

Behaviour Blueprint:

The Wouldham Way



Our Rules:

Be a Learner

Be Respectful

Be Safe

Our Rights:

To learn and develop

To be treated with dignity and respect

To be safe and thrive

Visible Consistencies:

- Meet, Greet and Smile everyday
- Safe place in all classroom for children to use.
- Zones of Regulation check in available for all children to access
- Restorative approaches to behavioural concerns or conflict
- Adults as co-regulators at all times
- Staff accompany children to and from the playground/lunch on all occasions

Rewards:

- Verbal and non-verbal recognition
- Team points
- Certificates
- Sharing effective behaviours with other adults for positive reinforcement
- Class based rewards
- Behaviour ambassadors
- Contact with parents

Modifying poor choices – Stepped Boundaries:

1. **Reminder** – Aim to get back on track, remind child of school rule
2. **Check-in** – Talk to the child about the rule, what does the child need to get back on track. Use of zones of regulation to identify feelings.
3. **Response (scripts)** – Intervention scripts (on right)
4. **Reset** – Leaving class is not a punishment, it is a reset. Go for a walk, see the dogs.
5. **Repair** – restorative chat (use questions on right). Teachers and TAs will lead on this, crossed the line behaviours SLT will lead on it.

Key Points:

- PIP/RIP
- When a child is observed to be struggling class based staff need to use: The Regulate – Relate – Reason strategy
- All children are unique and will need unique responses depending on behaviour.

Intervention script

- “Johnny, I’ve noticed.....”
- “That’s not showing me our rule of”
- “This is the third time I have spoken to you about (insert rule), and you’re going to need to see me for 2 minutes at break to discuss this / complete your learning at home after school / I’m taking a bit of your time to talk about this”

Adult Strategies to Develop Effective Behaviours

Adults must apply the following principles in all interactions with pupils:

- **IDENTIFY** the positive behaviour
- Explicitly **TEACH** behaviour
- **MODEL** the positive behaviour
- **PRACTISE** behaviour alongside the child
- **NOTICE** effective behaviour
- **CREATE** conditions for effective behaviour

Restorative Meeting:

- What happened?
 - What were your thoughts at the time?
 - What have you thought since?
 - Who has been affected? How?
 - What should we do to put things right?
 - How can we do things differently in the future?
- For younger children, use only two of these questions, focussing on what happened, who was affected and how we can put this right?*