



St Nicholas School

Delivering our *Behaviour Curriculum*: READY RESPECTFUL SAFE

All staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school using the school rules **Ready Respectful Safe**. This is achieved using Relational Practice: developing positive relationships with students.

Students are taught how to behave; each behaviour incident is a learning opportunity. Ready Respectful Safe is an effective method of recognising positive behaviours, staff are to use Ready Respectful Safe in their day-to-day language. The school expects students to take responsibility for their choices and their actions. Consequences can guide behaviour, with some leading to positive outcomes. In schools, consequences should be linked to incidents, helping students learn appropriate behaviour for future situations. Viewing consequences as protective and educational is key. Best practice combines both types, as long-term behavioural change is unlikely without educational consequences.

Every consequence, albeit positive or negative, needs to be meaningful and have impact (therapeutically healthy). This may look different for different students. Staff are expected to professionally plan and/or reflect on next steps to ensure the staff always adopt a therapeutically healthy approach to behaviour management.

The 'Five Pillars of Practice', is a concise and consistent approach to managing students:

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions (credit card lanyard scripts)
5. Restorative follow-up

We use specific language to ensure consistency among staff and more importantly with students

Language	Definition
Pro-social behaviour	Behaviour which is positive, helpful, and values social acceptance through being Ready Respectful and Safe. We expect this from all of our students. ALL staff (and in many cases, our students) are expected to model pro-social behaviours at all times.
Unsocial behaviours	Usually, unsocial behaviour does not negatively impact on other students' learning, but that of the individual learner. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.
Antisocial behaviours	Anti-social behaviour can be difficult or dangerous - that causes harm to an individual, a group, the community, or the environment.

Difficult Behaviour	Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework • Defiance • Incorrect uniform • Not attending lessons • Swearing
Dangerous Behaviour	Repeated breaches of school rule • Bullying in any form • Sexualised behaviours albeit physical, verbal, gesticulating, joking etc. • Vandalism • Theft • Physical behaviours without consent, e.g. fighting • Smoking/ vaping • Discriminatory and derogatory behaviours • Possession of prohibited items
Dysregulated	Describes students who struggle to control their feelings and emotions
Regulated	Describes students who are in control of their feelings and emotions

The use of consequences

Dealing with Behaviour • Be mindful of the fact that body language, tone of voice and facial expression of the adult are key when speaking to a student. • Understand students' additional needs • Use praise (positive recognition) to reinforce the positive publicly e.g. when someone is calling out, you can praise the person next to them 'thank you for putting up your hand' • Regularly remind students what Ready, Respectful, Safe looks like • It is about what is right for the student – equality vs equity • Prosocial behaviour is managed with well-planned and high quality and meaningful teaching • Give three verbal warnings: this gives students an opportunity to make the right choice • Address negative behaviours in private by speaking to the child at their level • Allow take up time when students have been spoken to about their behaviour so that they have time to process it and then (hopefully) make the right choice • Avoid knee jerk reactions and emotional responses AT ALL COSTS. It is okay for someone else to take over, if needed. It can be either asked for or offered. It is not a sign of weakness to step to one side and let someone else take over. In order to signal this help is required, we will use the phrases: "I'll help with this, Miss/Sir" if seeing someone needs assistance. "Can you help with this, Miss/Sir" if needing someone to step in. These phrases can be repeated if the person has not picked up on the fact that it is a code word. • Record incidents on MyConcern • Role model positive relationships, behaviours and routines instilling Ready, Respectful, Safe • Use the five pillars of practice	
Protective Consequences.	Educational Consequences.
Aim to protect others' rights and ensure student safety. Measures include: • Increased staff ratio. • Modified school day/timetable and learning plans. • Specific arrangements for outdoor access. • Reflective sessions with staff during breaks and after school. • Escorting students in social situations. • Differentiated teaching spaces. • Withdrawal from activities until behaviour is safe. • Temporary exclusion from lessons for reflection, managed by SMT. • Appropriate use of exclusion for reflection and planning.	Aim to teach and motivate students to improve behaviour. Measures include: • Completing disrupted tasks. • Rehearsing/modelling prosocial behaviour. • Assisting with repairs for damages caused. • Providing educational opportunities to understand the impact of actions. • Short-term removal from group to calm down and reflect. • Longer-term removal with supervision and discussion. • Encouraging responsibility for actions, such as financial contributions for damages and participation in restorative practices.

Positive Consequences	Using positive recognition: • Positive verbal praise • Positive non-verbal praise • Written feedback • Class rewards • epraise points 'Over and above' behaviours: • Bonus epraise points • Public display of work • Responsibility in the classroom and around the school • Class rewards • Phone call/text home/postcard home to parents and carers to share good news • End of Quest and termly awards
Restorative conversations: • <i>What happened?</i> • <i>What were you thinking/feeling?</i> • <i>Who else has been affected?</i> • <i>How are you feeling now?</i> • <i>What do you need now?</i> • <i>How would that help?</i> • <i>Who needs to hear that?</i> • Refer to lanyard for script and poster in all rooms	Points to consider: • Sit in an open space, not behind a desk during the conversation • However irritated you are/were with the behaviour that provoked the meeting, focus on the outcome you want • Reserve enough time for the meeting – 'I've only got 5 minutes...' is not ok. Set aside at least 15 minutes – it may not take this long, but rushing is avoided • Resist taking a lot of notes. This is not conducive to talking and thinking freely • Be careful not to use judgemental language. This will taint the conversation and encourage a defensive reaction • Don't nit-pick uniform, other small behaviours etc. at the beginning of the conversation. It will set you off in the wrong direction • End the meeting well. Plan how you are going to bring things to a conclusion. Try not to open up other business at the close.

Additional Information

Mobile phones

Use of mobile phones on the school site is prohibited for all students unless there are exceptional circumstances agreed by the headteacher.

Reasonable force

Only staff trained in 'Therapeutic Thinking Step On/Up' may use reasonable force. Please refer to the Positive Handling Policy for more information.

Uniform

Students are expected to wear the correct school uniform including jewellery guidance. It is the responsibility of the class teacher to manage and support students with correct uniform. Subject specialist staff need to report to class staff regarding uniform inconsistencies. Please refer to the uniform guide.

Moving around the school

Students are expected to respectfully walk around the school grounds in a safe manner. Any unsafe behaviours need to be reported to the class team unless it is just before or just after a subject specialist lesson, it is then the responsibility of the subject specialist teacher.

Remember: we are role modelling to our students all the time. We are teaching them how to behave appropriately, how we conduct ourselves when we are tested and how we resolve disputes and awkward situations. It's what **WE DO WITH** the student...be kind, be calm, be consistent and be curious!