

ROCKMOUNT PRIMARY SCHOOL

POSITIVE LEARNING BEHAVIOUR POLICY

April 2026

Review: April 2027

Our Positive Learning Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. This policy is informed by the Department for Education guidance “Behaviour in Schools” (February 2024) and reflects a whole-school approach to promoting positive behaviour through clear expectations, consistent practice, and appropriate support for pupils.

The main principles of our policy are that:

- Every member of our school community should have an equal opportunity to achieve their potential with full consideration of the protected characteristics, special educational needs or socio-economic background.
- It is the right of all our pupils to be educated in an environment free from disruption by others
- Individuals should take responsibility for their own behaviour
- A restorative approach will assist the development and repair of relationships, where every member of our school community feels listened to, valued and respected.

Our expectations are that pupils will:

- be considerate of each other and of adults
- develop good inter-personal and social skills
- develop emotional maturity and stability
- accept that we can make mistakes but that we need to learn from them and move forward
- follow the school rules throughout the school day, inside and outside of the school building

To facilitate positive behaviour staff are expected to:

- support pupils and colleagues
- establish good relationships and be positive role models
- create a learning environment with high expectations
- work collaboratively with parents/carers
- Consider children and their needs on an individual basis

Rights and Responsibilities

All stakeholders in Rockmount School have rights and responsibilities directly linked to our mission statement and our positive behaviour ethos.

Children	
Rights: To feel safe To be able to learn to the best of their ability To be treated fairly with consideration and respect To be listened to by adults in the school To know what is expected of them To gain self-esteem and confidence To experience progress and achievement To aim high in life	Responsibilities: To care for and take pride in the school environment To support and encourage each other To treat others with consideration To follow instructions from staff To take responsibility for their own actions To resolve difficulties, seeking appropriate help if needed To do their best and allow others to learn

Children will be regularly reminded of these rights and responsibilities in order to support them to meet our behavioural expectations.

Staff and Governors	
Rights: To feel safe To be treated with respect by pupils, parents/carers and colleagues To work within a supportive and understanding community To know what is expected of them	Responsibilities: To create a safe environment To provide learning opportunities to engage all children To have high aspirations for all children To treat pupils with respect at all times To foster good relationships, leading by example To involve parents and carers when children are finding it difficult to meet expectations of behaviour To develop a consistent approach, working as a team to support and encourage each other To consider children and their needs on an individual basis when applying the policy To routinely remind children of expectations

Parents and Carers	
Rights: To know their children are safe and happy To be sure their children are treated fairly To be able to communicate with staff easily To be informed about their child's progress and behaviour	Responsibilities: To ensure children attend daily, arrive on time and are well-prepared for the school day To support the school policies and strategies To promote good behaviour, politeness and consideration for others To inform the school of any issues that may affect their child

	To encourage children to have high aspirations for their future To respond and support the school when contacted about a child's behaviour
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The Rockmount Rules

The aim of the Rockmount Rules is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make Rockmount a happy, safe and positive place to learn.

These rules have been written in consultation with pupils as we believe that pupil involvement is crucial in promoting responsibility and accountability at child level. (see appendix 1)

The Rockmount Rules will be displayed throughout the school environment. They will be used as a discussion point between staff and children should inappropriate behaviour occur.

The Rockmount Rules are:

1. Be kind, helpful and truthful
2. Listen to others
3. Do your best
4. Look after property
5. Be polite

Each of the rules is then explained in the school Code of Conduct (see appendix 2)

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Restorative questions

When our pupils find themselves in conflict or upset because they have not made wise choices, we will ask a series of questions (Appendix 3) as follows:

Look	Listen	Repeat
• Tell me about... • What happened? • What happened before the incident?	• What were you thinking/feeling when that happened? • How are you feeling now?	• How did your actions affect....? • How have you been affected? • How do you think felt? • How can you/we make things right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and put things right. Most situations can be dealt with fairly and promptly by using the above questions.

Behaviour Management in Class

Good planning for learning is the first step towards positive behaviour management in class. This involves providing work with an appropriate level of challenge, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious.

Children will be encouraged through positive behaviour strategies.

Rewards

The rewards for positive behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition by:

- Contributing positively to our community
- Being recognised as a good role model for others
- Receive dojos and/or stickers for demonstrating a Rockmount Rule
- Achievements shared with the school community through the use of praise pads, achievement certificates and where appropriate via twitter and/or our website
- Being recognised in Achievement Assembly
- Additional recognition from the Senior Leaders with postcards sent home

Individual classes in school may also have in addition their own system of incentives and rewards for the whole class and for groups to focus on working as a team as well as working on an individual basis.

When we are not making the right choices

Step 1 - Any form of mild disruption/misbehaviour will result to a verbal reminder of expectations reiterated in a depersonalised way, such as 'At Rockmount we walk in the corridors'. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

Step 2 - If a pupil continues to make poor choices, another display of misbehaviour will result in a 2nd verbal reminder and the child's name will be written on the board as a visual reminder.

At this stage, there should be an informal discussion in a positive manner to support the child (restorative questions, affective statements, choices) and give them a chance to reflect. The aim of this conversation is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose their next steps.

Step 3 - If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the teacher. It also means that they have not responded to the positive conversation conducted by the member of staff which was aimed at giving the child a chance to reflect and make better choices. A restorative meeting will now need to take place during the day. For younger children it will take place as soon as possible while the incident is fresh in their minds but for older children this will be at the next playtime or lunchtime and a sanction must then be agreed and accepted by the child. The adult dealing with the situation will usually facilitate this.

The child's name and record of the incident and verbal agreement will be recorded on CPOMS. The teacher or other staff members should remind the child of their agreement and offer ways to support them in managing it.

Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.

Step 4 - Reaching step 4 means a child is choosing to ignore all the warnings, conversations and support that the adult or other peers are giving. This is looked on as persistent, intentional misbehaviour. At this stage, a child will be removed from the classroom, as defined in DfE guidance, ensuring continued supervision and access to meaningful learning. At this time, a step 4 behaviour tracking form will be sent to the Assistant Headteacher one of the Deputies or the Headteacher (appendix 4). This is in order to not disrupt other children's learning any further, nor to undermine the positive mood the adults try to set in the classroom. At this point, the child will be placed in a partner class with work and a reflection sheet (see appendix 8) will be completed during the next break in the timetable. The child will meet with a member of the Senior Leadership Team to discuss what has happened. The next step is for the child and all other necessary participants to attend a formal restorative meeting. Parents/carers will be informed on the same day when a child is removed from the classroom.

The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour.

The outcome of the meeting is ultimately the same in earlier steps:

- For children to understand the impact of their actions.
- To reflect on who it has affected and how it made them feel.
- How they can put it right.
- What they can do to prevent this behaviour from reoccurring in the future.

At this point a sanction will often be agreed, but more importantly, actions will be written to agree on the next positive steps. Details of the meeting will be recorded CPOMS; the child or children's parents/carers will also be informed with a letter (see appendix 7).

As a follow up, the teacher will have a reconnection meeting with the child in order to integrate them back into the class. They will discuss the written agreement/promise and ask what the child needs in order to uphold their end.

Ongoing disruptive behaviour should be reported to the Learning and Teaching Leader and a behaviour modification plan should be set up for the child. This information should be shared with parents/carers and reviewed weekly.

Major breaches of discipline

There may be times when a member of staff has to remove a child(ren) from a situation and a consequence is applied without a restorative meeting happening first. This will usually only be in the most severe situations where safeguarding takes priority. Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare and it is the responsibility of the Assistant/Deputies or Headteacher to deal with it appropriately. Parents will be contacted via telephone or letter. On some occasions it may be deemed necessary for an internal exclusion where a child is removed from their classroom and is supervised in their learning by a member of staff.

Some behaviour incidents may raise safeguarding concerns, including child-on-child abuse. These will be managed in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education guidance.

The Headteacher (or a member of staff with delegated responsibility) reserve the right to enforce additional consequences where this is necessary. Episodes of very serious behaviour or severely and persistently disruptive behaviour may either be dealt with by exclusion from the school premises for a fixed period of time or result in a permanent exclusion. The school will follow exclusion procedures in line with the Local Authority guidance and DfE statutory guidance. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

Repairing harm

The focus of the restorative approach is on repairing the harm caused 'How can you/we make things right?' - this is also the focus of any consequence. All parties (including the adult facilitating) will be involved in agreeing the best course of action, but consequences will be proportionate to the harm caused. E.g. If property is damaged the agreed consequence to put things right might be for the child to repair that damage or replace a broken item.

Potential outcomes and consequences to repair harm

At Rockmount, all parties agree outcomes and consequences as part of a restorative conversation. Possible outcomes and consequences must always be proportionate to the harm caused and include:

Agreeing that the behaviour will not be repeated and following through with this.

- Time out from an activity (younger children)
- Loss of privileges such as time missed from break / lunch, eating lunch in a different room instead of the dining hall, not taking part in specific lunchtime activities e.g. planned sports in the arena.

- Repairing, cleaning or replacing damaged property.
- Spending time away from another child/ a group or the class (this could be in another classroom or with another member of staff).
- A verbal or written apology.
- Paying back time by helping in the school community e.g. litter picking, tidying/cleaning resources.

This list is not exhaustive and any reasonable and proportionate outcome/consequence will be considered in negotiation with those concerned.

In each class all step 3 and 4 behaviour incidents are recorded on CPOMS.

Step 3 restorative meetings will be monitored and the Learning and Teaching Leader will contact parents/carers when this is a frequent problem.

CPOMS will be monitored regularly to identify trends or patterns of behaviour for individual children and this information will be shared with parents and carers.

Equality - Additional Behaviour Support

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals. This may include:

- Assessment by the Educational Psychology Service and possible referrals to outside agencies as appropriate
- Primary Inclusion Forum
- Educational Welfare Officer
- Social Care

Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school SEN register and a range of strategies and resources will be considered. These may include:

- Target Support Cards
- Behaviour Modification Plans
- Pastoral Support Plans

It is vital that records are kept of all behavioural incidents. This helps to safeguard children and to build a full and accurate picture of their needs. (See Inclusion Policy)

Supporting pupils with additional needs

By ensuring that we have a culture conducive to good behaviour, we aim to establish a calm, safe and supportive environment which limits disruption. This in turn will benefit pupils with SEND, enabling them to learn. Our whole-school approach aims to meet the

needs of all pupils in school, including those with SEND so that everyone can feel that they belong in the school community and high expectations are maintained for all pupils.

It is important to acknowledge that some behaviours are more likely to be associated with particular types of SEND. This means that behaviour will need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to a child's SEND. It will not be assumed that because a pupil has SEND, their behaviour is always affected by this. We will look at each particular occasion of misbehaviour on an individual basis and use our judgement of the facts to consider whether the pupil's SEND had contributed to the misbehaviour. The school will consider whether a pupil's SEND has contributed to the behaviour and whether reasonable adjustments are required before applying or adapting a sanction. This is a decision that will be made by the Headteacher and the Deputy Headteachers/Assistant Headteacher.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and review the impact of the support being provided. This will help to ensure that additional support is put into place for those who need it in order to help them to meet behavioural expectations. As far as possible, we will also try to anticipate likely triggers of misbehaviour and put in place the right support to prevent these by implementing a behaviour modification plan where appropriate (see Appendix 5). This will take into account the specific circumstances and the requirements of the pupil concerned.

Positive Handling/Reasonable Force

Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Staff would be expected to follow the Behaviour Policy in the first instance to manage an incident/challenging behaviour.

Wherever possible, assistance should be sought from another member of staff before intervening.

Physical intervention may involve staff:

- escorting a pupil
- shepherding a pupil away
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down. Supportive holding is used only to maintain safety and is not intended to restrain a pupil beyond what is necessary for immediate risk reduction.

Reasonable force will never be used as a punishment and will not involve techniques that restrict breathing, apply pressure to the neck, chest or abdomen, or cause pain.

Where a pupil has SEND, their needs, triggers and any agreed support strategies will be taken into account when responding to incidents, and reasonable adjustments will be made wherever possible.

All incidents necessitating positive handling will be recorded in detail on the day of the incident and uploaded to CPOMS. This will include: what happened, how it was managed and for how long. Parents will be informed as soon as practicable, and where possible on the same day and overall number of incidents will be reported termly (appendix 9).

Searching Pupils

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Any search involving prohibited items will be conducted in line with DfE Searching, Screening and Confiscation guidance. Parents/carers will be informed of any search and confiscation where appropriate, particularly if prohibited items are found.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations found [here](#) which include:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Additional Items that the school have banned are:

- e-cigarettes or vapes
- matches
- Mobile phones (which have not been handed to the teacher for safe keeping during the school day)

For more information please read the following:

- Local Authority Guidance. Searching Pupils - [Quick Guide for Schools/Colleges](#)
- Current Government Guidance - [Searching, Screening and Confiscation](#)

Lunchtime Behaviour

The Rockmount Rules should be referred to throughout the school day to promote positive behaviour. When children do not follow the rules, the midday supervisor will first give a verbal warning and may then send a child to a quiet space for a restorative conversation with the lunchtime lead. This will be recorded and then monitored by senior management for patterns and trends. Any serious incidents will be referred to the Headteacher or senior teacher on duty and may result in exclusion from the playground the following lunchtime. Parents and Carers will be informed as necessary.

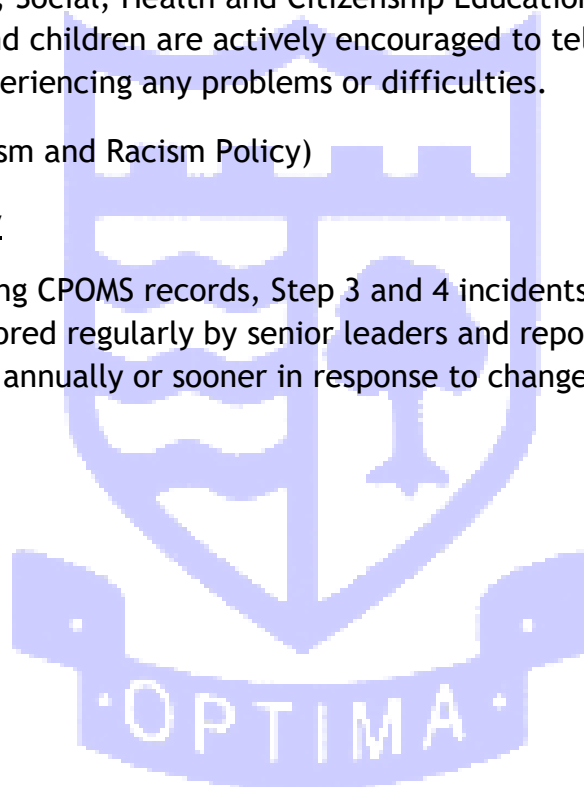
Incidents of Bullying

Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of Personal, Social, Health and Citizenship Education. Any form of bullying will not be tolerated and children are actively encouraged to tell an adult at school or at home if they are experiencing any problems or difficulties.

(See Anti-Bullying, Sexism and Racism Policy)

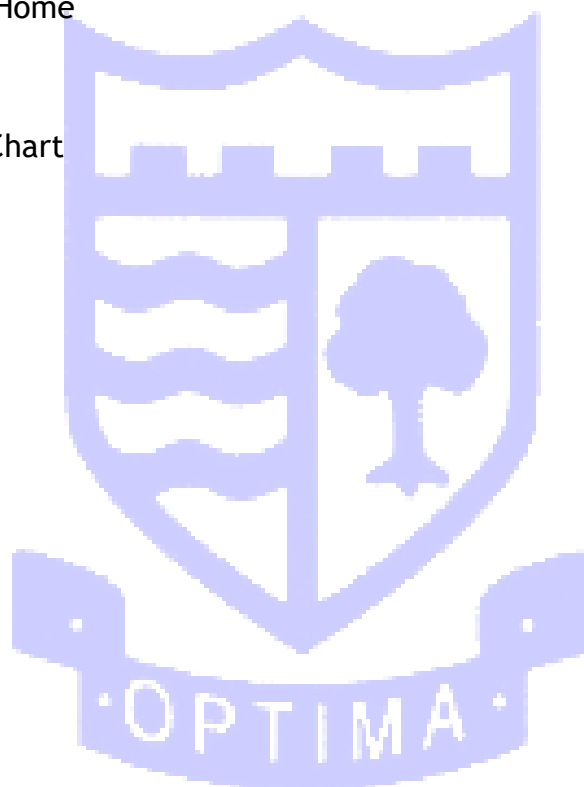
Monitoring and Review

Behaviour data (including CPOMS records, Step 3 and 4 incidents, exclusions and patterns) will be monitored regularly by senior leaders and reported to governors. This policy will be reviewed annually or sooner in response to changes in statutory guidance.



Appendices

1. Rockmount Rules
2. Code of Conduct
3. Restorative Questions
4. Behaviour Tracking Form step 4
5. Behaviour Modification Plan
6. Pastoral Support Plan
7. Standard Letter Home
8. Reflection Sheet
9. Behaviour Flow Chart



Rockmount Rules

Be kind, helpful and truthful

Listen to others

Do your best

Look after property

Be polite



Appendix 2

Code of Conduct

Be kind, helpful and truthful

- Keep your hands and your feet to yourself
- Don't call people unkind names
- Use kind words
- Share and take turns with others
- Look after each other
- Let others join in with you in your games and groups
- Be a good friend
- Own up when you have done something wrong

Listen to others

- Look at the person speaking
- Don't interrupt the person speaking
- Think before you speak
- Speak clearly
- Take turns to talk
- Listen carefully to the views and opinions of others

Do your best

- Try hard in everything you do
- Read through your work and see if you can make it better
- Don't give up - ask for help if you need it
- Learn from any mistakes you make
- Bring everything you need for your day such as PE kit, book bags etc...

Look after property

- Look after our own and other people's belongings
- Keep bags, coats and PE kits tidy
- Keep the classroom tidy and well-organised
- Take pride in the school environment
- Use equipment appropriately
- Keep yourself smart - look after your school uniform
- Put all litter in bins or recycling boxes

Be polite

- Say 'please' and 'thank you'
- When other people say 'thank you' you should reply 'you're welcome'
- Say 'excuse me' to get someone's attention
- Hold doors open for other people
- Walk calmly and quietly around school

- Greet people by saying 'Good morning' or 'Good afternoon'
- Address people by name
- Don't talk with food in your mouth
- Use a knife and fork to eat your school dinner
- Always clear away any mess you have made at lunchtime



Appendix 3

Restorative questions used at Rockmount:

What happened?

Drawing out each person's story, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion but for all parties to be listened to.

What were you thinking/feeling?

To ascertain what each person was thinking and feeling at the time, before and now.

Who has been affected and how?

Who has been harmed/affected? Older children are encouraged to think about the wider implications of who has been affected eg staff, families

What do you think/feel about it now?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What needs to happen next to make things right?

Agreeing and negotiating to meet the agreed needs above. What support will they need? Pupils to form their own agreement where possible with some staff guidance.

Language to use during a restorative conversation:

Encouraging: Tell me some more about that.

Clarifying: Can you help me to understand that more...

Checking: So did I hear you say.... Am I right in thinking...?

Reflecting: So you.... (repeat back)

Summarising: There seem to be a few things bothering you.... Earlier you said...

Empathising: I understand why you are worried/upset/angry about...

Affirming: Thanks for sharing that.... I appreciate you discussing this with me.

Appendix 4

Behaviour Tracking Forms

Rockmount Primary School Behaviour Tracking Form – Step 4		
Date:	Name:	Class/Year Group:
Step 4 - Time out in link class to complete a reflection sheet and slip referred to Assistant/Deputy/Headteacher		
Record of the incident:		
Sanction agreed:		
Behaviour Agreement/Promise		
Now that I am joining my class again, I will ...		
Signed:		
Reflection sheet completed (please attach): Yes No		
Parents informed: Letter Phone Call		
Referred by:		
Meeting facilitated by:		

Appendix 5

Behaviour Modification Plan

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? • Phrases to use • Rewards, motivators	Early warning signs How do we prevent an incident? • What to look out for • How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

Appendix 6

Pastoral Support Plan

ROCKMOUNT PRIMARY SCHOOL PASTORAL SUPPORT PLAN

Name	
Year/Class	
Date programme established	

Initial Meeting

Date		
Present		
Apologies		
Summary of reasons for PSP		
Pupil views		
Parent/carers views		
Agreed Targets		
Target	Support/Strategies	Rewards/Sanctions
Allocated support		
Parent/carers support for targets		
Signed: _____ (pupil)		
_____ (school)		

_____ (parent/carer)

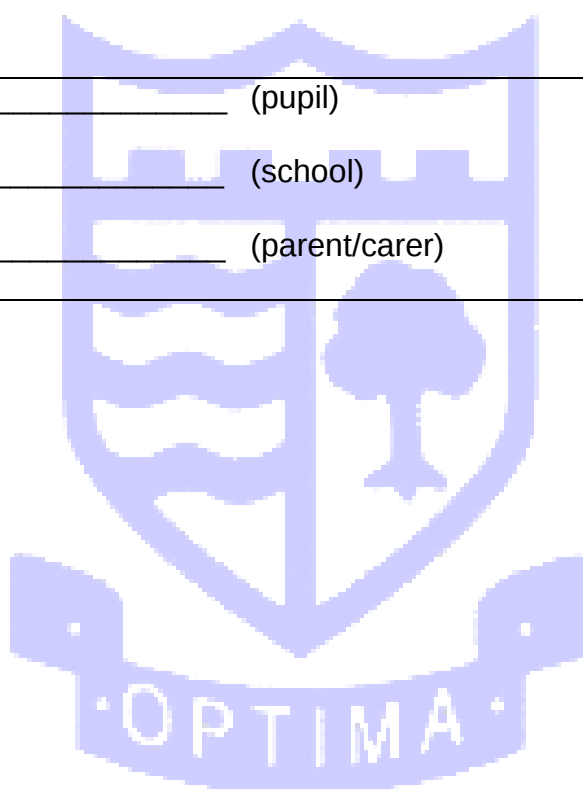
Interim Review Number 1 (further interim reviews may be added)

Date		
Present		
Apologies		
Pupil perception of progress		
School review of progress		
Parent/carer views		
Agreed revised / new / maintained targets & support		
Target	Support/Strategies	Rewards/Sanctions
Allocated support		
Parent/carer support for targets		
Signed: _____ (pupil)		
_____ (school)		
_____ (parent/carer)		

Final Review Meeting

Date	
Present	
Apologies	
Progress to date	

Areas for improvement
Pupil view
Parent/carer view
Agreed next steps
Allocated support
Signed: _____ (pupil) _____ (school) _____ (parent/carer)



Appendix 7

Standard Letter

Headteacher: Helen Carvall

Deputy Headteachers: Amber Pearless
Vivian Bull

Tel: 0208 653 2619



Rockmount Primary School
Chevening Road
Upper Norwood
London
SE19 3ST

office@rockmount.croydon.sch.uk
rockmountprimaryschool.co.uk

Date....

Dear,

I regret to inform you that _____ has reached stage 4 of the school behaviour tracking system today, which is a serious breach of the school behaviour policy.

_____ has a very clear understanding of the rules regarding the Rockmount Code of Conduct. Please take some time to reinforce the importance of following through adult instructions and ensuring that we show respect to all members of our school community.

Yours sincerely,

Rockmount Primary School Behaviour Incident Step 4 Letter (return to class teacher)

Child's name:

Class:

I acknowledge receipt of the letter and have discussed with my child the importance of following the school rules and behaving appropriately.

Parent/Carer signature:

Date:

Appendix 8

Reflection Sheet

Rockmount Primary School

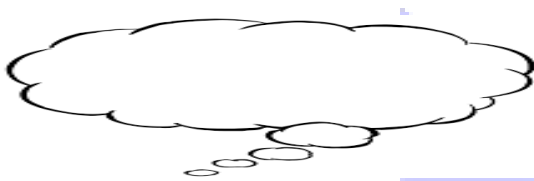
Behaviour Reflection Sheet

Name:

Class:

Date:

Thinking about my behaviour.....



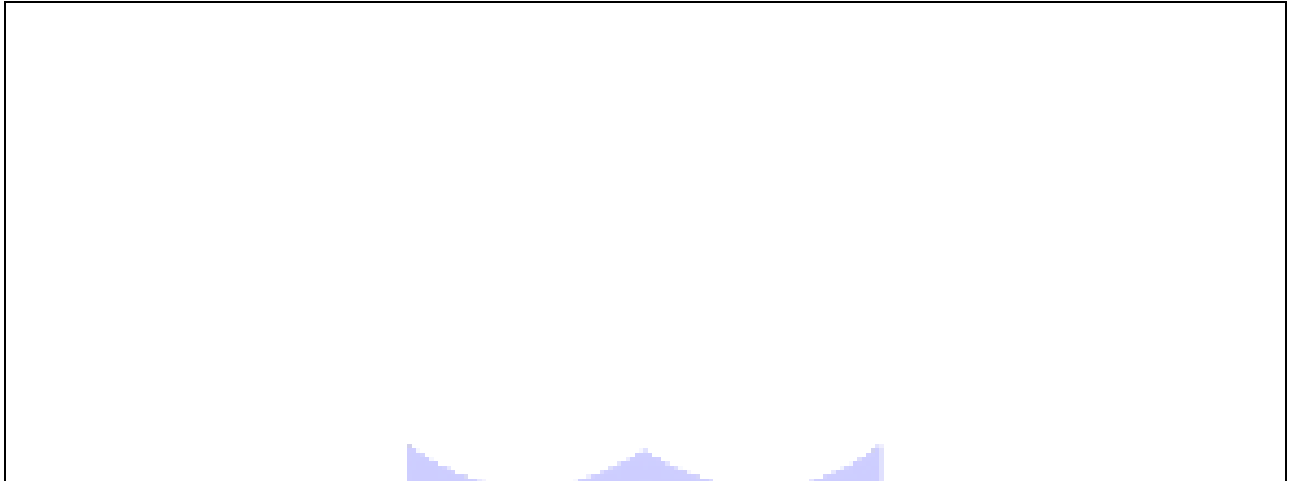
What happened?

The crest of Rockmount Primary School is centered within a large rectangular box. The crest features a shield with wavy lines on the left and a tree on the right, topped with a castle battlement. Below the shield is a banner with the word 'OPTIMA' in capital letters.

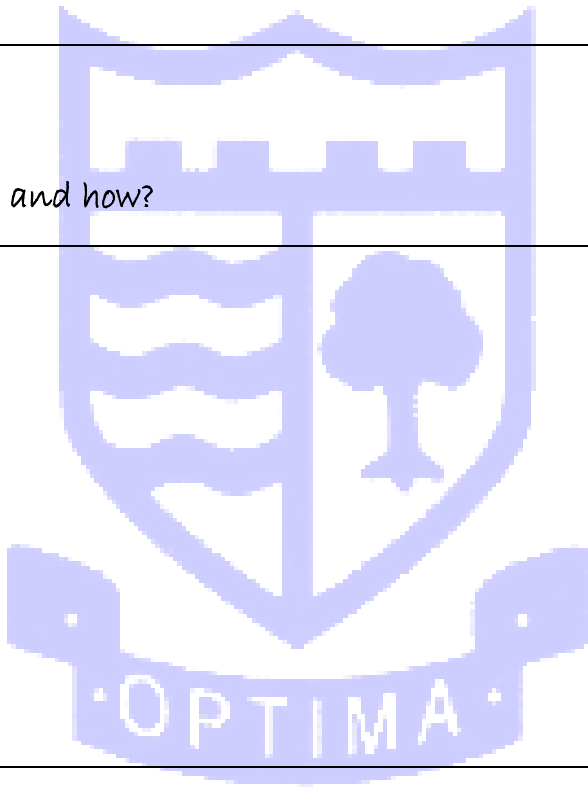
What were you thinking/feeling?

A large, empty rectangular box for writing.

What do you think/feel about it now?



Who has been affected and how?



What needs to happen to put it right?



BEHAVIOUR FLOW CHART

