



# Wallands Community Primary School Behaviour Blueprint

We are an inclusive learning community.

<p><b>Visible Adult Consistencies</b></p> <ul style="list-style-type: none"> <li>• Children are greeted at the entrances to the school by an adult every day.</li> <li>• Key stone routines – clear shared expectations in relation to: lining up, transitions between sessions in class, around the school and during assemblies.</li> </ul>	<p><b>School Rules</b> We expect and enable our children to be:</p> <p><b>Ready</b> (ready for learning, ready for next activity)</p> <p><b>Respectful</b> (towards everyone in the school community, towards property and the school environment)</p> <p><b>Safe</b> (keeping ourselves and others safe)</p>	<p><b>Over and Above behaviours</b></p> <ul style="list-style-type: none"> <li>• Verbal praise and recognition</li> <li>• Weekly Charter Champion</li> <li>• Charter stars</li> <li>• Postcards home</li> <li>• Green slips awarded around the school for being, 'Ready, Respectful and Safe'</li> <li>• Class rewards</li> <li>• Stars of assembly award</li> </ul>
<p><b>Stepped Consequences</b> Reminder (<i>a reminder of the 3 simple rules –Ready, Respectful, Safe, could be non verbal</i>) Verbal warning to 'Turn it around' (<i>delivered privately wherever possible, making children aware of their behaviour and consequences if they continue</i>). Staff could use the 30 second intervention. Talk to child, privately where possible and give opportunity to engage. Supportive actions to support behaviour may be put into place <i>e.g. child moved within class</i> Consequence. <i>Miss some minutes from playtime to complete learning. Learning will be sent home when not completed at school.</i> Sent to partner class for <i>fixed amount of time</i> Internal exclusion</p> <p>Behaviour will be discussed with parents/carers. Behaviour Support Plans will be put in place where appropriate.</p>	<p><b>Microscript</b> <b>30 second intervention to support good behaviour choices:</b></p> <ul style="list-style-type: none"> <li>• I have notice that you are not being... (refer to rules and child's behaviour) right now.</li> <li>• You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• Can you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul>	<p><b>Restorative Questions</b> <b>(5 questions is usually enough from the following)</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>These questions can be used with children involved in an incident.</p>