Positive Behaviour Policy

The staff responsible for the Positive Behaviour policy are:-

The Senior Leadership Team

The governors responsible for the Positive Behaviour policy are:-

Members of the Personal Development Team

Agreed by governors: 5th June 2026

Review Date: June 2027

Rationale

This policy outlines our commitment to creating a calm, safe and inclusive environment where every child and adult can thrive.

We recognise that behaviour is a form of communication. Children's experiences—including trauma and adversity—can impact how they feel, relate and behave. Our approach is grounded in trauma-informed and relational practice, where we seek to understand "What has happened to this child?" rather than "What is wrong?"

We prioritise:

- Safety (physical, emotional and interpersonal)
- Connection and belonging
- Consistency and predictability

Our approach aims to:

- Support children to regulate, relate and reason
- Build trusting relationships with emotionally available adults
- Respond in ways that reduce shame and avoid re-traumatisation
- Develop agency, responsibility and self-efficacy

At Roydon Primary School, we are all being the best we can be to:



All members of our school community work together to create a safe and respectful environment.

Adults:

- model calm, respectful behaviour at all times
- build strong, consistent relationships
- use predictable routines and clear expectations

Children:

- are supported to learn expectations explicitly
- are given opportunities to practise, reflect and improve
- are encouraged to take responsibility in a safe and supportive way

Where expectations are difficult to meet, adults respond with curiosity and support, recognising this may reflect:

- unmet needs
- developmental differences
- emotional dysregulation

Our focus is always to support rather than control.

Our School Expectations: The 3 Rs

All members of our school community are expected to demonstrate:

Being Ready

- prepared to learn
- listening and responding to instructions
- "Wonderful Walking"

Being Resilient

- Trying, even when learning is challenging.
- Managing emotions with support.
- Learning from mistakes and setbacks.
- Doing the best they can.

Being Respectful

- Showing kindness and empathy.
- Using good manners.
- Caring for people, property and our environment.

These values underpin all behaviour expectations and are referenced during teaching, praise and reflection.

Moving around school

When moving around school, staff will support the children to follow these expectations in particular:

- always show good manners.
- be in right place at the right time.
- take care of our school environment.

This applies in corridors, the Heart Space, toilets and the hall.

Wonderful Walking – Moving with Purpose

We expect to see "Wonderful Walking" from adults and children when moving around school. This means:

- walking calmly and quietly
- moving with purpose and direction
- being aware of others
- arriving ready to learn

Staff consistently model and reinforce this to support smooth transitions and a calm atmosphere.

Meet and Greet

Staff will stand at the classroom door to welcome children after a transition to the classroom.

Our Graduated Approach

(Norfolk Steps & Trauma-Informed Practice)

Stage	Skills needed
<u>Prevent and Prepare</u> Before a crisis – positive behaviours	Build strong relationships and predictable routines Identify triggers and reduce stressors Teach emotional regulation and coping strategies Provide opportunities for choice, voice and movement Praise and recognition of positive behaviours Modelling and teaching of new skills
<u>Regulate and Relate</u> During a crisis – first signs of escalation	Adults prioritise co-regulation and emotional safety Use calm tone, minimal language and non-threatening body language Validate feelings: *"I can see this feels difficult right now"* Offer limited choices and support, rather than demands

	Reminders of coping strategies Use of distraction techniques Validating emotions Disempowering behaviours
Regulate and Relate During a crisis – behaviours that challenge	Clear, simple language Disempowering behaviours Tactical ignoring of secondary behaviours Moving other pupils Risk assessing the environment to make it safer Contacting key staff Use of physical intervention techniques
Regulate and Relate During a crisis – behaviours that harm	Using limited language and scripts that are simple, short and clear Use of physical intervention techniques Moving other pupils Risk assessing the environment to make it safer
Reflect, Repair & Restore After a crisis	Use restorative conversations Explore what happened with curiosity and without blame Support the child to repair relationships and develop strategies for next time Implementation of protective responses Implementation of educational responses

Restorative Conversations

Staff use restorative conversations to support children in understanding and repairing situations.

Adults will ask supportive, reflective questions such as:

- What happened?
- What were you feeling at the time?
- Who has been affected?
- What can we do to make things right?
- How can we do things differently next time?

These conversations:

- Encourage responsibility without shame.
- Develop empathy and understanding.
- Support positive relationship repair.

Support

Where needed:

- individual strategies or plans are introduced.
- additional adult support is provided when necessary.

Further action may also include support for staff (time out, completing accident form if injury has occurred, debriefing with member of SLT), reporting (make family aware of the situation in line with the behaviour policy), and recording (CPOMS or green form).

Examples of skills:

Positive Phrasing Stand next to me. Put the book on the table. Walk in the corridor. Switch off the computer. Walk beside me to the kitchen. Stay seated in your chair.	**Disempowering the Behaviour** You can listen from there. Come and find me when you come back. Come out from under the table in your own time.
Limited Choice Where shall we talk – here or in the kitchen? Put the pen on the table or in the box. I am making a drink – orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?	**Positive Scripts** Let's take turns, you can have the next turn. Let's use Walking feet, gentle hands. Eyes looking and ears listening What kind words can you say? I wonder what is making this difficult right now? I'm here to help you feel safe. What was happening for you?
Educational Responses Practising & rehearsing expected behaviours Restorative conversations Repairing harm (e.g. helping to fix or put right) Reflective tasks (age-appropriate) – letter to parents/carers/child to explain what they did, why it was inappropriate and what they should do next time to make the right choice. Supported problem-solving	**Protective Responses** Temporary change of space with adult support Increased adult supervision Adjustments to environment or timetable Support from key adult or safe space Removal from a situation to another class or a senior member of staff, with explanation and reassurance

Trauma-Informed Practice

Responses are proportionate, time-limited and reviewed. Adults consider how actions may impact felt safety and belonging. We avoid public shaming or punitive approaches, and we prioritise connection before correction.

Wherever possible, adults provide:

- meaningful choices
- opportunities for pupil voice
- involvement in problem-solving
- chances to reflect and set goals

Zones of Regulation

Each classroom will display the Zones of Regulation clearly, and staff will explicitly teach children how to use the zones appropriately throughout the day. Staff will also monitor students' use of the zones and respond promptly to any concerns that arise.

Some children may benefit from using a five-point scale linked to the Zones of Regulation, helping them better understand their feelings and identify strategies to support themselves.

Teaching Behaviour

Behaviour is explicitly taught through:

- daily routines
- PSHE lessons
- modelling by adults
- consistent reference to the 3 Rs

Children are supported to understand:

- expected behaviours
- emotional regulation
- the importance of repairing relationships

Classroom Practice

Each class follows the expectations linked to the 3 Rs.

Use of 'give me 5'

Eyes looking Ears listening Mouths closed

Hands and feet still Brains thinking

Positive behaviour is recognised through:

- specific praise
- Dojos
- achiever's assemblies

Staff will:

- notice and reinforce positive behaviour.
- co-regulate
- adjust approaches to meet individual needs.

From September 2026 Class Dojo will be used consistently across the school:
Children will receive a certificate when they reach a specific number of dojos. This will be awarded in assembly on a Friday.

25 = bronze + sticker

50 = silver

100 = gold + hot chocolate

150 = diamond

200 = platinum + teacher for the morning

Dojos will be awarded for working hard and following the 3 Rs. The total will be reset each half-term.

Breaktimes and Lunchtimes

Children are expected to be:

- **Be Ready** – following routines
- **Be Resilient** – managing play and challenges
- **Be Respectful** – towards others and the environment

Adults will:

- Model positive interactions
- Support regulation and conflict resolution
- Use restorative conversations when issues arise

Beyond the school day

Non-criminal bad behaviour and bullying (including online) that occurs off the school premises will be dealt with by:

- investigation in a timely manner
- gathering information from witnesses
- discussion with parents

Sanctions that may be applied by the school may include:

- writing a letter of apology
- missing break times
- removal of privileges
- collection from school by a responsible adult

Off-site visits

Children are expected to follow school and class rules as appropriate when they are taking part in an educational visit, and should be reminded before leaving the school that they are representatives of the school.

If children are organised into groups, they are expected to follow instructions given by their supervising adult, whether the adult is an employee of the school or a volunteer.

Failure to follow rules or instructions may result in:

- a reminder of the rules or instructions to be followed
- transfer to a group that is supervised by a member of staff/visit leader
- a telephone call to the headteacher
- contact being made with the parents
- collection of the child from the venue by the headteacher or the child's parent or carer
- the child not being allowed to join future educational visits.

Bullying

Roydon Primary School is completely opposed to bullying and will not tolerate it. All members of the school community have the right to work in a safe and caring environment. They also have a responsibility to ensure that bullying, in any form, is reported and dealt with appropriately.

Principles

- Pupils have the right to learn, free from intimidation and fear
- Bullying behaviours will not be tolerated
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and investigated

Definition of Bullying

Bullying involves an imbalance of power. It is when one child or group of children deliberately and persistently try to make another child or children feel inferior.

Preventative Measures

- Regular reinforcement of STOP (Several Times On Purpose) and STOP (Start Telling Other People)
- Regular PSHE lessons
- Assemblies to teach awareness of bullying behaviours and how to report them
- Whole school participation in National Anti-Bullying Week
- Shared high expectations of behaviour from all staff
- Bullying behaviours recorded on Pupil Asset

Strategies for Dealing with Bullying

Immediate Response and Safeguarding

- Staff will respond immediately to ensure the safety and wellbeing of all pupils involved.
- Any concerns will be treated as a safeguarding priority where appropriate.

Clear Reporting Procedures

- All pupils are regularly reminded who they can speak to if they have concerns (class teacher, trusted adult, senior leader).
- Pupils are encouraged to report concerns promptly using the STOP approach (Start Telling Other People).

Recording and Monitoring (CPOMS)

- All incidents, disclosures, and actions are recorded on CPOMS to ensure accurate documentation, safeguarding oversight, and effective communication between staff.
- Records are monitored by senior leaders to identify patterns and ensure appropriate follow-up.

Thorough Investigation

- All incidents are investigated promptly and fairly.
- Staff will speak to all pupils involved, including witnesses, and keep clear records of findings and actions taken.

Pastoral Support

- Pastoral support is put in place for pupils affected, including regular check-ins, mentoring, and emotional support.
- Additional interventions may be provided to support wellbeing, confidence, and resilience.

Support Plans for Victims

- Victims are listened to carefully and supported through agreed plans.
- Staff provide reassurance, ongoing monitoring, and opportunities for pupils to share concerns.

Restorative Approach

- Restorative conversations are used, where appropriate, to help pupils understand the impact of their behaviour and repair relationships.

Consequences and Behaviour Support

- Clear, age-appropriate consequences are applied in line with the school behaviour policy.
- Pupils displaying bullying behaviour are supported to change their behaviour through reflection and guidance.

Parental Involvement and Communication

- Parents/carers are informed at an early stage and kept updated.
- Home–school books or communication systems may be used to record behaviour, concerns, support strategies, and progress over time.

Ongoing Monitoring

- Incidents are monitored to ensure bullying does not continue.
- Follow-up actions are recorded on CPOMS and reviewed by senior leaders.

Additional Support and Referral

- Where needed, pupils may access mentoring or targeted intervention programmes.
- Referrals to external agencies will be made where additional support is required.

<u>Responsibilities of Staff</u>

- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all children so that every pupil understands what bullying is and the importance of reporting it
- Be alert to signs of distress and other possible indications of bullying
- Listen to children and act to support and protect them
- Report bullying behaviours to the Senior Leaders
- Follow up any complaint by a parent and report back on the actions taken

Responsibilities of Pupils

- Do not become involved in any form of bullying
- Intervene to protect a pupil from being bullied, unless it is unsafe to do so
- Report anything you are worried about to a member of staff
- Do not suffer in silence. Have the courage to speak out

Responsibilities of Parents

- Watch for signs of distress or unusual behaviour that might suggest bullying
- Advise children to report any bullying
- Advise children not to retaliate violently to any form of bullying
- Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are rare steps in our school, used only when behaviour puts safety or learning at serious risk. A suspension is a short, temporary period when a child stays at home so everyone can pause, reflect and plan the right support. Permanent exclusion is only considered when all other strategies have been tried or when an incident, or incidents, are so serious that a child cannot remain in school. In every case, we work closely with parents, listen to the child, and focus on helping them move forward positively.

Conclusion

By embedding:

- **the 3 Rs: Ready, Resilient, Respectful**
- **Wonderful Walking**
- **Norfolk Steps strategies**
- **trauma-informed approaches**
- **use of Zone of Regulation**
- **restorative conversations**

we create a supportive, consistent and inclusive environment where all children feel safe, valued and ready to learn.