

Roman Road Primary School



Behaviour and Relationship Policy

Agreed by governors:

Autumn Term 2025

Review date:

Autumn Term 2026

Purpose

The purpose of this policy is to be a guide for staff, pupils and our families as to how we do things here at Roman Road with regards to behaviour – we have a restorative and relationship focussed approach which allows our Roman Road family to enjoy a calm, nurturing and caring environment which supports our teachers to teach and our children to learn. We strive for excellent behaviour from all, every day and we do this through a consistent approach to behaviour.

Rules

We have three school rules:

- Ready
- Respectful
- Safe

As a whole staff, we have thought about what these rules look like in practice; this list is intended as a guide and is not an exhaustive list.

Ready	Respectful	Safe
• To learn • To listen • To eat lunch • To write • To read • To do PE • For assembly • For partner work • For home time • For breaktime • For transitions	• To adults • To our classmates • To school equipment • The building • The outside environment • To yourself • To living things • To our families • To individual needs	• Keep ourselves safe • Keep our friends safe • Use equipment safely • Stay safe online • Walk in single file in school • All four legs of the chair on the ground • Trusted adults



Ready – Respectful - Safe

It's Good To Be Green

This is our agreed way of promoting positive behaviour; rewarding those children who consistently behave appropriately and a way to track those children who are struggling to meet our expected behaviours of **READY – RESPECTFUL – SAFE**.

This approach ensures a clear, visual traffic light system with cards displayed prominently in each class from Y2 to Y6 and from Summer Term in Y1.

At the start of each morning session and each afternoon session, all children start on **GREEN**. This ensures a positive start to each session.

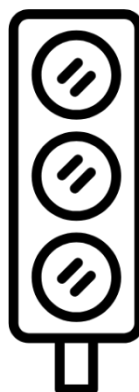
If children are not being **READY – RESPECTFUL – SAFE**, they get a **STOP AND THINK** card. Often, this gentle reminder is all that is needed to encourage positive behaviour.

If children are still not **READY – RESPECTFUL – SAFE**, they get a **YELLOW** card. This gives our children a chance to reflect, consider and review their behaviour.

If children are still not **READY – RESPECTFUL – SAFE**, they move to a **RED** card. They then need to spend the rest of that session (morning or afternoon) in a different class and parents will be informed. This will also be recorded on CPOMS and tagged as Red Card.

On the very rare occasions that children receive two Red Cards in a day, they will spend the next day on an internal exclusion – this could be in another class or outside of the headteacher's office.

Some behaviours will result in a straight Red Card. Examples of these are violent or aggressive behaviour, bringing in banned items to school (e.g. vapes) or persistent use of racist or homophobic language.



Rights, Responsibilities and Expectations

At Roman Road, we all have the right to feel safe, happy and respected – this applies to every member of our school community.

Being really clear about our expectations is our starting point for respectful relationships and excellent behaviour here at Roman Road.

Pupils will:

- Follow our school rules and be READY – RESPECTFUL – SAFE at all times and to all members of our school community

Staff will:

- Follow the agreed behaviour policy and procedures, ensuring systems for promoting positive behaviour and consequences are used consistently
- Be at their classroom door for 8.50am each morning for our Meet & Greet
- Have a Recognition Board in their classroom which identifies the target behaviour to celebrate children who go 'Over and Above'
- Share exemplifications of behaviour with their class, e.g. before assemblies, at the start of lessons, etc
- Give first attention to best conduct
- Be excellent role models
- Use agreed scripts to ensure consistency
- Collect pupils promptly after break and lunch times
- Have well prepared, adaptive lessons
- Ensure any staff covering lessons are aware of any behavioural needs of pupils
- Record behaviour incidents on CPOMS and share these with parents and carers
- Implement logical consequences
- Hold restorative conversations

Parents and carers will:

- Ensure their child comes to school every day on time
- Ensure their child is wearing the correct school uniform
- Ensure their child has had breakfast; we offer a subsidised breakfast club to support this
- Attend any scheduled meetings, including termly parent consultations
- Contact the school if there is anything we need to know which could impact on their child's learning or behaviour
- Contact the school if there is a problem so we can resolve this quickly
- Speak to staff respectfully and not shout
- Understand that they may need to make an appointment to speak to staff

Supporting Behaviour at Roman Road

Systems for promoting positive behaviour

- Verbal praise and reinforcement of positive behaviour using the shared language of our school rules
- Non verbal praise e.g. smiles, thumbs up, high fives
- Certificates in Friday assembly
- Stickers and wristbands
- Phone call home
- Class Dojo message home
- Postcard home
- Recognition board
- Hot Chocolate Friday
- Sharing work with staff

Consequences

- Quiet reminder
- Verbal warning following the agreed script
- Time owed (breaktime or lunchtime)
- Time out in a different class
- Phone call home
- Minuted meeting with parents (staged approach: class teacher, DHT, HT)
- Internal exclusion
- Loss of access to enhanced activities
- Restorative conversation



Putting it Right Together

The expectation is that adults in school will consistently model how to behave positively and deal with challenges or frustrations.

All children will, at times, need reminders of how to behave. This should take place away from others and at an appropriate opportunity. Adults will use consistent phrases to do this, including:

- I need you to follow my instructions, thank you
- Are you doing the right thing?
- What do you need me to do to help you?
- How can I help you do the right thing?
- At Roman Road, we look after our friends/school/resources

If these reminders don't result in an improvement in the child's behaviour, staff will use a 30 second intervention script:

- I noticed you are.....
- It was the rule about that you broke
- You have chosen to.....(move to the back, complete work at breaktime, etc)
- Do you remember last week when you....
- That is who I need to see today
- Thank you for listening (walk away and allow take up time)

After the 30 second intervention, hold a restorative conversation at the next convenient time.

If the behaviour continues and is a significant distraction for the class:

- If you can't get your work done here, you can go to a partner class, The Zone, Mrs Smith's office, Mrs Monaghan's office
- If the child chooses to work sensibly, hold a restorative conversation with them at the next convenient time

If the child stays in the classroom but the behaviour continues:

- You chose to stay in our classroom but I can see that you are still (name the behaviour linked to our school rules). You have chosen to work in a partner class, The Zone, Mrs Smith's office, Mrs Monaghan's office. I'll give you a moment to gather your equipment and go
- If the child moves and works elsewhere, hold a restorative conversation with them at the next convenient time

If the child refuses to leave the classroom:

- Ask for support from SLT
- If the child refuses to move for SLT, phone home for parents to support

Demonstrations of positive behaviours following any negative behaviour should always be acknowledged. It can take a lot for a child to return to class after a negative behaviour incident; this should be recognised with a positive welcome such as:

- Thank you for coming back to class, we missed having you here
- Thank you for turning things around
- I'm proud of you for putting things right

Recording and Reporting

We use CPOMS to record and monitor behaviour across the school. Staff should select the category that is most appropriate for the incident – if staff feel they need a new category adding, please let the headteacher know.

When recording incident, this should be done in the ABC format to allow this to be used diagnostically:

A – antecedent

B – behaviour

C – consequence

Staff should inform parents of any incidents by talking to them at pick up time or through a phone call home.

If staff are talking to parents at home time, please do this privately and not in front of other parents or children. This can be done in the classroom or in another room available in school.

Behaviour incidents should not be shared via Class Dojo.

When investigating any behaviour incidents, staff may talk to a number of children to gain a clear picture of what happened – in KS2, this may take the form of asking children to write down what happened to make the process quicker.

Racist or homophobic incidents will also be reported to Northumbria Police as a hate crime through the online portal: [Report hate crime | Northumbria Police](#)



Positive Handling

All staff are trained in de-escalation and positive handling techniques and we are licensed to use these to prevent children from harming themselves or others, damaging property or a risk to the maintenance and good order to the running of the school.

Positive handling would always be used as a last resort in a reasonable, necessary and proportionate way.

If positive handling is used, parents and carers will be informed of this and a record will be kept on CPOMS and tagged as Positive Handling. A serious incident form will also be completed and uploaded to CPOMS.

Suspensions and Exclusions

We follow the DfE guidance on Suspensions and Permanent Exclusions. After any fixed term suspensions, school arranges a re-integration meeting and minutes of this are saved on CPOMS. The local authority are made aware of any fixed term suspensions or permanent exclusions through the half termly return.

Resources

30 second intervention
I noticed you are....
It was the rule about that you broke
You have chosen to ...(move to the back, complete work at breaktime, etc)
Do you remember last week when you
That is who I need to see today.
Thank you for listening (walk away to allow take up time)

Restorative Conversations

These should take place after any behaviour incidents; depending on the incident this could be a quick chat or a more formal restorative conversation. This could be done whilst walking with the child, doing a shared activity or by sitting side by side. A restorative conversation will give the child the opportunity to reflect on their behaviour and its effect on themselves and others. Following this, staff may decide on a logical consequence.

What happened?
What were you feeling/thinking at the time?
How did this make other people feel?
Who has been affected and how?
What should we do to put things right?
If this happened again, how could you do things differently?

Restorative Conversation

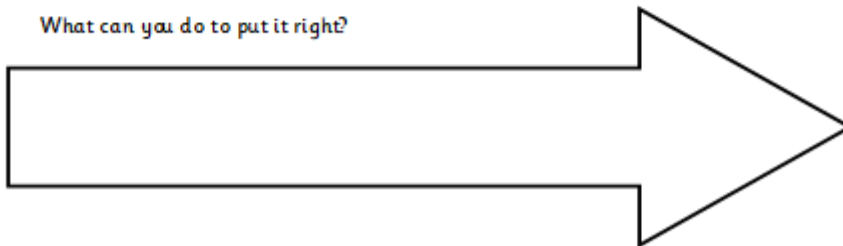
What happened?

What were you thinking or
feeling at the time?



Who has been affected and how?

What can you do to put it right?





Ready - Respectful - Safe Green Card

**If you aren't Ready - Respectful - Safe,
you will get a Stop and Think card.**

**If you still aren't Ready - Respectful -
Safe, you will get a Yellow Card.**

**If you still aren't Ready - Respectful - Safe after
receiving a Yellow Card, you will get a Red Card and
you will spend the rest of the session in a different
class. Grown-ups will be informed.**

**If you get two Red Cards in one day (one in each
session) you will then be on an internal exclusion the
next school day. Grown ups will be informed.**