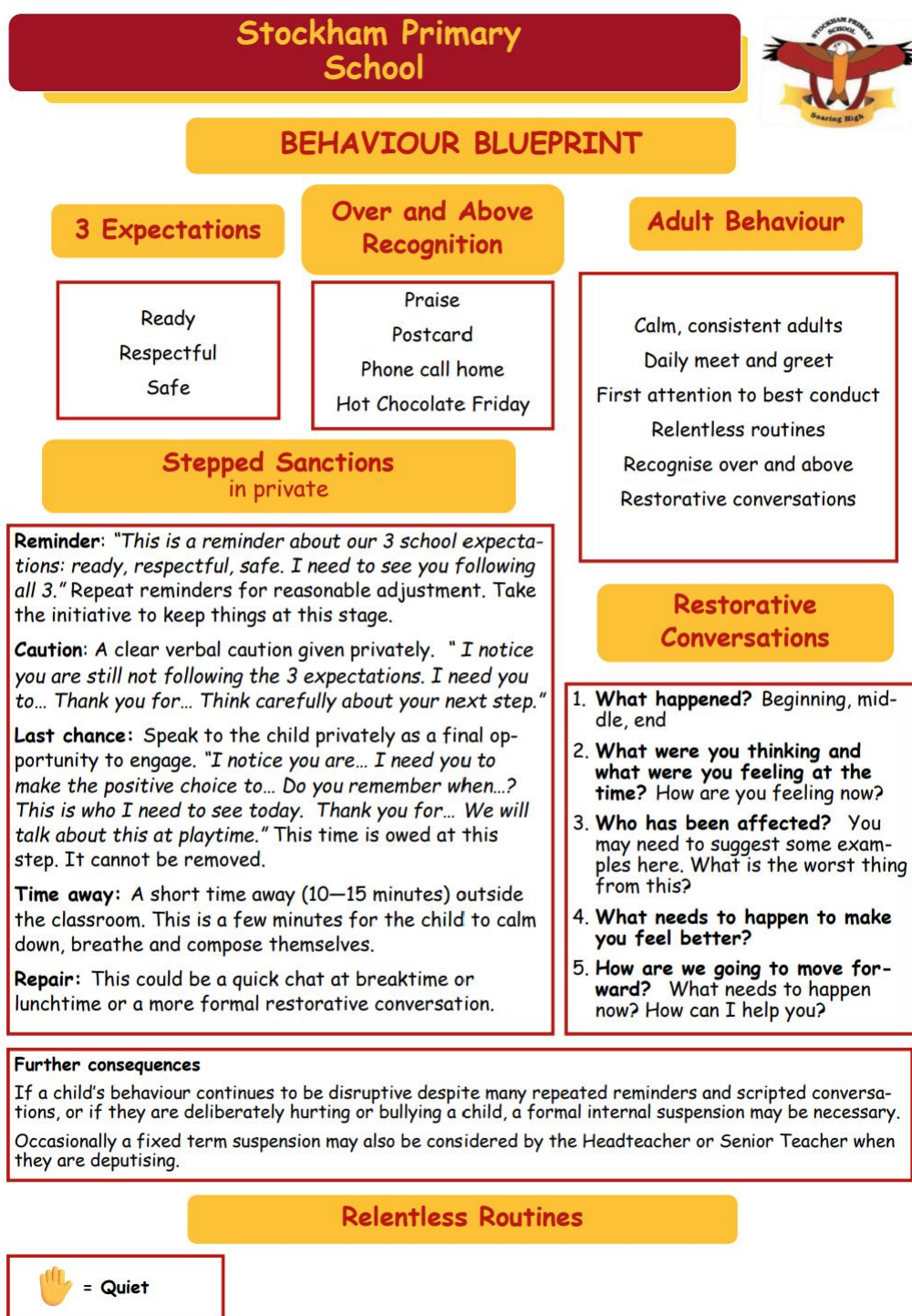


## Behaviour Procedures at Stockham Primary School

Our behaviour procedures are described below in our 'Behaviour Blueprint'.

At the heart of the Behaviour Blueprint is positivity, and the belief that children respond best when expectations are clear and simple to follow, and when the adults around them are calm and consistent in their approach.



The Blueprint has been written following staff training that we received by Vicky Musson from OCC last term, visits staff have made to local schools, and research on effective, positive, relational behaviour management in the last 10 years. If parents and carers are interested, I can highly recommend a book called 'When the Adults Change' by Paul Dix, which is an excellent read on the principles and strategies behind this approach.

There are six sections to the Behaviour Blueprint

### **1. Three Expectations**

Our three expectations are '**Ready**', '**Respectful**', and '**Safe**'.

Some schools call these expectations their rules however, expectations is a more positive way of describing them. We will be talking to the children about what being ready looks like, how to be respectful to everyone, and what safe behaviour is (and how to stay safe).

The research says that three expectations are enough, they are simple and easy to remember, and they cover all eventualities.

### **2. Rewards**

We will be using five key rewards this term: **praise, postcards home, phone call home, and hot chocolate with the head**. We will also continue to award **Soaring High Certificates** to two pupils from each class on a Friday during Celebration Assembly (these certificates will be awarded to pupils who have shown excellent examples of being ready, respectful or safe during the week).

In order to keep our Behaviour Blueprint as simple and easy to follow as possible, we will be pausing handing out 'Kando Points' this term. We expect to return to a more traditional House Point system later in the year.

Hot chocolate with the head will take place on a Friday at break time with pupils from a different class each week (starting with Year 6 this week). Hot chocolate will be for a small number of pupils who go 'over and above' in their behaviour and attitude that week.

### **3. Adult Behaviour**

Adult behaviour is just as important as pupils' behaviour, and you will see that there are 6 examples on our Blueprint.

'First attention to best conduct' is a strategy where staff will notice and praise pupils who are making the right choices, and showing being 'ready, respectful and safe', as a means of encouraging everyone to behave well.

### **4. Stepped Sanctions**

These are set out to provide steps which adults can use when they speak to children about their behaviour.

It is important to remember that whilst adults will usually follow these steps, there is no set number of 'reminders' or 'cautions' at each step.

There may come a time when a consequence is necessary and these include missing some break or lunch time play, or a short time away from the classroom. Further consequences for more serious behaviour include in internal or external suspension from school.

## **5. Restorative Conversations**

A restorative conversation is designed to help with the 'repair' element of when things have gone wrong. This might be following a disagreement between pupils, or when a child has made a wrong choice and a restorative conversation will help to them talk through what happened with an adult.

## **6. Relentless Routines**

We will be teaching children a number of relentless routines over the year. We are going to start with a simple hand signal, which will indicate that everyone needs to be quiet and listen to the speaker.

Relentless routines are a great way to establish quick and simple ways of doing things, which everyone does, all the time, so that they end up as habits which we all don't have to think about doing any more. This creates more time for learning and fun, engaging activities!

This has been just a snapshot of our Behaviour Blueprint. As I said earlier, books have been written about this approach, and it is used in schools across the UK and around the world. If you have any questions about the Blueprint, please do speak to your child's teacher or TAs. I am always keen to talk to anyone about behaviour too.