

## READY, RESPECTFUL, SAFE

LEVEL	STAGE	CONSEQUENCES / ACTIONS
	REDIRECTION	<ul style="list-style-type: none"> <li>- praise good behaviour of others</li> <li>- remind / share expectations</li> <li>- re-engage pupil</li> </ul> <p><b>IF BEHAVIOUR CONTINUES, MOVE TO LEVEL 1</b></p>
LEVEL 1	REMINDER	<ul style="list-style-type: none"> <li>- non-verbal reminder</li> <li>- quiet verbal reminder</li> </ul> <p><b>IF BEHAVIOUR CONTINUES, MOVE TO LEVEL 2</b></p>
LEVEL 2	FINAL REMINDER	<ul style="list-style-type: none"> <li>- clear reminder to individual</li> <li>- loss of Golden Minutes (up to 5 dependent on behaviour)</li> <li>- restorative conversation 1 (see Appendix 2)</li> <li>- Dojo message sent home via class teacher</li> </ul> <p><b>IF BEHAVIOUR CONTINUES, MOVE TO LEVEL 3</b></p>
LEVEL 3	TIME OUT	<ul style="list-style-type: none"> <li>- time out in another class (pre arranged)</li> <li>- class log with details (see Appendix 6)</li> <li>- phone call to parent from class teacher to explain behaviour</li> </ul> <p><b>IF BEHAVIOUR CONTINUES, MOVE TO LEVEL 4</b></p>
LEVEL 4	LOSS OF SOCIAL TIME MINUTES	<ul style="list-style-type: none"> <li>- 10 minute social time lost</li> <li>- restorative conversation 2 (see Appendix 2)</li> <li>- class log with details (see Appendix 6)</li> </ul> <p>If a pupil reaches Level 4 on three occasions in a week, parents will be invited into school for a meeting with the class teacher.</p> <ul style="list-style-type: none"> <li>- Logged onto My Concern</li> </ul> <p>An individual behaviour log 1 or 2 will be implemented - see Appendix 3a / 3b</p> <p><b>IF BEHAVIOUR CONTINUES, MOVE TO LEVEL 5</b></p>
LEVEL 5	SLT DETENTION	<p>For continued disruptive behaviour, a member of SLT will be informed.</p> <ul style="list-style-type: none"> <li>- Teachers to log on My Concern</li> <li>- SLT detention</li> <li>- parents invited into school for a meeting with class teacher / SLT</li> </ul> <p>An individual behaviour plan / risk assessment (if required) will be implemented- see Appendix 4 / 5</p>
LEVEL 6	INTERNAL ISOLATION	<p>For more extreme / serious behaviours, the pupil will spend time in internal isolation. (dependent on behaviour / recurrence of behaviour)</p> <ul style="list-style-type: none"> <li>- class teacher to complete behaviour log on forms / log on My Concern</li> <li>- parents to collect child from school office</li> <li>- advice gained from outside agencies</li> </ul>


## **RESTORATIVE CONVERSATION STARTERS 1:**

I have noticed you are . . .

This is a reminder about being ready / respectful / safe.

Please take a minute to think and get back on track. Thank you.

You now have the chance to make a better choice . . .

Can you remember last week when you did . . . this is the behaviour I expect from you

If you choose not to do as you are asked, you will have to remove some of your golden minutes.

## **RESTORATIVE CONVERSATION 2:**

What happened?

What were you feeling at the time?

How have you felt since?

Who was affected by what happened?

How were they affected?

What do we need to put things right?

What will you do differently in the future?

NAME:		WEEK COMMENCING:			TARGET:	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
REG / ASSEMBLY						
SESSION 1						
BREAK						
SESSION 2						
LUNCH						
REG						
SESSION 3						
SESSION 4						
	1 UNACCEPTABLE	2 POOR	3 SATISFACTORY	4 GOOD	5 EXCELLENT	

NAME:		WEEK COMMENCING:			TARGET:	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
REG / ASSEMBLY						
SESSION 1						
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SESSION 3						
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	1 UNACCEPTABLE	2 POOR	3 SATISFACTORY	4 GOOD	5 EXCELLENT	

BEHAVIOUR FOR LEARNING POLICY  
APPENDIX 3b

### INDIVIDUAL BEHAVIOUR LOG 2

NAME:			WEEK COMMENCING:			
	Inappropriate language	Violence	Leaving the classroom	Not returning	Refusal to follow instruction	Other

				straight to class		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
COMMENTS:						

NAME:			WEEK COMMENCING:			
	Inappropriate language	Violence	Leaving the classroom	Not returning straight to class	Refusal to follow instruction	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
COMMENTS:						

BEHAVIOUR FOR LEARNING POLICY  
APPENDIX 4

INDIVIDUAL BEHAVIOUR PLAN

NAME:

DATE:

YEAR GROUP / CLASS:

Observed Behaviours	Summary of Behaviours
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-	-
-	-

Level	Focus behaviours
1	- -
2	- - -
3	- - - -
4	- - - - -
5	- - - - - - -

Level 1

Focus behaviours/Date	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM
...															
... <i>Ready, Respectful, Safe</i>															

√ - completed

• - behaviour shown

U = unauthorised absence

Focus behaviours/Date	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM
...															
... <i>Safe, sensible and respectful</i>															

Level 2

Focus behaviours/Date	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM	AM	AM	PM
...															
... <i>Safe, sensible and respectful</i>															

BEHAVIOUR FOR LEARNING POLICY  
APPENDIX 5

RISK ASSESSMENT (EXAMPLE)

NAME:	KNOWN DIAGNOSIS:	OTHER RELEVANT INFORMATION:
LOCATION:	DATE:	COMPLETED BY:

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RISK	MEASURES OF CONTROL	CONTINGENCY PLAN	HAZARD RATING	LIKLIHOOD	AxB=RISK
- harming others	- de-escalation - re- directions - distraction - mediation	- maintain safety of pupil / class - seek for additional adult - safe hold used with additional staff member present			
- absconding	- staff positioned at appropriate points - inform SLT	- keep pupil in sight - execute de-escalation strategies			
- self harm	- re-direction - removal of potential objects -	- move pupil to different area			
- intimidation	- de-escalation - re- directions - distraction - mediation	- maintain safety of pupil / class - seek for additional adult - safe hold used with additional staff member present			

A HAZARD RATING	B LIKLIHOOD	C RISK RATING
1 MINOR EFFECT	2 UNLIKELY	2 - 4 LOW
3 MAJOR EFFECT	4 POSSIBLE	6 - 9 MEDIUM
	6 PROBABLE	12 - 18 HIGH

BEHAVIOUR FOR LEARNING POLICY  
APPENDIX 6







**Seabridge**  
Primary School

**READY**



**RESPECTFUL**



**SAFE**



# READY



# RESPECTFUL



# SAFE



READY	RESPECTFUL	SAFE
<ul style="list-style-type: none"><li>- arrive at school / lessons on time</li><li>- wear correct uniform / PE kit</li><li>- have correct equipment / kit for each lesson</li><li>- sit in the correct place</li><li>- always ready to learn</li></ul>	<ul style="list-style-type: none"><li>- listen carefully to the person speaking</li><li>- speak respectfully to others avoiding aggressive / abusive language</li><li>- use good manners</li><li>- take care of the equipment and resources</li><li>- help keep the school and grounds tidy and litter free</li><li>- respectful of the individual differences, opinions and values of others</li></ul>	<ul style="list-style-type: none"><li>- keep your hands, feet and unkind words to yourself</li><li>- walk quietly, calmly and purposefully</li><li>- <u>follow staff instructions at all times</u></li><li>- act as a positive role model both inside and outside of school</li><li>- inform school staff of concerns you have for your own or others' well being</li></ul>