



The Ridge Primary Behaviour Blueprint

Adult Behaviour	Ridge Rules	Praise
<ul style="list-style-type: none"> • Calm, consistent and fair • Give first attention to best conduct • Relentlessly bothered • Meet and greet with a smile • Recognise over and above 	<p>READY RESPECTFUL SAFE</p>	<ul style="list-style-type: none"> • Praise • House points • Postcard home • Phone call or email home • Recognition Board – learning behaviours / powers • Sent to SLT for praise

Steps for handling behaviour

1. Look

2. Verbal Warning

3. Miss 5 mins of break/dinner with teacher and use of Microscript

4. Restorative Conversation with another teacher. Parents contacted

5. Sent to SLT, consequence TBC

Microscript
<p>I've noticed that....</p> <p>You know the school rule...</p> <p>Can you remember when....?</p> <p>I expect you to.....</p> <p>Thank you.</p>

Restorative Conversation
<ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future?

Relentless Routines

Wonderful Walking	Legendary Line Up
<p>Remain Silent</p> <p>One behind the other</p> <p>Facing forwards</p> <p>Strong penguin</p> <p>Concentration – no gaps</p>	<p>Walk silently into line</p> <p>Remain Silent</p> <p>One behind the other</p> <p>Facing forwards</p> <p>Strong penguin</p> <p>Concentration – no gaps</p>

Guidance on step 3

Microscript which should be used by all staff is as follows:

I've noticed that... You know the school rule... Can you remember when...? I expect you to... Thank you.

Pupils miss 5 minutes of break or dinner for getting to step 3. Any steps reached during the morning are not carried over into the afternoon session, allowing pupils have a new start to improve their behaviour during the afternoon.

Guidance on step 4 & 5

Child should be sent to another teacher for a restorative conversation promptly after the incident, at a time which is mutually convenient for both members of staff. (Rec and KS1 – rotate which teachers children visit evenly between the three classes. KS2 Partner teachers Yr 3/ Yr 5 & Yr 4 / Yr 6). Parents to be contacted by the class teacher.

The restorative conversation should be completed outside of the classroom or during break or lunch times away from public view. There is no need for a child to go to a member of SLT unless there is a significant incident which SLT need to be aware of. (STEP 5) If a child reaches Step 4 or 5 this should be recorded on CPOMs by the class teacher, ensure that you indicate on CPOMs for SLT to be alerted.

Restorative conversation:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Expectations:

- All staff to implement the behaviour blueprint
- If a child reaches STEP 4/5, inform the parent/carer at the end of the day either in person or by telephone (NOT EMAIL). If you have not heard back from the parent the following day, ask for a text message to be sent asking them to contact you regarding the incident. Only have the conversation with the parent/carer e.g. not grandparent/aunt etc.
- No log to be kept of pupils reaching STEP 3. However, if a child is routinely reaching STEP 3, ensure this information has been shared with SLT.
- All Adults: meet and greet with a smile, including use of the child's name.
- Praise: message at the door, postcard home or via telephone or email. These systems are for 'over and above' behaviour. Keep a log of who has received this praise.
- Recognition board – (see further guidance) the boards/display should show what the Learning Behaviour focus is and then have the 'Good to be Green' chart alongside/below it. When children are recognised for the focus Learning Power, their frog card will then be placed in their wallet on the G2BG chart.

Consistency amongst all staff is key: calm, consistent and kind; meet and greet, and praise in public and reprimand in private, whenever possible.