



# John Rankin Schools

## Building Positive Relationships Through a Community of Peace Policy

<b>Document history</b>	
Status	First Draft
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A copy of this document can be obtained from	
<b>Related documents</b>	
Anti-Bullying Policy	
Inclusion Policy – Local Offer	
Pastoral Care Policy	

## Aims of the policy

At John Rankin Schools, we have high expectations of behaviour from both our pupils and adults and understand that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our Building Positive Relationships through a Community of Peace Policy ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

### Our Focus on Manners and Behaviour at John Rankin Schools

At John Rankin Schools, we prioritise exceptional manners. We teach our children that being considerate of others helps them stand out from the crowd. Our values align with this belief, and we expect our children to make good manners a priority in everything they do.

### Our Goals:

- **Outstanding Manners:** Encourage students to demonstrate exceptional manners that set them apart.
- **Positive Behaviour Culture:** Foster a culture of excellent behaviour in learning, community, and life.
- **Community of Peace with Shared Values:** Through everything we do, think about how we build a community of peace that values consideration, compassion and composure.
- **Recognise Role Models:** Focus on children who consistently model the behaviour we expect.
- **Fairness and Respect:** Ensure every student is treated fairly and with respect.
- **Celebrate Positivity:** Highlight and recognise positive behaviour rather than focusing on the negative.
- **Personal Responsibility:** Teach students to take responsibility for their actions and understand the consequences.
- **Strengthen Relationships:** Promote unity and cohesion through better relationships.
- **Set High Expectations:** Make exceptional behaviour the standard for everyone.

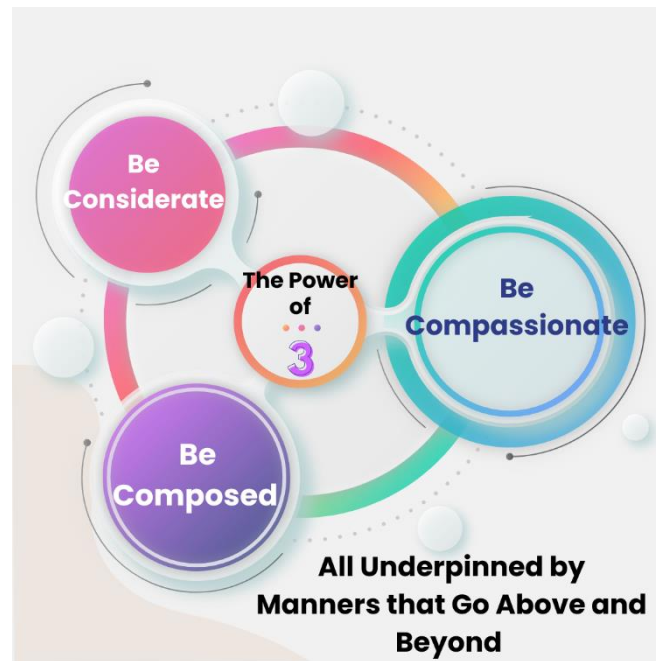
## Purpose of the policy

This policy aims to provide clear and practical guidelines for staff and students to:

- **Recognise Expected Behaviours:** Identify and understand the standard behaviours we expect.
- **Reinforce Positivity:** Encourage and recognise positive behaviour.
- **Boost Confidence and Self-Control:** Support the development of self-esteem, self-efficacy and self-discipline.
- **Teach Through Positive Actions:** Guide appropriate behaviour with positive interventions and clear boundaries.

## Expectations

Our school expectations are clear and simple. They are displayed around our school and should be referred to and used consistently.



## Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice taken from Paul Dix and his book, 'When the Adults Change, Everything Changes.'



This is how we do it here...

### Expectations for Everyone at John Rankin Schools

#### For Children:

- **Prioritise Manners:** Always put good manners first.
- **Own Your Actions:** Take responsibility for your behaviour.
- **Follow School Rules:** Adhere to the behaviour expectations at all times.
- **Reflect and Connect:** Consider your actions and remember you are part of a community.
- **Take part in weekly Peace Circles:** Listen to others in your class sharing their ideas.

#### For Adults:

- **Meet and Greet:** Greet them at the door with a positive attitude.
- **Promote Core Values:** Emphasise "Be Considerate, Be Compassionate, Be Composed."
- **Lead by Example:** Model positive behaviours and build strong relationships.
- **Engage Every Learner:** Plan lessons that challenge and meet the needs of all students.
- **Focus on Positivity:** Recognise and celebrate children who exceed expectations.

- **Be Consistent:** Follow through on behaviour issues, take ownership, and engage in reflective conversations with pupils. Be consistent with expectations, consistent with emotions, consistent with routines and consistently composed.
- **Address Unwanted Behaviour:** Never ignore or walk past inappropriate behaviour.
- **Weekly Peace Circles:** Provide children with the chance to listen and discuss key topics with their class.

#### **For Teaching Staff:**

- Uphold the **Teachers' Standards** by prioritising student education, acting with integrity, maintaining strong subject knowledge, and building positive relationships with students and parents. Teachers are responsible for student well-being and behaviour, seeking help from Phase Leaders if needed.

#### **For Phase Leaders:**

- **Visible Presence:** Be actively present to promote good conduct.
- **Support and Guide:** Help staff address behaviour issues and celebrate those who exceed expectations.
- **Promote Positivity:** Encourage use of praise, postcards, and positive phone calls.
- **Assess and Intervene:** Use behaviour data to target interventions and ensure issues are addressed effectively.

#### **For Senior Leaders:**

- **Meet and Greet and Support:** Welcome students each day and maintain a visible presence, especially during transitions.
- **Share Success:** Celebrate efforts that exceed expectations and share best practices.
- **Provide Support:** Assist teachers and Phase Leaders in managing challenging behaviours and assess the impact of behaviour policies using data.

#### **For Governors:**

- **Review and Support:** Work with Senior Leaders to review policies and analyse behaviour data.
- **Challenge and Support:** Provide constructive feedback and participate in exclusion panels when necessary

#### **For Parents:**

- **Support School Values:** Uphold and support the school's behaviour policy.
  - **Communicate Privately:** Address any concerns about behaviour privately with school staff rather than publicly commenting.
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At John Rankin Schools, we believe that clear, consistent expectations, consistent routines, a consistently calm ethos, consistent support, and a safe environment are key to promoting good behaviour. Inspired by Paul Dix's book, "When the Adults Change, Everything Changes," our approach is simple: recognise good behaviour sincerely, praise publicly, and address issues privately.

## Positive Recognition of Above and Beyond

This is displayed in all the classrooms, so children are clear about how we recognise positive learning behaviours that go above and beyond.



# BE COMPOSED

Children walk straight into school with purpose.

Beautiful Walking!

Children put their belongings on their pegs quickly and quietly

Morning learning will be ready for children to sit down and begin

Do everything with composure!

Purple Learners!

Always have your very best manners!

Corridors are always quiet, except for learning

Shirts are always tucked in while in school

All transition points, children stand behind desks and wait for teacher to dismiss them individually or in small groups .

Lines of Leaders - always quiet in register order

Remember all your belongings at all times - water bottles, jumpers

If it's too hot to wear jumper, it will be folded up and in school bag

# BE CONSIDERATE

All children met and greeted at all the doors with a smile!

Clean away everything after you have finished your lunch - cutlery, plates, cups, etc

Always raise your hand if you need something, to clean your plates, or to leave the hall

Always finish your mouthful of food before speaking or moving from your place

Always say please and thank you

Beautiful Walking!

First person in line will always hold the door open for everyone else and join the line at the end

Tremendous Transitions!

At end of day, everything will be picked up and tidied up

Corridors are always quiet, except for learning

Always have your very best manners!

Children will walk to the left of corridors to allow other people and adults to pass

Always sitting with your elbows off the table - using your knife and fork



# BE COMPASSIONATE

Only use kind and helpful words

Only use kind hands and be gentle with others

Smile and always be grateful

Help others whenever you can

Do everything with composure

Do everything with composure

Act always with integrity

Think of how you can be of service to others, always

Always listen to whoever is talking

Take part fully in weekly peace circles, listening carefully to everyone's ideas

Always have your very best manners

Use your voice for good

Respect people's boundaries

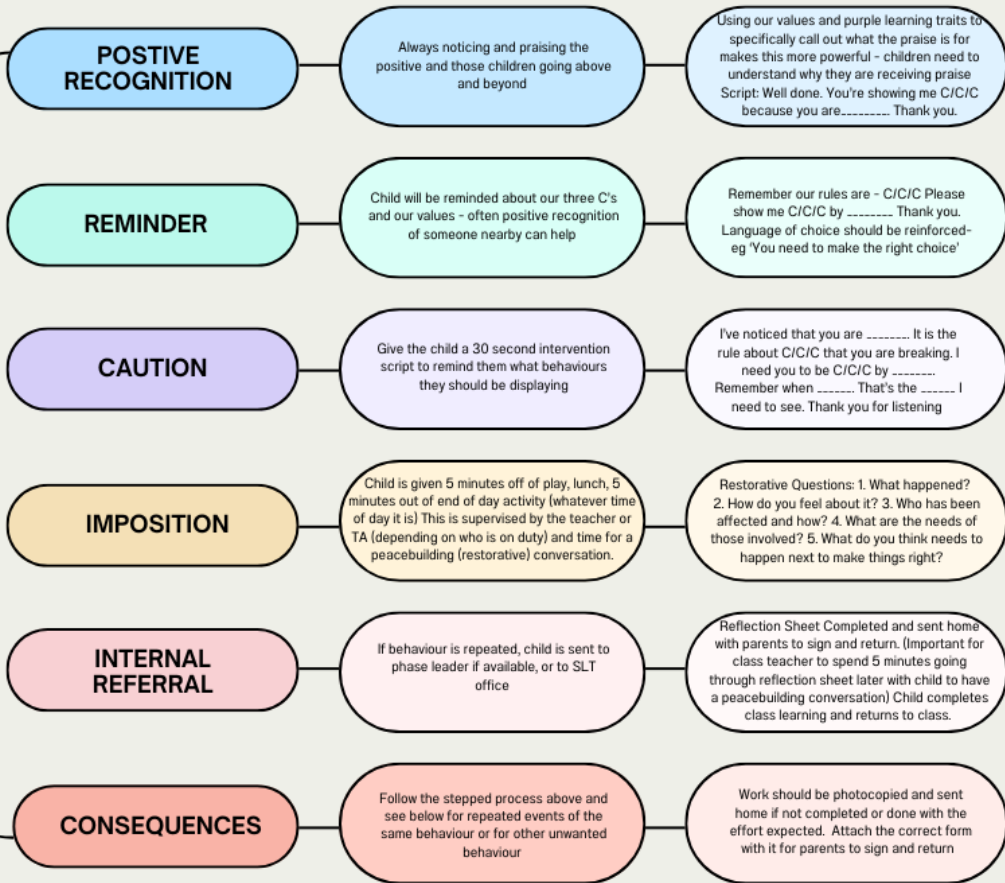
Practice random acts of kindness

Respect people's beliefs, ideas and opinions

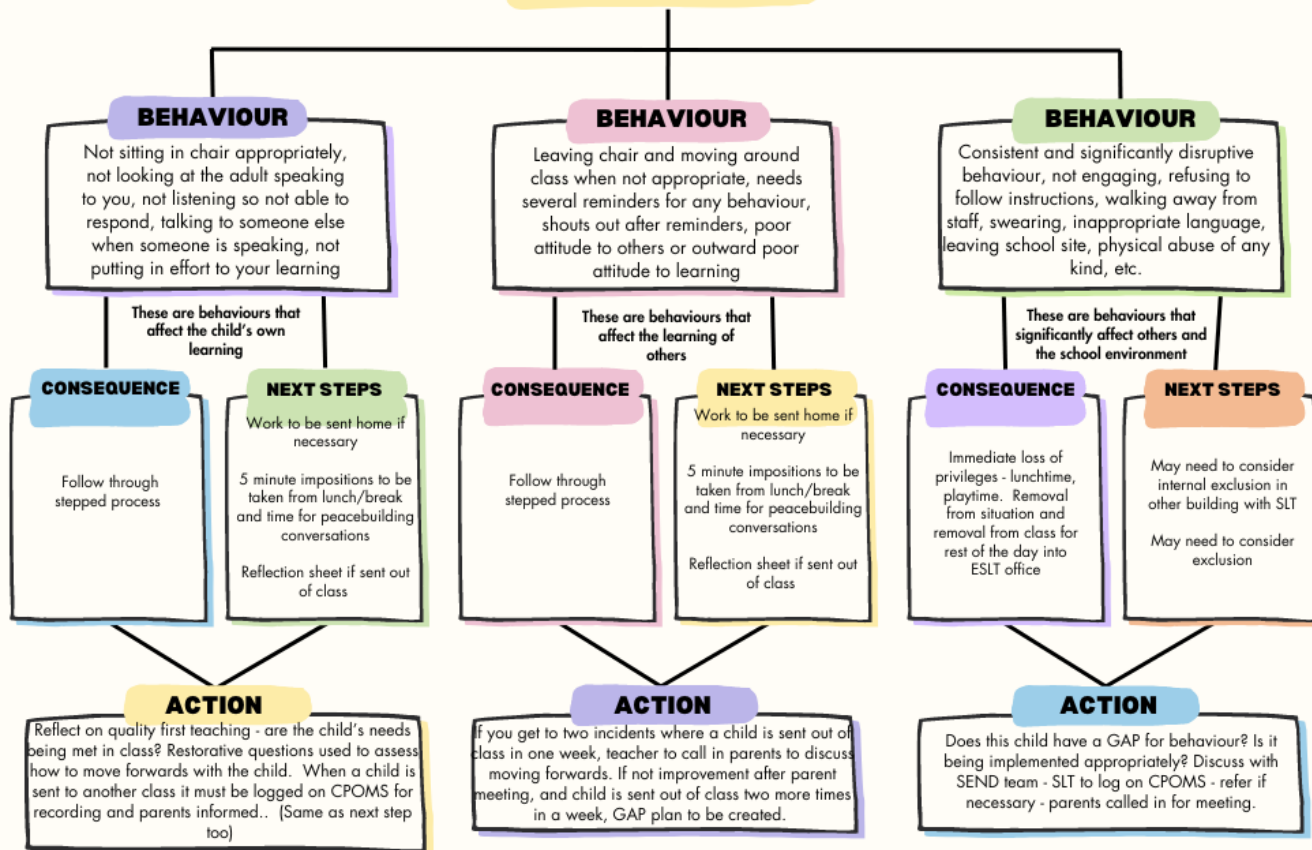




LEARNING TIME



**BEHAVIOUR FLOW CHART**



3 Key Things to Remember

# Micro-Script and Peacebuilding Questions



1

## Stepped Sanctions

1. Reminder - 30 second intervention
2. Caution - 30 second intervention
3. Imposition - 5 minutes out break or lunch w/peacebuilding conversation
4. Internal Referral - Child sent to phase leader

2

## Micro-Script 1

Remember the rules are C/C/C. Show me C/C/C by \_\_\_\_\_. Thank you.

## Micro-Script 2

I've noticed you are \_\_\_\_\_ it is the rule about C/C/C that you are breaking. I need you to be C/C/C by \_\_\_\_\_. Remember when \_\_\_\_\_ that's the \_\_\_\_\_ I need to see. Thank you for listening.

3

## Peacebuilding (Restorative) Questions

1. What happened?
2. How do you feel about it?
3. Who has been affected and how?
4. What are the needs of those involved?
5. What needs to happen next to make things right?

## Lunchtimes

If a child does not listen immediately to a member of staff on duty or is displaying any dysregulated behaviour, they must be sent to the SLT member on duty in the office. The member of staff will radio the SLT member on duty to let them know that the child is coming to them. The SLT member of staff will then follow the stepped process or apply the consequence necessary for the situation.

## Individual Plans

If after following the stepped process and behaviour flow chart, behaviours do not improve, an individual plan may need to be drawn up for that child, which may involve ELSA support, the implementation of a Zones of Regulation chart, use of the nurture room, etc. These will be bespoke to the child and in consultation with all related staff and parents.

## Leadership Positions and Out of School Events

If children do not consistently model behaviours that are expected and go 'above and beyond', they may be asked to step down from any leadership positions they have been given in school, such as school council, eco-council, sport captains, house captains, etc. Further, they will not be allowed to compete in or attend any out of school activities and competitions if their behaviour falls short of what is expected.

## Exclusions

The Positive Relationships policy above clearly lays out expectations and procedures for behaviour.

Ultimately, when other consequences are no longer appropriate, exclusion from school may be necessary. John Rankin Schools exclusion policy is in line with the government statutory guidance on exclusions: Exclusion from maintained schools, academies and pupil referral units in England. The categories for reporting of exclusions that are used are:

- Bullying
- Drug and alcohol related
- Persistent disruptive behaviour
- Damage
- Physical assault against an adult
- Physical assault against a child
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse/threat to an adult/child
- Repeated unsafe behaviours

### Internal Exclusion:

When a child's behaviour seriously contravenes the school's policy, the school may consider internal exclusion (ideally before considering other forms of exclusion). With an internal exclusion, a child will be kept isolated from all other children in the school for a specified amount of time. During the internal exclusion the child will work in a specified area with work supplied by their class teacher. Parents will be informed of internal exclusions and logged onto CPOMS.

### Fixed Term Exclusion:

Fixed term exclusion occurs when a child has to be removed from the school. Our school aims to only use fixed term exclusion where a child's behaviour may seriously endanger themselves or others. The schools will use the period of exclusion to put in place strategies for the child's return. It is also important to note, that where safeguarding is an issue, an internal exclusion will always be used first and foremost.

This is usually for a duration of between one and five days. Parents have a duty to ensure that children are not present in a public place during school hours during the period of their exclusion. The school will set work for excluded children to be completed on the days specified as school days during the period of the exclusion. Parents must ensure that work set by the school is completed and returned promptly for marking.

Fixed term exclusion can be longer than five days in some cases although the school will, in these instances, make arrangements for the excluded child to have educational provision from the sixth day. Parents of excluded children have the right to make representations to the governing board. A fixed term exclusion is a serious consequence and, following exclusion, parents must attend the school for a reintegration meeting with the child to discuss further strategies. It is expected that this meeting will take place before the child returns.

### **Permanent Exclusion:**

In exceptional cases, the Executive Headteacher may decide to permanently exclude a child. This may be the consequence of a single extremely serious case or anti-social behaviours that happen over an extended period of time, where the child has not responded to interventions.

Before using permanent exclusion, the school will ensure that all other possible avenues have been considered. In the case of a permanent exclusion, the governing board will hold a formal hearing within 15 school days, whether or not the parents make representations.

The committee may confirm the exclusion or direct reinstatement of the child. If reinstatement is not practicable because the parents do not want it, the governors will consider whether or not the decision to exclude was justified. This decision should be included in the child's record.

### **Appeals against Exclusion:**

The school will refer any appeal against an exclusion to the Local Authority which is, in turn, responsible for managing the Independent Appeals Panel. The appeal must be heard within 15 days of the parent's appeal and suitable alternative provision must be made until the case is settled.

How do we know our excluded young people are safe?

Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school. Any concerns expressed should be passed on to CAAS in the usual manner.

Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion. If West Berkshire Council's Exclusions Officer is involved they will record that they have discussed any safeguarding concerns with the school and others. If Education Welfare Officers, Educational Psychologists, the Special Educational Needs Department, Youth Offending Team and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate. Schools should be encouraged to do the same whenever they exclude a pupil.

## **Anti-Bullying Policy**

At John Rankin Schools, we are dedicated to creating a safe, respectful, and inclusive environment where all children can learn and thrive. Bullying and harassment in any form are completely unacceptable and will not be tolerated. We believe that everyone in our school community—children, staff, and parents—should feel confident that any incidents of bullying will be addressed promptly and effectively.

### **What is Bullying?**

Bullying is a repeated, intentional behaviour that causes harm, distress, or humiliation to another person. It is not a one-time event but occurs over time, often involving a power imbalance where the bully seeks to dominate others. Bullying can take various forms, including:

- **Physical:** Hitting, kicking, taking or damaging belongings.

- **Verbal:** Teasing, name-calling, making offensive remarks.
- **Indirect/Emotional:** Spreading rumors, social exclusion, or mocking.
- **Cyberbullying:** Using electronic communication to intimidate or threaten.

It's important to address all forms of bullying, including those who witness it. Children can play different roles at different times, and it's crucial to intervene early to prevent entrenched behaviors.

### Preventive Approaches

The most effective way to prevent bullying is to foster a positive school culture. Our preventive measures include:

- **Strong Leadership:** Clear guidance and active support from the Headteacher and staff.
- **Community Involvement:** A shared commitment to our Anti-Bullying Policy by all staff, pupils, parents, and governors.
- **Core Values:** Promoting consideration, compassion, and composure throughout the school.
- **Emotional Well-being:** Focusing on the social and emotional development of all pupils, ensuring they feel safe, valued, and heard.
- **Peace Building:** Using weekly peace circles and PSHCE to teach children about bullying and different aspects of behaviour and values.
- **Avoiding Labels:** Treating behaviors, not labeling children as "bullies" or "victims."

We also implement specific strategies, such as:

- Emphasising manners and positive behavior.
- Weekly peace circles and PSHCE lesson to build a community of peace.
- Discussing what constitutes bullying to raise awareness.
- Involving pupils in developing anti-bullying strategies.
- Providing additional support for vulnerable pupils.

### Reporting and Responding to Bullying

It's essential that any child who feels bullied reports it to an adult immediately, either verbally or in writing. When bullying is reported:

1. **Investigating Reports:** All reports are taken seriously. Evidence is gathered and recorded, with relevant staff notified.
2. **Addressing the Behavior:**
  - Show disapproval of the behaviour, not the person.
  - Encourage reflection and focus on finding a positive solution.
  - Clearly outline consequences and provide consistent support.
  - Engage parents and other pupils in resolving the issue.
  - Involve school support staff and outside agencies if needed.

### Strategies for Dealing with Bullying

When addressing bullying, we use a caring, listening approach. Actions may include:

- Listening to and supporting the victim.
- Identifying and confronting the perpetrator(s), making it clear that bullying is unacceptable.
- Applying appropriate sanctions based on the severity of the incident, such as loss of playtime, writing an apology, or temporary exclusion. We will follow our stepped flow chart as in all cases.
- Monitoring the situation to ensure no further incidents occur.
- Praising improved behavior in the perpetrator.

In severe cases, parents will be contacted immediately, and further actions will be taken as necessary.

## Appendix 1: Reflection Sheet for Pupils

Reflection Sheet – To be completed by the child independently or alongside an adult.

Parents, please return the following day. Thank you.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Trigger:



Where were you? Who was there? What upset/annoyed/distracted/ you?

Fuse:



What were you thinking? How were you feeling? If upset, what physical signs did you notice in your body? (getting hot, shaking, breathing faster)

Firework:



What did this look like? What did you do? What was the outcome?

Water:  
again?



How could you have put out the fuse? What can do do differently next time if this happens

How do you feel now?

Child's Signature:

Teacher Signature:

Parent Signature:

## Appendix 2

Your child has not completed their learning to the expected standard. As stated in our Positive Relationships policy, this is part of the consequences that happen when children do not have the right attitude to learning or do not complete the learning task to the standard that is expected in our classroom. Please can they complete the attached work this evening and return first thing in the morning. Please also sign to say that you have seen this as part of working in partnership with our parents.

Thank you for your support.

Signed (Class Teacher) \_\_\_\_\_

Date: \_\_\_\_\_

Signed (Parent) \_\_\_\_\_





## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.