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Be **R**eady,

Be **M**utually Respectful

Be **S**afe

At Richmond Methodist Primary School we recognise that clear structure of predictable outcomes have the best impact on behaviour '**for all**'. Our Behaviour Policy and Behaviour Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow to enable all in our school to **flourish**. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. **Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.**

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression"

Paul Dix, 'When the Adults Change Everything Changes'.

Richmond Methodist School has three simple rules 'Be **R**eady, Be **M**utually Respectful and Be **S**afe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## Our Behaviour Blueprint

Proud to be RMS... Doing all the good we can.

### Rules

Be **R**eady  
Be **M**utually  
Respectful  
Be **S**afe

### Visible Consistencies

Calm, consistent,  
respectful behaviour  
First attention to best  
conduct  
Recognition Boards

### Over and above recognition

Celebration Assembly  
Contact Home  
Headteacher  
Recognition

### Relentless Routines

Meet and Greet  
Visual countdown  
PiP and RiP – Praise in  
public, remind in  
private

### Behaviour Pathway

Reminder  
Warning  
Calming Time \_ Time  
IN not Time OUT that  
counts  
Restorative Follow Up

### Scripted Conversations

I've noticed that...  
I need you to...  
Thank you for...  
Remember  
when...that's the  
behaviour I need to  
see

### Restorative Follow Up and Repair

What happened?  
What were you thinking?  
What have you thought since?  
Who suffered as a result?  
What do you need to do to put things  
right?

### Steps to avoid suspension

Children with challenging behaviours  
have an individual risk assessment  
Early targeted support from outside  
agencies  
Effective partnership with parents and  
carers  
Regular review of support and provision

## Policy Statement

Richmond Methodist School is committed to creating an environment where exemplary behaviour and attitudes are at the heart of productive learning and good relationships, enabling the whole school community to **flourish**. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

### The purpose of the policy is to:

- ✓ Fulfil the Governors' duty of care to pupils and staff, enabling them to feel safe, respected and valued.
- ✓ Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- ✓ To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- ✓ To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour throughout the school day and in all areas of school and the community.
- ✓ Ensure that the reputation of Richmond Methodist Primary and Nursery School is positive in the local and wider community.

### Aims of the policy

- ✓ To create a culture of exceptionally good behaviour and attitudes through our behaviour blueprint.
- ✓ To ensure that learners are treated fairly, shown respect and kept safe.
- ✓ To give learners first attention and importance for best conduct.
- ✓ To avoid giving 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 nurtures our Christian values and places our Methodist ethos 'for all' at the heart of the school.
- ✓ To ensure that excellent behaviour is the expectation for all.

### Expectations of Adults

We expect every adult to:

- ✓ Meet and greet meaningfully and make all pupils feel welcomed and valued
- ✓ Refer and redirect to: Be 'Ready, Be Mutually Respectful, Be Safe'
- ✓ Model positive behaviours
- ✓ Be a visible presence around school to encourage appropriate conduct
- ✓ Encourage use of rules, visible consistencies, over and above recognition, relentless routines, behaviour pathways, scripted conversations and restorative follow up.
- ✓ Deliberately and persistently catch pupils doing the right thing and praise them in front of others, for example:
  - 'That is exactly how to be Ready/Respectful/Safe- thank you.'
  - 'You are so good at following our rules- love that!'
  - 'That is exactly how we do it here- I am proud of you'
- ✓ Know their children well and develop positive relationships with all pupils
- ✓ Relentlessly work to build mutual respect
- ✓ Demonstrate unconditional care and compassion
- ✓ Remain calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ✓ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ Never ignore or walk past learners who are behaving badly.
- ✓ Follow our Behaviour Blueprint and Behaviour Pathway

## **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.

Senior leaders will:

- ✓ Take time to welcome learners at the start of the day
- ✓ Be a visible presence around the site and especially at transition times
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Regularly share good practice
- ✓ Support staff in managing pupils with more complex and challenging behaviours
- ✓ Use behaviour data (recorded on CPOMS and our Behaviour Log) to target and assess school wide behaviour policy and practice
- ✓ Ensure regular staff behaviour training including on induction and that staff training needs are identified and targeted
- ✓ Regularly review provision for learners who fall beyond the range of written policies

## **Pupils**

- ✓ Respect our Behaviour Blueprint
- ✓ Maintain the highest standards of personal conduct and to accept responsibility for their behaviour

## **Parents and Carers**

- ✓ Respect the school's Behaviour Blueprint and Policy
- ✓ Support their child by agreeing to discuss any problems that arise
- ✓ Celebrate with us their children's successes

## **Governors**

- ✓ Set down the general guidelines on standards of behaviour and will approve and review the effectiveness of the Behaviour Policy.
- ✓ Support and challenge the Headteacher when making decisions about matters of behaviour.

## **Recognition and rewards for learners who go 'over and above'**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Richmond Methodist Primary and Nursery School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Pupils who demonstrate any of the three core rules and values will be acknowledged by being on the Recognition Board or achieving a House Point. Positive rewards for behaviour that is 'over and above' may take the form of contact home: a Class Dojo message, a positive note home, a phone call or a face-to-face chat, recognition in Celebration Worship and recognition by the Headteacher. To bridge the developmental gap between extrinsic and intrinsic motivation, stickers will also be used to reward children who are going over and above in the Early Years (to help them to establish routines and positive behaviours).

## **Celebration Worship**

Our celebration worship is on a Friday afternoon, where two pupils from each class will be chosen for student of the week. This pupil will have consistently gone "over and above" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate and prize from the Headteacher. They then take their seat with pride of place on "the best seats in the school" for the duration of the worship. The pupils will attend "Hot Chocolate with the Head" which is sharing a hot chocolate and a chat with the Headteacher.

## **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 the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Stepped Behaviour Pathways
Gentle Approach, use child's name, child level, eye contact, deliver message
<p>1. REMINDER:</p> <ul style="list-style-type: none"> <li>o I noticed you chose to ..... (noticed behaviour)</li> <li>o This is a REMINDER that we need to Be (Ready, Respectful, Safe)</li> <li>o You now have the chance to make a better choice</li> <li>o Thank you for listening</li> <li>o You matter to me but this behaviour breaks our rule about... and I need you to...</li> <li>o I noticed you found it difficult to follow our rule about... What can I do to help you show me you best... behaviour?</li> <li>o Do you remember ... (when we had a great lesson), that is what I need to see from you now.</li> </ul> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
<p>2. WARNING:</p> <p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to go to the quiet area / thinking mat ..... (learner's name), Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>3. CALMING TIME:</p> <p>I noticed you chose to ..... (noticed behaviour) You need to: 1. Go to quiet area 2. Go to sit with other class 3. Involve a member of the SLT 4. Involve DHT/HT</p> <p>Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Go to DHT/ HT's office I will come and speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p>5. CONSEQUENCES (Can include 'Reflection Time' with the HT/DHT which is another 'Follow-Up, Repair and Restore' approach.)</p> <ol style="list-style-type: none"> <li>1. Make it clear that unacceptable behaviour affects others in the school community.</li> <li>2. Not apply to a whole group for the activities of individuals.</li> <li>3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure</li> </ol> <p>It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.</p> <p>*Remember it's not the severity of the consequence , it is the certainty that this follow up will take place that is important.</p>



Warning

Time-In/Calming Time

Follow up/Restorative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Restorative Conversation then follow the guidelines below:*

Involve the SLT/DHT/HT (Reflection Time)

Phone the Parents

Parents called into School

Inclusion

Suspension

### **Challenging Behaviours – including child-on-child abuse**

Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their needs. Where possible, we use our most skilful staff to build relationships with each individual child.

Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Schools need to manage children's behaviour effectively, whether or not the child has underlying needs.

When dealing with an episode of challenging behaviour a child may need to be restrained if they or another person is unsafe. Physical Intervention will only be used as last resort and by competent staff only (see Appendix A).

The school will record all serious behaviour incidents and restraints on CPOMS.

**Suspensions** may occur following extreme incidents at the discretion of the Headteacher. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Permanent Exclusion**

Exclusion is an extreme step and will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion will be a last resort and the school will endeavour to adopt preventative measures to school exclusion, working in collaboration with the family and LA and in accordance with the DFE Suspensions and Permanent Exclusions guidance. In all instances, what is best for the children and staff will be at the heart of all our decisions.

### **Prohibited items - for which a search can be made**

- weapons, eg knives

- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes and e-cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

These things can be confiscated.

*The school will follow the guidance set out in the DFE publication, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' - Guidance for maintained schools, academies, and pupil referral units in England August 2024.*

[Suspension and permanent exclusion guidance](#)

This behaviour policy has been developed in-line with **Behaviour in Schools – Advice for Headteachers and school staff. February 2024**

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

## **Appendix A**

### **PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

#### Key Points

#### 1. DEFINITIONS

- ✓ 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- ✓ 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- ✓ 'Reasonable in the circumstances' means using no more force than is needed
- ✓ 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- ✓ 'Restraint' means to hold back physically or to bring a pupil under control

#### 2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. WHEN CAN PHYSICAL FORCE BE USED?

Schools can use reasonable force to:

- ✓ Remove disruptive pupils if they have refused to follow an instruction to leave
- ✓ Prevent a pupil who disrupts a school event, trip or visit
- ✓ Prevent a pupil leaving the classroom where this would risk their safety or disrupt others
- ✓ Prevent a pupil from attacking another child or adult or to stop an incident
- ✓ Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents and restraint on CPOMS.



