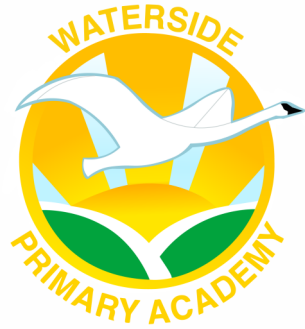


Behaviour Blueprint:

The Waterside Way



Our Rules:

- **EXPRESS** yourselves
- Display a positive **ATTITUDE**
- Be **RESPECTFUL**
- Be **SAFE**

We refer to this as 'Our E.A.R.S'.

Visible Consistencies:

- Meet, Greet and Smile everyday
- Class Recognition Boards in every classroom
- 'Wonderful Walking' around our school site (except playground)
- Restorative approaches to behavioural concerns or conflict
- Staff accompany children to and from the playground on all occasions
- Three cornerstone classroom routines

Rewards:

We always aim to 'Praise in Public', using:

- Verbal and non-verbal praise
- Recognition Boards
- Golden Notes
- Golden Calls
- Headteacher Awards
- Work displayed in class/communal areas
- Certificates in our weekly 'Achievement Assembly'.

Modifying poor choices in 6 steps:

We always stay calm, controlled and scripted as we deliver these privately. Sanctions must be clear, delivered discreetly and be proportionate.

Step 1 (REMINDER) - Child reminded and made aware of poor behavioural choices.

Step 2 (CAUTION) - Clear verbal caution & 'Think carefully about your next step - I know you can make the right choices.'

Step 3 (LAST CHANCE) - Microscript used. 30-second intervention (on right).

Step 4 (TIME-OUT) - Time for the child to reflect (quiet area of classroom or thinking chair). Final opportunity to reengage with learning. 3-5 minutes maximum for this.

Step 5 (SELF-REFLECTION) - Child leaves lesson with work. Work completed and Restorative justice sheets completed.

Step 6 (REPAIR & RESTORE) - Informal meeting held as soon as possible, using steps on right.

Key Phrases:

"You are in charge of your behaviour - I know that you will make the right choice."

"I care about you, I care about this lesson/ your learning and I am not going away/giving up on you!"

30-Second Intervention:

1. I've noticed that (you are not ready to learn/ having trouble getting started/ wandering around the classroom).
2. This behaviour will mean that you break our rule of (Respect, Safe, Attitude, Express)
3. You have chosen to do this as you are in charge of your behaviour.
4. Do you remember earlier/yesterday/last week when.... (example of positive behaviour)
5. That is the (name) that I need to see today. I know you can do this/..you are better than this
6. I care about you and know that/ hope you will make the right choice.
7. Thank you for listening.

Staff will then walk away and give students 'take-up time' to think, reflect and act positively.

Restorative Meeting:

What happened?

What were your thoughts at the time?

What have you thought since?

Who has been affected? How?

What should we do to put things right?

How can we do things differently in the future?

For younger children, use only two of these questions, focussing on what happened, who was affected and how we can put this right?