



Behaviour Blueprint

Dealing with behaviour

Our approach is based upon these simple concepts:

1. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
2. Reinforcing good behaviour helps children feel good about themselves.
3. An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
4. Young people need clear guidelines in terms of what constitutes acceptable behaviour with boundaries and expectations.
5. Understanding each child's needs and individual circumstances helps us to act in the fairest way possible for that child, at that moment.

Recognition and reward

At Horbury Bridge Academy we use the following ways to recognise positive behaviour:

- Team points
- Class Recognition Boards
- 'Star of the Week' certificates (also used for individual achievements and progress)
- 'Above and Beyond' bands (these are new and need to be purchased)

Recognition in the form of team points, class recognition boards and 'Above and Beyond' bands will be given for pupils who demonstrate that they are living our values and upholding our rules. All staff can (and should!) award team points and 'above and beyond' bands. Staff may also recommend to teachers any pupil they think deserves the 'Star of the Week'.

Living by Our Christian Values: Together in Faith, Hope and Love

How we define our Values and Rules.

From the academy vision, we have drawn the following three values:

Kindness - being friendly, generous, and considerate.

Courage - willingness to confront uncertainty and 'have a go'

Community - look to help others, not just ourselves.

We also have three academy rules:

Ready - to take responsibility for our learning and our actions.

Respectful - showing gratitude and empathy towards others.

Safe - being accountable for our own safety and the safety of others.

Giving recognition

Positive recognition of our values and rules should be used frequently to reinforce the behaviours we want our pupils to display. The value/rule that the recognition is given for should be vocalised to the pupil so they make the link between the behaviour and reward. Some examples of this could be:

Value: Kindness

"Thank you for holding the door for the class, Jane, that's so kind - 1 team point."

Rule: Safe

"Well done for remembering to walk to the line and help keep others safe - 1 team point."

Value: Community

"I loved the way you picked up Steve's coat, not just your own. You are really looking after our community - 1 team point."

Sanctions

It is crucial that sanctions are delivered in a consistent way, that is non-confrontational and linked to the child's behaviour, not the child's identity.

We **NEVER** talk about the pupil's behaviour to another member of staff in front of the pupil.

The following approach should be used by all staff:

1. Use the child's name
2. Get down to the child's level (if appropriate)
3. Make eye contact
4. Deliver the message
5. Walk away

When it comes to effective behaviour management, it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Stepped approach

At Horbury Bridge Academy we follow a stepped approach to consequences. It is vital that these are delivered consistently by all adults in school.

It is important to note that these steps are not used immediately, but rather when 'regular, high-quality' classroom strategies used within our everyday routines have been used and no change is seen in a pupil's behaviour.

The stepped approach resets at lunchtime each day to show pupils that a fresh start is possible and forgiveness is a part of our values as a church school.

Step 1: Verbal Warning:

Example script

1. You're ... (state the noticed behaviour)
2. You are not (state the rule being broken Ready, Respectful, Safe)
3. This is your verbal warning.

'You keep interrupting and distracting others. You are not being respectful to your class. This is your verbal warning. Thank you.'

No record of the warning needs to be recorded.

Step 2. Restorative One (R1)

Example script

1. I noticed you chose to continue ... (state the behaviour)
2. This is the second time I have spoken to you and it has now become an R1 - I'll speak to you at (insert suitable time i.e. break/lunch)
3. Thank you. (Give the child 'take up time' and DO NOT respond.)

Example - *'I have noticed you are still disturbing others. You are still not being respectful to your class. This is now an R1 I will now need to speak with you at break time. Thank you.'*

This is followed up with a 2-minute restorative conversation using the 'Follow-up, Repair and Restore' questions below.

A record is made on CPOMs of the incident

Step 3. Restorative 2 (R2)

Example Staff script

1. I noticed you choosing to continue to...**(state the behaviour), this is now an R2 and you will need to be in the spare classroom at the next break time.**
2. **IF REQUIRED** You need to move to... (describe place in the classroom or place at break/lunch). I will come and speak to you...
3. Thank you.

Example - *'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.'*

IF REQUIRED

- Child moved to a designated area of the classroom (this is the teacher's discretion based on the situation).
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, continuing with work, etc.

This is followed up with break-time restorative reflection led by a member of SLT. This will take place in the spare classroom every break time. Pupils will complete a restorative reflection sheet. There are separate sheets for KS1 and KS2. For pupils in EYFS, a restorative conversation will take place.

A member of SLT will run restorative reflection time each break.

A record is made on CPOMs of the incident

For regular occurrences:

Discussion with SLT and/or SENCO: consider Behaviour Intervention.

Specific Playground Sanctions

The same approach is used for breaks and lunch times. If a pupil receives an R1, they will stay with a member of staff to discuss the incident using the restorative questions below.

Follow up, repair and restore

Use the restorative questions below to follow up the incident, repair relationships and enable the child to learn what to do next time. The questions work well in the order they are written. For younger children, only use the questions in bold. It is the repetition and reflection on these that makes the difference.

- What happened? (Neutral, dispassionate language - No edge!)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected? (use age/stage appropriate language e.g. 'hurt/upset' for KS1 children)**
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

Remember the success of the restorative approach is to change behaviour. It is the certainty that this follow up will take place by EVERY member of staff that makes the approach a success.

Pupils who have further needs

This approach is applicable to all pupils, but we understand that at certain times, for certain pupils, a more bespoke approach will be required. If this is the case, a behaviour plan will be completed in consultation with the SENDCo and Head Teacher. This plan will be shared with all members of staff to support the effective management of behaviour.

KS1 R2 Reflection Sheet

Name:

Class:

What happened?	
Who has been affected?	
What should we do to put things right?	

KS2 R2 Reflection Sheet

Name:

Class:

What happened?	
What were you feeling at the time?	
Who has been affected?	
How have they been affected?	
What should we do to put things right?	
How can we do things differently in the future?	