

Ready

- Be in school on time
- Wear correct school uniform
- Arrive to class calmly and promptly
- Be tidy and organised
- Listen attentively

Respectful

- Show respect to all adults
- Show good manners and be polite
- Share, take turns and use kind words
- Respect the opinions of others
- Care for school environment and equipment

Safe

- Care for yourself and each other
- Kind hands, kind feet
- Make good choices
- Walk around school safely and calmly
- Follow instructions straight away
- Ask permission before leaving the classroom

		Behaviour	Procedure
Consistent, Calm Adult Behaviour	<ul style="list-style-type: none"> • Low level disruption • Running in school building • Failing to follow instructions • Not sharing/taking turns • Not respecting others • Talking when the teacher is • Work below standards 	<p>Redirection: Gentle encouragement in the right direction, small action of kindness</p> <p>Reminder: A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.</p>	<p>Restorative conversation:</p> <ol style="list-style-type: none"> 1. With Who? Time and place 2. Reflect: What happened? Who was involved? 3. Thoughts and Feelings: <ul style="list-style-type: none"> ➤ What were you thinking/feeling at the time? ➤ What are you thinking and feeling now? ➤ Who was affected and how? ➤ How do you think this made others feel?
	<ul style="list-style-type: none"> • Continuation of behaviour after warning given • Arguing with adults/defiance • Defacing school books • Work below standards • Leaving the classroom without adult permission 	<p>Caution: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. (30 second intervention)</p>	<ol style="list-style-type: none"> 4. Repair and Problem-Solving: <ul style="list-style-type: none"> ➤ What do you think you can do to put things right? ➤ What will you do differently in the future?
	<ul style="list-style-type: none"> • Continuation of unacceptable behaviour • Damaging school property • Inappropriate remarks or behaviour 	<p>Time Out: The learner is encouraged to move to reflection area in class and speak to the teacher away from others:</p> <ul style="list-style-type: none"> • Boundaries are reset • The learner is listened to and is asked to reflect on their next step and are reminded of their previous conduct/attitude/learning. • Learner is given a final opportunity to reengage with the learning / follow instructions 	<p>Staff will take responsibility for leading reparation meetings.</p>
	<ul style="list-style-type: none"> • Continuation of unacceptable behaviour • Racism/homophobia • Bullying • Discrimination • Swearing • Stealing • Bringing a weapon into school • Physically abusive to pupils or staff 	<p>Internal Referral: Learning mentor / SLT will be called for to provide support. If appropriate, the member of SLT will escort the learner to a workspace outside the teaching room.</p> <p>Revisit or set targets.</p>	<p>Senior Leaders will support when requested.</p>