



Behaviour Policy and the 'Royles Brook Way' Curriculum

Be Kind. Be Thankful. Be Ambitious.

Behaviour Policy 2025/26

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Electronic copies of this plan are available from	Royles Brook Primary School Website
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Person responsible for Review	Mrs J. McKinnon

Our Vision

To create a culture where learning is at the forefront of each day and is valued. We want our pupils to feel challenged each day in an environment where performance is improved and potential is achieved, where success is celebrated and where each person has the right to be an individual with a healthy respect shown at all times.

Our Values

For pupils to Be Kind, Be Thankful and Be Ambitious.

Our Rationale

At Royles Brook Primary School we develop children's character through the 'Royles Brook Way' curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Our Purpose

Using our 3 Pocket Principles we will ensure that **all** pupils will be:

- Respectful
- Responsible
- Ready to learn

Feedback

At Royles Brook Primary School, pupils are provided with consistent and timely feedback throughout the school day. Feedback is determined by the school staff and deemed appropriate to the action.

Other forms of feedback include and are not limited to:

- Celebration assembly,
- Discussion with parent/carer at the start/end of the school day,
- Telephone call home.
- Postcard home.

Uniform

There will be an expectation that uniform should be appropriate in accordance with uniform policy. Pupils will be encouraged to wear the correct uniform. As a school we actively seek and help those families who may need any additional support with their child's uniform needs.

Restorative Justice

As a school Royles Brook Primary School takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It allows pupils and staff to move forward and avoid any repeat of the behaviour.

Restrictive Intervention

The school follows the DfE guidance on Restrictive interventions, including use of reasonable force, in schools (April 2026). The focus will always be on de-escalation to minimise the need for restrictive intervention. All restrictive intervention incidents, including seclusion, will be recorded and reported in line with the DfE guidance. School staff are trained in de-escalation techniques at Team Teach Level 1. Senior staff are trained at Team Teach Level 2. Where professionals deem a situation an emergency, any strategy may be used to keep a child safe and prevent harm.

Individual Behaviour Plans/Risk Assessments

Royles Brook Primary School may implement individual behaviour plans and/or risk assessments for identified pupils. These plans/risk assessments will be co-produced by school, parents and pupils and reviewed regularly to support the individual pupils.

Equal Opportunities

Royles Brook Primary School provides equal opportunities regardless of gender, disability, sexual orientation, ethnic background, colour, nation of origin, age, transgender status and religion. We strive to promote equality and diversity through the ethos of the school.

Bullying and Harassment

Bullying or harassment of any type will not be tolerated in school, including cyberbullying, prejudice-based bullying and discriminatory bullying. Incidents of bullying or harassment occurring outside of school such as using social network sites, will be dealt with by school in the appropriate manner.

Only the Headteacher can suspend or permanently exclude a pupil in line with the statutory guidelines recommended by the DFE.

Suspensions

Any suspension will be discussed with parents/carers before a formal letter of suspension is delivered. All Royles Brook Primary School suspensions will require a reintegration meeting with pupils and parents to work together to avoid further suspensions. The decision to suspend will be a balanced account of the incident without prejudice.

Suspension or persistent breaches of the behaviour policy could result in a disciplinary meeting.

Permanent Exclusion

Permanent Exclusions must be upheld by governors. The decision to permanently exclude is a very carefully considered decision that follows DFE guidance on this issue.

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Royles Brook Primary School has appropriate school-wide policies in place that make it clear that sexual harassment, child-on child abuse, online sexual abuse and sexual violence (including sexualised language) are unacceptable.

These policies are reflected in the school curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, child-on child abuse, online abuse, sexual violence and issues of consent, ensuring that:

- school staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent child-on-child abuse, sexual harassment, online sexual abuse and sexual violence operates through a culture led, whole school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Royles Brook Primary School staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBTQ+ children).

School staff are aware of the increasing local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

School staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

School staff will assume that child-on-child abuse, sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them. School staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

Appendix 1.1

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from Reception to Y6	Explicit teaching of the full 'Royles Brook Way' curriculum content	Ongoing revision of content	Longer recap of 'Royles Brook Way' curriculum	Ongoing revision of content	Longer recap of 'Royles Brook Way' curriculum	Ongoing revision of content

Introduction

At Royles Brook Primary School we develop pupil's character through the 'Royles Brook (RB) Way' curriculum linking to our core values of being kind, being thankful and being ambitious. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Teaching the curriculum

The curriculum is taught explicitly during the first weeks in Autumn term alongside your traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Royles Brook Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for **all** pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum. This will be dependent on our teacher's professional discretion.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour principles in school known as the **pocket principles**. These are to

- **be respectful,**
- **be responsible,**
- **be ready to learn.**

Know the following examples of these **three principles** –

Be Respectful	Be Responsible	Be Ready to Learn
Say please, thank you and you're welcome Hold doors open for adults Talk kindly to all members of Royles Brook Primary Say good morning/ afternoon to adults and peers	Completing homework on time Remembering to bring equipment to school Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and accepting the consequence	Sitting still on the carpet or a chair Always listen to the teacher Giving the teacher 100% of your attention Giving 100% effort on all tasks given Being in the right place at the right time

Respect and Responsibility

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that being responsible means being able to be trusted to do the right things that are expected of you at all times.

Know that we walk around school using the **'Royles Brook Walking'**

Know that Royles Brook Walking means –

- facing forwards,
- walking at a slow and steady pace,
- in a straight line,
- with hands at the side,
- without talking.

Know that we use Royles Brook Walking to keep everyone safe in school and to make sure the learning of other pupils is not disrupted as pupils move around school.

Know that pupils who do not follow the Royles Brook Walking will have a consequence for this.

Know that we use **'Royles Brook Listening'** in class and around school. This means that we –

- face the teacher,
- listen to our teacher at all times,
- never interrupt,
- track the speaker.

Know that we all do Royles Brook Listening to ensure everybody is able to learn without distractions. Know that pupils who do not follow the Royles Brook Listening will have a consequence for this.

Know that you should always say **'thank you'** when you receive something or someone does something nice for you.

Know that you should always say **'you're welcome'** when someone thanks you for something.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say **'good morning/afternoon'** to adults if spoken to.

Know that it is important to show **'gratitude'** to others by thanking people for what they have done for you.

Manners

Know that you should always say **'please'** when you are asking for something.

Know that you should always say **'thank you'** when you receive something or someone does something nice for you.

Know that you should always say **'you're welcome'** when someone thanks you for something.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say **'good morning/afternoon'** to adults if spoken to.

Know that it is important to show **'gratitude'** to others by thanking people for what they have done for you.

Playtime Behaviour

Know that you must walk from your classroom to the playground using Royles Brook Walking.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be **kind**, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly and carefully.

Classroom routines

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school.

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons.

Know the routine for handing out exercise books in the classroom.

Know where to hang up your coat in the classroom.

Know to get equipment out ready for the lesson and to look after it.

Know how to put your hand up silently to answer a question or participate in discussion.

Know that it is important to speak clearly in class when sharing answers so that everyone can hear.

Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? Christopher Columbus was a famous explorer.

Lunchtime

Know where you line up for lunchtime when you are called.

Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should try to use a knife and fork correctly.

Know that you should finish what you are eating before leaving your seat.

Know that you should ask to eat your dessert.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Completing work in books

Know how to set out work in books according to the Teaching and Learning Policy.

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles.

Know how to correct mistakes by drawing a straight line through your work.

School Uniform

Know that school uniform consists of –

Branded items

School grey jumper or school grey cardigan with school badge

School grey PE hoody/ yellow PE T– shirt with school badge

Gold/ brown school tie

Unbranded items

Grey pinafore/ skirt/ shorts or trousers

White collared shirt (long or short sleeved- no polo shirts please) Grey,
black or white socks

Grey or black school shoes

Summer Uniform

Yellow checked summer dress (not striped) with grey school jumper or grey school cardigan Grey
uniform school shorts may be worn at any point during the academic school year if preferable to
trousers or a skirt

PE

Grey school hoody with school badge

Yellow school T shirt with school badge

Plain black leggings/ jogging trousers without logos/ branding

Trainers suitable for PE (no platform or high -top trainers)

Swimming

Towel

Swimming costume (no 2-piece costumes)

Swimming trunks need to be tight and not baggy

No jewellery can be worn during swimming lessons (earrings must be removed before children come to school)

Hair must be tied up and all other hair accessories removed

Swimming cap for hair that is of a length that can be tied back

Jewellery

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school. A single pair of plain studded earrings is an exception to this rule but must be removed or covered when taking part in PE. A wrist watch may also be worn but smart watches are not permitted.

End of the day routine

Know that they must stand behind the teacher at the meeting point/classroom door.

Know that they must not go home until the teacher has checked that the correct adult is picking them up. Know that these procedures are put in place to keep all pupils safe at home time.

Attendance and Punctuality

Know that you must attend school every day.

Know that you must arrive at school on time every day.

Know that attending school on time every day is important so that you don't miss important learning.

Expectations outside of school

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people's needs, wishes and feelings.

Appendix 1.2

Prohibited Items and Searches

Prohibited Items

The items below must NOT be brought into school or seen in school.

- Stink bombs
- Fire Crackers
- Aerosol cans
- Fizzy drinks/Energy drinks
- Any type of sprays
- Lasers
- Knives, screwdrivers or tools of any kind
- Guns, fake/toy guns
- Metal combs
- Any objects that could be used as a weapon
- Cigarettes
- Drugs
- Alcohol
- E-Cigarette/Vapes
- Lighters and matches
- Any sharp objects

Mobile Phones in School

Mobile phones are prohibited from use by pupils on the school site. Only pupils in year five and six are permitted to bring phones to school for the purpose of safe walking to and from school independently. Pupils turn phones off and hand in on arrival to school. Phones will be stored securely away from pupils. Phones will be returned to the pupil at the end of the school day. Any breaches may require parental collection of mobile phones.

Searches

In the case of pupils bringing prohibited items into school staff do have the right to search pupils. This will be carried out by a senior member of staff in the presence of a witness. The school does not have to seek parental consent for a search to take place.