**Behaviour Blueprint for the Sandringham Federation of Schools 2022**

3 behaviours we avoid

Walking on by – ‘What you ignore/walk past you accept’

Passing the dealing with behaviour on to other members of staff

Any level of inconsistency

3 Rituals/routines to embed

Single hand up for attention – retrain this to embed

Lining up / transitioning respectfully – insist on moving around the school quietly and safely

Meet and greet all learners – this could be on the playground or in the classroom

3 visible behaviours from adults

Make it personal, but don’t take it personally

First attention to best conduct (focus on the positive but not ignoring the negative)

PIP and RIP (Praise in public/ Reprimand in private)

Rules

Ready

Respectful

Safe

Stepped Boundaries (allowing for take up time in-between steps)

Reminder – refer to RRS – delivered privately to the learner – the teacher makes the learner aware of their behaviour, the leaner has the choice to do the right thing.

Warning – a clear verbal caution delivered privately, again the learner has the choice to do the right thing

Response – Certainty not severity – tell the learner the consequences of their action, refer to previous good behaviour, then walk away and give them take up time.

Timeout – an opportunity to start afresh - the learner speaks to the staff member away from others, boundaries are reset

Repair – reparation meetings should take no longer than 10 minutes and use a structured conversation – can use reflection prompt sheets.

Use of scripted language for conversation – 30 second conversation (Get in/Get out with pupil and teacher dignity intact)

I’ve noticed that…/I understand that you feel upset…

I need you to….

Do you remember how well you worked yesterday….

I need to see that person…

I know you will…..

Choice

Thank you for listening

NB: Persistent poor or extreme behaviour will result in a letter home and an escalation - see detailed behaviour policy.

All behaviour incidences that require a consequence should be recorded on a pink form and added to the class behaviour record. These will be collected half-termly.

Recognising Over and Above

All classes to have recognition boards – which display the 3 rules Ready/Respectful/Safe and the focus for the day/week, which is made clear to all classes. Children’s names/photos on board.

Powerful positive praise in the moment/ house points- for work and behaviour/Marvellous Me - at least one whole class a day, plus individual as needed.

Postcards home – can be handed to parent end of day (purple cards) / Phone calls home

Extra treats – ideas to be discussed – individual classes to decide, could use class dojo to record house points and work toward class treat.