



Ranelagh Primary School
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Headteacher: Mrs N Ling

Behaviour Policy

Reviewed on: 23rd September 2024

Next Review due: Autumn 2026

Signed by:

A handwritten signature in black ink, appearing to be 'S. Ling', written over a horizontal line.

Chair of Governors

Signed by:

A handwritten signature in black ink, 'N. J. Ling', written over a horizontal line.

Headteacher

1. Policy statement

Ranelagh Primary is 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. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

2. Aims of the policy

- 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 refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create a safe environment in which all pupils can learn and reach their full potential.

3. Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

The role and responsibilities of the governing body;

- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4. Introduction

Our mission at Ranelagh Primary School, is for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin our values and our day to day practise:

We are Ready.
We are Respectful.
We are Safe.

5. Our Expectations

We understand that our values require the presence of positive relationships. Staff and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance. At Ranelagh Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the school. All adults in the school share these 5 Pillars of Practise:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

6. Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Wherever possible, pupils will be encouraged to behave appropriately through consistent, meaningful positive recognition:

1. Class recognition board
2. Postcard home
3. Phone call home
4. Class Dojos
5. VIP events i.e., Hot chocolate Friday

Our first attention is for best conduct.

7.

8. Delivering sanctions with dignity

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

However, pupils who continue to make poor choices must take responsibility for their actions. Staff will make it clear to the child in what way they have not behaved showing Ranelagh expectations and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully following the steps outlined below:

Step 1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Step 2. Reminder	A reminder of the expectations Ready, Respectful, Safe 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.
Step 3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Step 4. Time Out	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.
Step 5. Internal referral	At this point the learner will be referred internally to another room (usually a parallel class) where they will complete their work for the remainder of the lesson.
Step 6. Reparation	A restorative meeting should take place before the next lesson.
Step 7, 8 and 9	The partnership stage will be implemented where there is continued cause for concern. Learner's will have their behaviour monitored to show progress towards agreed targets. A formal meeting where parents are invited will be convened and actions agreed at this meeting will come under the terms of a final warning before proceeding to the final stage (Suffolk Pupil Support Framework).

Although there are occasions when it is necessary, every minute a learner is out of the classroom is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners will be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We praise in public, we reprimand in private.

9. Pupil Voice

As part of our restorative approach to behaviour management, reparation meetings will take place between the adult sanctioning the learner and the learner as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. Each new session during the day presents an opportunity for children to have a 'fresh start'.

10. Working with Parents/Care Givers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

11. Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational psychologists
- Primary pupil referral units
- CAMHS
- County Inclusive Support Services (CISS)
- Young Carers group
- Child counsellors

12. Our Pastoral Support Team

We understand that for a small percentage of our children, additional support may be needed for the teaching of positive behaviours. We also recognise that for some children e.g. children with SEND, routines and sanctions may need to be adjusted. Our Pastoral Support Team, provide support for this small percentage. This might be through specific interventions and support given to those children within classroom settings and during break and lunchtime. Where individual children need adjustments made, this will be documented in their personal behaviour plan and a risk assessment may also be in place. (See Appendix). Where necessary, onward referrals may be made to external agencies for support e.g. Paws 4 Pals or the Mental Health in Schools team.

13. Serious Incidents

It is recognised that for some children further sanctions may need to be used. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- child on child abuse
- stealing from another person or school
- leaving school grounds without permission
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language

Any of the Incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. Each incident will be treated on individual merit with the final decision being made by the Headteacher; in their absence, the delegated senior leader. Any external exclusions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

14. Staff Training

Staff new to the school will receive induction training which will include an introduction to this policy and the expectations for managing behaviour at Ranelagh.

The behaviour policy and key principles will feature as part of the staff inset cycle.

The behaviour policy should be read in conjunction with other policies listed in section 14.

14. Links to other policies:

- Arrangements for managing allegations of abuse against people who work with children or are in a position of trust
- Anti-Bullying and Dealing with Prejudice Related Incidents
- Child Protection and Safeguarding Policy
- Equality Policy
- Exclusions Policy
- Mental Health and Wellbeing Policy
- Physical Contact and Restraint Policy
- SEN Policy and Information Report

Appendix 1: Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use these steps in behaviour for dealing with poor conduct:

The 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.

The 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 previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

State the behaviour that was observed and which rule/expectation/routine it contravenes.

Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out: This is a short time for the learner to reflect on their choices away from others.

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- 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.
- If the step above is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to leave the room. If appropriate, another member of staff will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

The internal referral: At this point the learner will be referred internally to another room (usually a parallel class) where they will complete their work for the remainder of the lesson. All internal referrals must be recorded on CPOMS by the class teacher, discreetly at the end of the session.

The reparation: A restorative meeting should take place before the next lesson. Teaching staff will take responsibility for leading reparation meetings, Phase Leaders will support when requested.

Reparation meetings at Ranelagh are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

- What happened?
- What were you thinking at the time?
- Who has been affected? / How does this make you feel?
- What behaviours do you need to show next time?
- What do you think should be the consequence?
- Reaffirm your commitment to building a trusting relationship.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Ranelagh we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

The partnership stage: The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues and must be recorded as part of the internal school referral system. The learner will be allocated a mentor who will:

- Support and if necessary facilitate the reparation meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by a senior member of staff.
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

The restorative conference: A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Learner, Mentor Parent/Guardian, and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation. Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour

Suffolk Pupil Support Framework: The Suffolk Pupil Support Framework (SPSF) is a school-based, child / young person centred approach to address the inclusion of young people with challenging behaviour and / or additional needs from a range of perspectives. Targets are set for the young person with the support of their family where possible and with the range of agencies involved with the young person. Key to this process is the regular review of the SPSF that enables close monitoring of the young person within the school environment.

Appendix 2: Behaviour for excellent teaching and learning summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies for all staff:

- 1 **Meet and greet** at the door.
- 2 **Model** positive behaviours and build relationships.
- 3 **Plan** lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
- 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.

Role of Middle Leaders: Middle 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.

- Meet and greet learners at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate 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 behaviour data to target and assess interventions

Role of 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.

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Analyse behaviour data termly to identify and monitor any trends
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

A consistent approach:

Step 1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Step 2. Reminder	A reminder of the expectations Ready, Respectful, Safe 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.
Step 3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Step 4. Time Out	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.
Step 5. Internal referral	At this point the learner will be referred internally to another room (usually a parallel class) where they will complete their work for the remainder of the lesson.
Step 6. Reparation	A restorative meeting should take place before the next lesson.
Step 7. Partnership stage	The partnership stage will be implemented where there is continued cause for concern and must be recorded as part of the internal school referral system. Learner's will have their behaviour monitored to show progress towards agreed targets.
Step 8. Restorative conference	A formal meeting where parents are invited will be convened and actions agreed at this meeting will come under the terms of a final warning before proceeding to the final stage .
Step 9. SPSF	Suffolk Pupil Support Framework

A **Serious Breach** is an incident that may lead to a fixed term exclusion and is used as a last resort.

Behaviour and learning management

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Appendix 3: Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation: Section 3

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items:

- Alcohol
- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items:

- Alcohol
- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

A possession means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL).

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents:

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 4:Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Appendix 5: Ranelagh behaviour one-page blueprint



Ranelagh Primary School Behaviour



This is how we do it at Ranelagh



Visible Adult Consistencies	Expectations	Over & Above Behaviours
✓ Meet & greet ✓ Wonderful walking ✓ Hands up for silence	1. Be ready 2. Be respectful 3. Be safe	✓ Recognition board ✓ Postcard ✓ Phone call ✓ Team Dojos ✓ Hot chocolate Friday



Praise in public
reprimand in private



Recognition
not bribery

Our Values				
We are caring	We are curious	We are happy	We are resourceful	We are resilient



Right tone,
right place,
right time

Stepped Sanctions	30 Second Intervention	Restorative Questions
1. Redirection 2. Rule reminder 3. Caution 4. Time out 5. Reconciliation and reparation	I noticed you are... It was the expectation about...that you broke. You have chosen to... Do you remember when... That is who I need to see today. Thank you for listening.	1. What happened? 2. What were you thinking at the time? 3. Who has been affected? / How does this make you feel? 4. What behaviours do you need to show next time? 5. What do you think should be the consequence?

When the adults change, everything changes.

Adapted from pivotaleducation.com Behaviour Blueprint