

‘Together We Grow: Together We Give’



*Wimborne St Giles Church of England
First School and Nursery*



*Relationships
Blueprint*

The 'Wimborne St Giles Way'

Our Vision: 'Together We Grow: Together We Give'

'And the leaves of the tree are for the healing of the nations' (Revelation 22:2)

'To create a school that stands out, in which everybody thrives, which is firmly rooted in LOVE, JOY and HOPE and which branches out to serve its community'

Our Values: Love, Joy, and Hope

Promoting high standards of behaviour – all staff will:

- *Treat all pupils courteously and with respect. We greet them when we pass them in corridors and we model correct responses. E.g., if a pupil responds with, 'you all right?' we stop them and model the right response of 'good morning'*
- *Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.*
- *Never shout at a pupil or at a class.*
- *Never ask a pupil a question as part of discipline (E.g., we don't ask, "what do you think you're doing?") Instead we recognise the unacceptable behaviour and re-state the appropriate (E.g. "Everybody is quietly working, you are trying to catch Jason's attention. Now turn around, look at your work and get on quietly")*
- *Use non-verbal cues and standard signal for being still and silent (the RWI raised hand). We use it relentlessly and we expect it consistently.*
- *Note that asking for silence is a 'red-line' event. If compliance is not rapid, we do not continue with the raised hand, instead we use a verbal cue, 'eyes and ears this way'.*
- *Always expect quiet, focused attention and body language in class, always bearing in mind the different concentration spans of different age groups. We expect chairs to be 'four on the floor'. We expect children to sit properly and not slump. We use the terms, Ready, Respectful and Safe. This is not a discipline issue – it's training.*

5 Pillars:

Remember that 5 pillars underpin everything we do:

- *Consistent, calm, adult behaviour*
- *First attention for best conduct*
- *Relentless routines*
- *Scripting difficult interventions (the '30 second script')*
- *Restorative follow up (Restorative 5)*

Each day every adult will:

- *Remind pupils of the high expectations of our school*
- *Engage in caring conversations*
- *Pass on the positive*

Three rules for learners:

1. *Ready*
2. *Respectful*
3. *Safe*

Three ways we will recognise exemplary behavior and demonstration of our values:

1. *Spotlight children in Celebration Worship*
2. *Positive behavior rewarded with Class Dojo points*
3. *Recognise and celebrate the positive with Hot Chocolate Friday for the children who have gone 'over and above'.*

Three things senior leaders will do every day:

1. *Meet and greet the school community*
2. *Model our school values of Love, Hope and Joy and 'observable behaviours'*
3. *Model ready, respectful, safe.*

Three things everyone will do when dealing with unacceptable behaviour:

1. *Keep calm and, where possible, match the child's eye-level*
2. *Give choices and thinking time.*
3. *Remind the child of examples of their good behaviour and achievements.*

There will be one staff development meeting focusing on this blueprint every half term.

Appendix One: The 30 Second Intervention

Rationale:

- *The longer each negotiation around behaviour takes for the few, the less time we can give to the many.*
- *Children who don't behave well in class will inevitably need more of your time outside lessons – don't give it to them in class too.*
- *Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. That is the win-win.*
- *The 30 second intervention demands careful and often scripted language.*
- *It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)*

A 30 second script




1. ***I noticed you are...***(having trouble getting started/struggling to focus/not sitting nicely).
2. ***It was the rule about..***(lining up safely) ***that you broke.***
3. ***You have chosen to....***(move to the back/catch up on your work at break time)
4. ***Do you remember last week when you...***(sat beautifully/listened careful/produced that wonderful bit of writing)?
5. ***That is who I need to see today.***
6. ***Thank you for listening (Then give the child some 'take up' time).***

(NB: To be used in conjunction with clear and consistent classroom routines)


Appendix Two: Ready, Respectful and Safe with Vision and Values

Ready, Respectful, Safe

Communication	Aspiration	Resilience
<ul style="list-style-type: none"> • 'Use your words' • Check that all children have been heard • Develop emotional literacy 'When you do this, it makes me feel this.' 	<ul style="list-style-type: none"> • There is always a solution • Be the best version of yourself • Forgiveness is always possible 	<ul style="list-style-type: none"> • Encourage them to problem solve • Develop use of strategies to help face a situation • What needs to change?

 LOVE I know I am loved and I show love to others.		 HOPE We stand up for what we believe and try to make the world a better place.		 JOY We are curious and actively engaged.	
What is ok?	What is not ok?	What is ok?	What is not ok?	What is ok?	What is not ok?
<ul style="list-style-type: none"> •We practice empathy •We own our mistakes: we forgive others and we forgive ourselves •We talk to you, not about you •We value ourselves and see the value in others 	<ul style="list-style-type: none"> •Only focusing on how we feel •Not owning our mistakes and <u>behaviour</u> or ignoring/hiding •Complaining about someone to others rather than to them •Calling yourself or other people names 	<ul style="list-style-type: none"> •We know there is a way through every situation •We learn from experiences and try again •We try to be the best we can be •We embrace justice 	<ul style="list-style-type: none"> •Giving up when faced with a challenge •Choosing the easy path and not pushing ourselves •Walking away if we see something that isn't right 	<ul style="list-style-type: none"> •We practise gratitude •We stay engaged when feeling vulnerable • We stay positive even when times are difficult. •We share our light 	<ul style="list-style-type: none"> •Not being grateful/not saying thank you •To be passive and not participate •Being negative in difficult times •Hiding our light

When we are not ready	When we are not respectful	When we are not safe
<ul style="list-style-type: none"> • <u>Use 30 second script</u> • Take thinking time in another part of the classroom/area • Return to work • Complete any unfinished work at play/lunchtimes 	Verbal abuse: <ul style="list-style-type: none"> •Take 5 minutes outside •Expect children to be ready to reconcile – <u>Use the Restorative 5</u> •If unable, acknowledge they need more time to apologise, but an apology will be needed •If they remain disrespectful, they will need to leave •Swearing – reminder about acceptable language and values •Swearing as abuse at others – treat as verbal abuse and <u>Use the Restorative 5</u> •Repeated behaviours will require a consequence such as loss of playtimes through a graduated response 	Physical hurt to others <ul style="list-style-type: none"> • <u>Use the Restorative 5</u> •Consequence of loss of playtimes through a graduated response Inform parents Harmful behaviour <ul style="list-style-type: none"> •Immediate removal from class/playground •Inform parents •Follow up with receivers/witnesses

30 Second Script	The Restorative Five
<ol style="list-style-type: none"> 1. I noticed you are... (having trouble getting started/struggling to focus/not sitting nicely). 2. It was the rule about... (lining up safely) that you broke. 3. You have chosen to... (move to the back/catch up on your work at break time) 4. Do you remember last week when you... (sat beautifully/listened careful/produced that wonderful bit of writing)? 5. That is who I need to see today. 6. Thank you for listening (Then give the child some 'take up' time). 	<p>How did this make people feel?</p> <p>What were you thinking at the time and what have you thought since?</p> <p>What happened?</p> <p>Who has been affected?</p> <ol style="list-style-type: none"> 1. I am sorry I _____ 2. I can see that it has upset you/made you feel _____ 3. I am going to try not to do _____ again." 