

Behaviour Blueprint



At St Peter's we follow the following Principles that align with our School Mission Statement, Vision and Values as well as our Relationship and Behaviour Policy:

Ready
Respectful
Kind
Safe

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best. Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show St Peter's Values, Rules, and go **over and above**:

Recognition Board and a Positive Postcard Home

A Recognition Board is used when pupils are consistently demonstrating being **Ready, Respectful, Kind, Safe**. Following this a postcard is sent home to celebrate this achievement. The postcard home is also a high-level recognition for consistently going **'over and above'**. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week - again it must be sincere to keep its value.

Hot Chocolate Fridays

Children consistently going **'over and above'** will be invited to have hot chocolate on a Friday each month. There may be some months when no child in the class is chosen - it needs to be sincere high-level recognition to ensure it is not devalued.

Phone calls home

A member of staff or teacher may phone parents or talk to them at the end of the school day to share a child's success for going **'over and above'**.

Behaviour at St Peter's



At St Peter's our Mission Statement, 'Loving and learning together, with Jesus', underpins everything we do. We place Christ at the centre of all we do and we uplift and inspire everyone to achieve excellence.

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Model our Virtues and Values
4. Listen
5. Calm and caring

Ready
Respectful
Kind
Safe

Over and Above

1. Exceeding our Values to Live By
2. Effort – Always striving for personal excellence.
3. Using Initiative

Relentless Routines

- (1) Fantastic Walking (2) Legendary Lines (3) Hand Signal for Stop (4) Count down 3,2,1
(5) All children to be led to and from the playground by the teacher.

Stepped Sanctions

1. **Reminder** (3 rules) privately if possible
2. **Warning** (outlining behaviour and consequence quietly to the child)
3. **Last Chance (30 second intervention)**
4. **Cool off (time in thinking spot)**
5. **Repair (Restorative Conversation)**

30 second micro-scripts

I have noticed that you are (having trouble getting started, wandering around, playing with equipment) **right now.**

- **You are not showing our...** (3 rules)
- **You have chosen to...**
- **Because of that you need to...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you** (refer to previous positive behaviour)?
- **That is who I need to see today. Thank you for listening.**

Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how can we do things differently?

Classroom Plan

	Steps	Actions
1.	Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our four simple rules - Ready, Respectful, Kind, Safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	Last chance	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	30-second micro-script	If the pupil still does not engage, use the 30-second script (see Appendix 3), 'Stay behind two minutes after class.' This two minutes cannot be removed or reduced.
4.	Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom.
5.	Restorative conversation	(5 minutes after class for restorative conversation/10 minutes including reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
6.	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or another class teacher. This will be specified on a personalised Support Plan for certain children identified with behaviour as an additional support need.

30 second micro-script

30 Second Micro-Script

- I have noticed that you are... (wandering around the classroom chatting).
- You are not showing our... (Golden Rule - Respect)
- You have chosen to... (complete your work at home)
- Do you remember when you... (finished your writing)?
- That is who I need to see today. Thank you for listening.

Restorative Questions

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7. If this happened again, how could you do things differently?