



Behaviour and Relationship Blueprint



Aims of the approach



To create a culture of exceptionally good behaviour for learning.

To ensure that all learners are treated fairly and shown respect.

To ensure that we give our first attention to best conduct.

To build a community that values kindness and thrives on consistency.

Guiding Principles



Behaviour management is a team sport.

What you permit, you promote.

You establish what you establish.

We are compassionately consistent about the things that matter.

Visible consistency, visible kindness.

The Rainbow Way



Look after yourself

Look after each other

Look after our school

Threshold establishes expectations

Relationships are Key



Praise in public and reprimand in private.

Warm/Strict - believe in your pupils so much that you won't accept anything less than their best.

Emotional constancy - gain trust and strong relationships by controlling emotions and catching pupils being the best they can be.

Rewards for Over and Above Behaviours



When children go over and above our expectations for behaviour they are rewarded with:

1. Verbal praise and recognition
2. Positive recognition boards
3. Photos/names are added to our #postiverecognition channel on Slack
4. They are invited to Milkshake Monday / Headteacher Tea party
5. Mindset Hero Awards, Value Awards, Book of the Week Awards
6. Positive phone calls home
7. Postcards home
8. Lunchtime tokens
9. Behaviour/attendance rewards
10. An invite to 'Always club'

Stepped Consequences



Redirection (a Drive By) - this can be delivered to the whole class

Reminder (a reminder of the 3 simple rules – could be non verbal)

Warning and a minute to 'Turn it around' Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class

Take-up Time - Redirect the child and give them 2 minutes to regulate and get back on task. Return to the child focusing on something positive.

Triage - Triage is a no-blame environment. Triage addresses the questions: 'How can return this child to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Children are supported to regulate their emotions to support them returning to class.

Restorative follow up meeting should happen before the end of the day

Report if improvements aren't seen, a child may be placed on report. SLT should be informed of this and should be present at the initial report meeting.