Langley Mill CofE Infant School and Nursery

Behaviour Blueprint

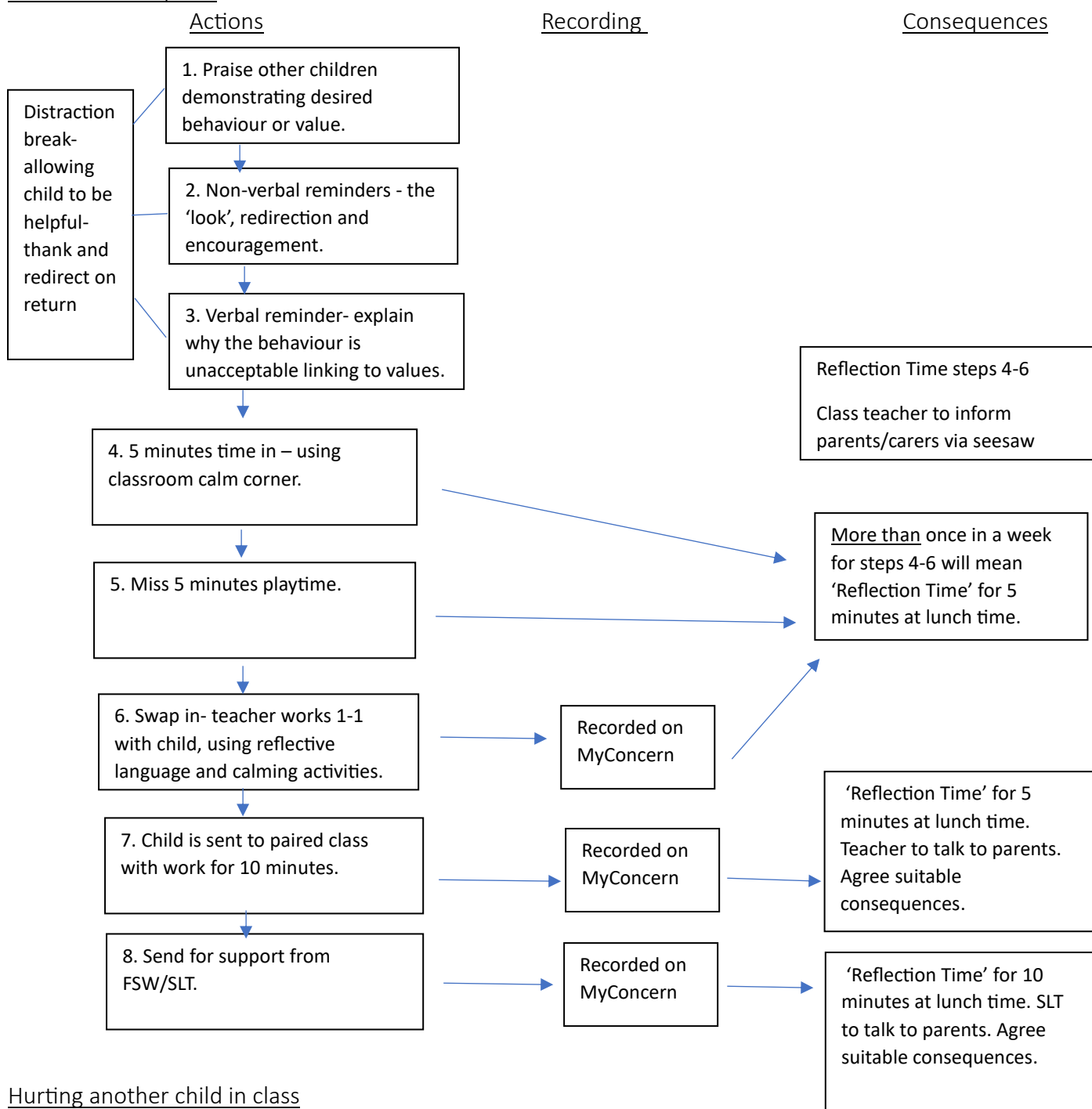| Adult Behaviour	Over and Above Recognition	Rules
- Using the child's name, be calm, kind, consistent and fair - Give first attention to best conduct - Be relentlessly bothered - Meet and dismiss with the child's name, a smile and/or a handshake	- Praise - Stickers - Text/Seesaw/Phone call - Face to face communication with parent/carer - Postcard home - Award (celebration assembly)	- Ready - Respectful - Safe - Be Honest
		Values
		- Aspire - Learn - Respect - Serve

Praise in Public – Reprimand in Private

Micro-script (some ideas we may use)
(Child's name) I've noticed that…
(Child's name) Remember our school rules are ready, respectful, safe. Which one are you finding tricky? I can help you with this.
(Child's name) I can see that you are feeling (emotion)…
(Child's name) It's ok to feel…it's not ok to… Let's do…instead.
(Child's name) When I feel…I do…What do you do?
(Child's name) I want you to think carefully about what you are going to do next.
(Child's name) I expect you to…thank you (Child's name)
(Child's name) Do you remember yesterday when…? That was brilliant. That's what we need to see today (Child's name)
(Child's name) I'm wondering if…

Restorative Questions
1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?

Relentless Routines
- Respectful Walking   - Respectful Talking

Behaviour Flowchart

Low Level Disruption

Actions

Distraction break- allowing child to be helpful- thank and redirect on return

1. Praise other children demonstrating desired behaviour or value.

2. Non-verbal reminders - the 'look', redirection and encouragement.

3. Verbal reminder- explain why the behaviour is unacceptable linking to values.

4. 5 minutes time in – using classroom calm corner.

5. Miss 5 minutes playtime.

6. Swap in- teacher works 1-1 with child, using reflective language and calming activities.

7. Child is sent to paired class with work for 10 minutes.

8. Send for support from FSW/SLT.

Recording

Recorded on MyConcern

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Consequences

Reflection Time steps 4-6

Class teacher to inform parents/carers via seesaw

More than once in a week for steps 4-6 will mean 'Reflection Time' for 5 minutes at lunch time.

'Reflection Time' for 5 minutes at lunch time. Teacher to talk to parents. Agree suitable consequences.

'Reflection Time' for 10 minutes at lunch time. SLT to talk to parents. Agree suitable consequences.

Hurting another child in class

Reinforce school values – miss 5 minutes of playtime.

Recorded on MyConcern

More than once in a week 'Reflection Time' for 5 minutes at lunch time. Teacher to talk to parents. If this occurs for more than 3 weeks SLT to meet with parents.

Hurting another child on the playground

Reinforce school values – hold staff hand for 5 minutes.

Recorded on MyConcern