



Colkirk Primary Academy behaviour Blueprint

Visible Consistencies:

1. Daily meet and greet
2. Always thinking positively
3. Picking up on children who are failing to meet expectations
4. Accompanying children outside at the end of every day
5. Praising in public (PIP), Reminding in private (RIP)
6. Consistent language

Our School Rules:

Ready
Respect
Responsible
Reflect

Over and above recognition:

1. Learning Ocean certificates
2. Showing Greatness & 4Rs certificates
3. Class Dojo points
4. Verbal praise
5. SLT praise
6. Show work to another adult
7. Whole Class Dojo Points work towards a reward

Stepped Sanctions:

When good choices are not made you will discuss your behaviour with the adult supervising you, working through our agreed consequences list:

Any Level 1 behaviour should be followed up by any adult responsible for the child at the time: 1. Conversation with the child – Reminder of expectations and advice about what would be a better behaviour choice 2. If the behaviour continues, there needs to be 'reflection time' – if outside, sit on the bench for 5 minutes, if inside, 5 minutes at the next play/free time. The adult responding to the behaviour should record on Arbor as soon as possible
Any Level 2 behaviour, in the first instance, should be followed up by any adult responsible for the child at the time: 1. Reminder of expectations. Child to apologise and have 8 minutes 'reflection time' applied as above in L1 consequences. 2. Refusal to apologise or to take the reflection time: Child to be referred to their class teacher. Consequence to be 10 minutes reflection away from other children as soon as possible/appropriate. The adult responding to the behaviour should record on Arbor as soon as possible
Any Level 3 behaviour, should be passed to the class teacher, or in their absence, SLT: 1. Child to be referred to the class teacher. Protective consequence to remove the child from the situation and have 15 minutes reflection time away from other children as above. Class teacher to inform parents. Child to complete (with support where necessary -age/SEN etc) a 'Restorative Reflection'. This must be copied for the child's personal file and a copy sent home. 2. Refusal to accept the consequence will result in SLT intervening and Level 4 consequences being applied. The adult responding to the behaviour should record on Arbor as soon as possible
Any Level 4 behaviour, should be passed to SLT with the class teacher being informed if the behaviour occurs outside of their knowledge: 1. SLT to meet with the child and implement a lunchtime seclusion. SLT to inform parent/s as soon as possible. Child to complete (with support where necessary - age/SEN etc) a 'Restorative Reflection'. This must be copied for the child's personal file and a copy sent home. 2. Refusal to accept the consequence will result in SLT meeting with child and parent/s and outlining that a suspension will be applied – length to be determined as appropriate to the behaviour. The adult responding to the behaviour should record on Arbor as soon as possible
Any Level 5 behaviour, should be passed to SLT with the class teacher being informed if the behaviour occurs outside of their knowledge: 1. SLT to implement a suspension as appropriate. 2. Repeated L5 behaviour and repeated suspensions could lead to a managed move firstly within the federation then outside of the federation or permanent suspension.

Restorative Talk:

What happened? What's going on?

What were you thinking/feeling at the time?

How have they been affected?

What have you felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently?

Some Key Phrases to use:

I understand...(that you are angry/upset/cross).

I need you to...(come with me so I can sort this out properly).

Maybe you are right...(maybe I need to speak to them too).

Be that as it may...(I need you to join in with the group).

I've often thought the same...(but we need to focus on...).

I hear you...(it's not easy but I know that you can do it brilliantly)