



**John Randall**

Be Ready, Be Respectful, Be Safe

# Behaviour Policy

Our Ready, **Respectful** & **Safe** Plan

**JOHN RANDALL PRIMARY SCHOOL AND NURSERY**

**February 2022**

**Be Ready Be Respectful Be Safe**

## Policy statement

**This policy has been updated to recognise the impact Covid has had on school life and potentially on behaviour. We recognise that adults and children may behave differently during a national crisis and that our policies are strengthened because of this. We are ready to show respectful support and to keep everyone in our community safe. – Autumn Term 2021 Risk assessment**

John Randall Primary School and Nursery are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## 2. Aim of the policy

- To be Ready, Respectful and Safe at all times.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To promote positive conduct in all learners
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, happy temperaments, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour and attitudes are a minimum expectation for all.

## 3. Purpose of the policy

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

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive modelling



All John Randall staff will be responsible for modelling the following positive behaviour:

### Staff will...

1. Model positive behaviour with each other, parents and children
2. Be calm
3. Follow Ready, Respectful, Safe towards each other

### Rules

1. Be Ready
2. Be Respectful
3. Be Safe

### All staff, every day

1. Meet and Greet children and parents/carers at the door
2. Use visible and verbal recognition every day referring to **Ready, Respectful, Safe**
3. Celebrate and demonstrate good practice.

### Senior leaders

1. Supporting staff in returning learners to learning.
2. Support staff with Learners with more complex and deep-rooted behaviours
3. Supporting staff to follow up and have ownership with disruptive learners

3 keyways we recognise conduct 'over and above'

1. Child led Celebration assembly
2. Postcards home
3. Phone calls home



### **Support beyond the classroom**

1. Recorded Formal Parent Support Meeting
2. Individual Education Plan
3. Internal Support e.g. Be-U  
External Support e.g. MHT

### **Alternatives to exclusion**

1. Parent support meeting
2. Extra support in classroom
3. Modified timetable  
Inclusive schools forum/ FAP



## Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

### Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules** promoting appropriate behaviour with icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around** the whole school.
- Consistent well-presented and safe environment to encourage core values and respect.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.



## Consistency of all staff

1. **Meet and greet** at the door at all transition times. Morning, break, lunchtime, end of the day.
2. **Reinforce** the rules of '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** within the classroom
6. Be **calm** and give 'take up time' when going through the steps. **Prevent before sanctions.**
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

## Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- **Meet and greet learners and parents at the beginning and end of the day**
- Be a visible presence in school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly recognise staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use the Wellbeing Tracker completed by class teachers to target and assess strategies
- Supporting teaching staff to follow up and take ownership with disruptive learners
- Support staff in managing learners with more complex or deep-rooted negative behaviours
- Review behaviour policy and practice



## Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

- ❖ Teachers model positive praise Verbal praise- lots of it! To acknowledge behaviour, we want to see.
- ❖ Class 'Smiley' Tokens and Golden Tree to mark the seen behaviour
- ❖ Postcards and phone calls home ~ To celebrate the seen behaviour
- ❖ Assemblies' celebration led by children to promote peer positivity

## Managing behaviour in School

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder is that is needed.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Steps	Actions
1 Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness, distraction technique
2 Reminder	A reminder of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.



3 Caution	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and attitude is not ready, respectful and safe, clearly outlining the consequences if they continue.</p> <p><b>30 second Caution</b></p> <ul style="list-style-type: none"> <li>• Gentle approach, personal, non-threatening, side on, eye level or lower.</li> <li>• State the behaviour that was observed and which rule/expectation/routine it contravenes.</li> <li>• Tell the learner what the consequence of their action is.</li> <li>• Refer to previous good behaviour/learning as a model for the desired behaviour.</li> <li>• Walk away from the learner; allow her time to decide what to do next.</li> <li>• If there are comments, as you walk away write them down and follow up later.</li> </ul> <p><i>We resist endless discussions around behaviour and spend our energy returning learners to their learning</i></p>
4 Time Out	<p>Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p> <p><b>The time-out</b></p> <ul style="list-style-type: none"> <li>• The learner is asked to speak to the teacher away from others</li> <li>• Boundaries are reset</li> <li>• Learner is asked to reflect on their next step.</li> <li>• Again, they are reminded of their previous conduct/attitude/learning.</li> <li>• Learner is given a final opportunity to reengage with the learning/follow instructions</li> </ul> <p><i>Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.</i></p>
5 Internal referral	<p>At this point the learner will be referred internally to another classroom in the school.</p>
6 Reparation	<p>Reparation meetings are a core part of repairing damage to trust between staff and learners. A restorative meeting should take place before the next session. If the reconciliation is unsuccessful the teacher should call on support from their colleagues who will support the reparation process.</p> <p><b>A Reparation meeting is structured in 6 steps:</b></p> <p>What's happened?  What was each party thinking?  Who feels harmed and why?  What have each party thought since?  What behaviours will each of us show next time?  Reaffirm your commitment to building a trusting relationship.</p>



7 Formal Meeting	<p>A meeting with the teacher, learner and parents, recorded on a Behaviour Action Plan with agreed targets that will be monitored over the course of two weeks.</p> <ul style="list-style-type: none"> <li>• Support and if necessary, facilitate the Reparation Meeting between the member of staff and learner.</li> <li>• Develop an appropriate action plan with the learner</li> <li>• Monitor and review and mentor using the action plan</li> <li>• Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves</li> <li>• If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the head teacher or a member of the SLT</li> <li>• Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning</li> </ul>
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A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate will be considered. The parents will be called and asked to support the child and school.

This is not a stand-alone document to be read alongside:

Staff Induction Policy

Staff Code of Conduct policy

Equality Policy

SEND Policy

Staff to follow all Government guidance from:

<https://www.johnrandallprimary.co.uk/wp-content/uploads/Child-Protection-and-Safeguarding-Policy->

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

