	
Date:	
Location of the incident:	
Other children involved:	
Member of staff completing the form / signed:	

What was happening before the incident?
What happened? (focus on the behaviour)
What have you done so far?
Next Steps? (Completed by Class Teacher, Pastoral Leader or a member of SLT)

Appendix 5 – Positive Handling Plan

Any medical conditions to be taken into account before using Physical interventions?				
Child's Name:		Date of Plan:		Review Date:
What does the behaviour look like?				
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours De-escalation skills		Stage 3 Crisis Behaviours
Intermediate	try	avoid		Notes
Friendly escort				
Caring C Guide				
Single elbow				
Double elbow				
What are common triggers?				
Other				
Who has been informed/Where has the incident been recorded?				
De-escalation skills				
Skill	try	avoid	Notes	
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure incident recorded on CPOMS and an Verbal advice and support Accident/incident /violence at work report form has been completed if injury to staff has occurred.				
Giving space Teacher:				
Reassurance Parent/Carer:				
Controlled choices Student:				
Humour Educational Psychologist:				
Social Service (if applicable): Logical consequences				
Headteacher: Planned ignoring				

Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions			

Appendix 6 - RRS recording chart

This document is optional but can be used to track behaviour for a class or individual to look for patterns, trends and to improve efficiency of recording. This document should be uploaded to CPOMS.

Day: Date:	AM	Lunch	PM
Ready 			
Respectful 			
Safe 			

Appendix 7 – LA Pastoral Support Plan Template

This is the first page of a 4 page template. Please see a member of SLT (usually Head of Academy or SENDCo) and complete the full with their support.

Pastoral Support Plan

(School logo)

Name:		Year:		Ethnicity:		Gender:	
Known as:		Date of birth:		Home Language:		PP / FSM:	
SEN Status:		Primary Need:		CLA/CP/CIN/EHA:		Current Attendance %	

Pupil Profile

Strengths and positive relationships
(Positive factors - strengths both at home and at school)

Barriers to learning
Needs and areas for development - What do we think these behaviours are communicating?

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Pupil Voice (OPP/Pupil passport to be attached)

What I want my teachers/staff to know about me:

How I like to be supported:

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Appendix 8 – Restorative Questions Template

Name: _____ Date: _____ Year Group: _____ Member of staff: _____

Choose 5 most relevant for most children. More for some children, less for others

What happened?	
What were you thinking at the time?	
What have you thought since then?	
How did it make people feel?	
Who has been affected?	
How have they been affected?	
What should we do to put things right?	
How can we do things differently in future?	

Appendix 9 – Be Ready, Be Respectful, Be Safe (examples)

Examples	Be Ready...	Be Respectful ...	Be Safe ...
EYFS / KS1	I can see that you are ready ... - to listen - to understand - to join with discussions - because you are sitting sensibly - to learn - to play cooperatively - to work well with other children (e.g. sharing) - because you are looking at me - ready to take turns	I can see that you are ... - listening to other people - using kind hands - looking after the equipment - putting things back when you are finished - speaking nicely to other people - sharing with your friends - ready to take turns	I can see that you are ... - looking carefully - walking sensibly - holding tools correctly - keeping your body to yourself - listening to other people - using a calm voice when talking - thinking about what you are doing
Year 3 / 4	I can see that you are ready ... - to listen - to understand - to share - to concentrate - learn - to cooperate with others	I can see that you are ... - listening to others - using kind hands and feet - looking after our classroom equipment - using kind words to others - taking turns and sharing - looking after each other - using manners	I can see that you are ... - looking carefully - using smart walking - using the tools correctly - listening - using calm voices - thinking about your actions

Year 5 / 6	I can see that you are ready ... - to listen - to understand - to share - to concentrate - learn - to cooperate with others	I can see that you are ... - listening to others - using kind hands and feet - looking after our classroom equipment - using kind words to others - taking turns and sharing - looking after each other - using manners	I can see that you are ... - looking carefully - using smart walking - using the tools correctly - listening - using calm voices - thinking about your actions
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PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress through nursery			
Self-regulation			
Stage 1	Stage 2	Stage 3	Stage 4
Children may be working at a level which sees them:	Children may be working at a level which sees them:	Children may be working at a level which sees them:	By the end of their nursery experience, children may be:
• Enjoying finding own nose, eyes or tummy as part of naming games; • Learning that own voice and actions have effects on others. • Using pointing with eye gaze to make requests, and to share an interest; • Engaging another person to help achieve a goal, e.g. to get an object out of reach.	• Exploring new toys and environments, but 'checks in' regularly with familiar adult as and when needed; • Gradually be able to engage in pretend play with toys; • Demonstrating a sense of self as an individual, e.g. wants to do things independently, says "No" to adult.	• Separating from their main carer with support and encouragement from a familiar adult; • Expressing their own preferences and interests.	• Selecting and using activities and resources with help; • Pleased to welcome and value praise for what they have done. • Enjoying responsibility of carrying out small tasks; • More outgoing towards unfamiliar people and more confident in new social situations; • Confidently talking to other children when playing, and will communicate freely about own home and community; • Showing confidence in asking adults for help.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress through reception			
Self-regulation			
End of nursery	End of autumn term	End of spring term	End of reception
Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will
• Selecting and using activities and resources; • Enjoying the responsibility of carrying out small tasks; • Being confident to talk to other children when playing and communicating freely about their own home and community; • Being outgoing towards unfamiliar people and being more confident in new social situations; • Showing confidence in asking adults for help. • Welcoming and valuing praise for what they have done.	• Being confident to speak to others about needs, wants, interests and opinions; • Describing themselves in positive terms and talk about their own abilities; • Choosing their own equipment that is necessary to complete a task; • Showing enthusiasm and excitement when anticipating and engaging in certain activities.	• Being confident to try new activities; • Saying why they like some activities more than others; • Being confident to speak in a familiar group; • Being happy to talk about their own ideas; • Choosing the resources they need for a given activity; • Saying when they do and do not need help.	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

**PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT:
Progress beyond Reception**

Self-regulation

Early Learning Goal

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

End of Year 1 expectation

- Know about different feelings that humans can experience and recognise and name these feelings.
- Know how feelings can affect people's bodies and how they behave and to recognise how others may be feeling.
- Know that not everyone feels the same at the same time, or feels the same about the same things.

Appendix 11 – One page summary for quick reference

Our Rules	Visible Consistencies	Recognition and Over and Above (Menu)
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. All staff picking up on children who are failing to meet expectations 4. Consistent language by all 5. Smart walking 6. Restorative conversations	1. With a smile 2. With verbal praise and recognition 3. Certificates for getting on GREAT JOB 4. Show work to another adult 5. Good news phone calls home (option to) 6. Feedback at the end of the school day to parents / carers 7. With postcards home 8. With a special visit to the Head of Academy / Assistant Heads 9. With ALWAYS badges / medals awarded to those who always follow the rules (weekly in assembly) 10. End of half term special lunch with Head of Academy 11. End of half term award / celebration (Class target) 12. **Sharing success on social media 13. Table points

Behaviour Management Pathway

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- Ignore negatives and highlight positives (Deal with the behaviour when appropriate)
 - Non-verbal reminder – look, stare
 - Verbal Reminder
 - Warning
 - Time Out in partner class, different year group or a change in place within the classroom if appropriate
 - Follow up/Restorative Conversation

Policy is built on the 5 key areas (known as pillars of behaviour):

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up