



## Behaviour Blueprint



### Visible Consistencies:

1. Daily meet and greet
2. Persistently catching children doing the right thing
3. Picking up on children who are failing to meet expectations
4. Accompanying children to the playground at the end of every day
5. Praising in public (PIP), Reminding in private (RIP)
6. Consistent language

### Our School

#### Rules:

- Be Safe
- Be Ready
- Be Respectful
- Be Responsible

### Over and above recognition:

1. Recognition boards
2. Certificates
3. Stickers
4. Phone call/text home
5. Verbal praise
6. Notes home
7. SLT praise
8. Class Dojo points
9. Show work to another adult

### Stepped Sanctions:

The teacher will give a '30 Second Intervention'. If you continue to break school rules...

1. Reminder – you will be reminded of the rule you have broken.
2. Warning – you will receive a verbal warning
3. Time out – you will be moved in class or have time out in another classroom.
4. Follow-up – Repair and Restore – you will discuss your behaviour with your class teacher and consider how best to repair the problem behaviour. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop/start doing.

If you are sent out of your classroom repeatedly, your teacher will speak to your parents.

If your behaviour does not improve you will discuss with Mrs Arrowsmith and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart.

### Restorative Talk:

What happened?

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected? What should we do to put things right?  
How can we do things differently?

### Some Key Phrases to use:

- I understand...(that you are angry/upset/cross).
- I need you to...(come with me so I can sort this out properly).
- Maybe you are right...(maybe I need to speak to them too).
- Be that as it may...(I need you to join in with the group).
- I've often thought the same...(but we need to focus on...).
- I hear you...(it's not easy but I know that you can do it brilliantly)