

## Thorplands Primary School Behaviour and Relationships Blueprint



Our 3 rules are:

- **Respectful**
- **Ready**
- **Safe**

These 3 clear rules will be referred to in every conversation around behaviour in the school. They will be consistently reinforced, positively implemented and become embedded in all aspects of school life. To achieve this, there needs to be a **consistent** approach by **all** members of staff.

### **The pillars of our school community – High Expectations and Achieving Extraordinary Things**

1. Consistent calm adult behaviour
2. Initial response – if an adult is dealing with the situation, do not intervene. An adult will ask if they need assistance!
3. Relentless routines
4. Scripted conversations
5. Restorative follow up

### **Scripted and Restorative Conversations**

A scripted, private conversation should be had with a child (for no longer than 2 minutes). The following conversation starters should be used to engage the child:

- I can see that you are..... (and/or I can understand why you are.....)
- What should we do to put things right?
- Can you remember a time (earlier, yesterday, last week) when you.....
- 'One of our rules is to work hard, but you are continually interrupting our learning,
- I need you to.....
- What choice are you going to make? (If you do not complete your work in lessons, you will need to complete it at home).

Children will sometimes need time to reflect on their actions. A restorative conversation may be required:

- What happened? (listen, be non-judgemental, be 'unshockable.')
- Remember, children should get what they need not what they deserve!
- Who has been affected by this?
- What were you thinking at the time?
- What have you thought since?
- How do you think that made people feel?

Every process must be followed. You will need to create time at a later stage to 'repair' and have a restorative conversation with the child.

## Escalations Policy and consequences

### Levels of unacceptable behaviour

Level of Behaviour	Definition	How is this dealt with?
<b>Level 1: Low level</b>	Low level disruption in classroom or around school. This includes dinner times and break times	By all classroom-based staff by using classroom behaviour management techniques and systems, supported by SLT. SLT to support class-based staff in positive behaviour management and building positive relationships Inclusion manager to support all staff with approach and support individual behaviour plans for children with SEN
<b>Level 2: Consistent/significant disruption or a one-off incident of more significance.</b>	Either consistent low-level disruption	By Teachers alongside SLT in School & Parents.
<b>Level 3: Extreme</b>	Consistent significant disruption or unsafe behaviour.	Headteacher, SLT, Governors & Parents

Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Lining up 3. Walking	1. Recognition boards 2. Certificates 4. Home contact 5. Postcards 6. HT/SLT praise 7. Class Reward

### **Focus: Relentless Routines**

Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking Around School	Consistent language
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### **Behaviour Pathway**



Reminder  
Warning  
Time-In/Calming Time  
Follow up/Reparative Conversation  
*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:*  
Sent to SLT/AHT/HT  
Parents Phoned  
Parents Called To School  
Seclusion  
Exclusion



### **Recording Behaviour**

Behaviour is to be recorded on to One Note. This can be accessed at the next available break.