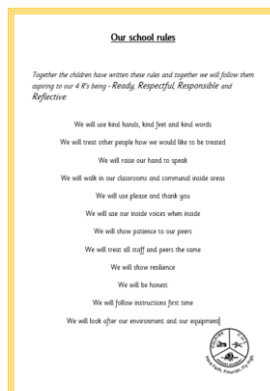# Colkirk Primary Academy behaviour Blueprint

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 pinch points and the end of every day
5. Praising in public (PIP), Reminding in private (RIP)
6. Consistent language

Our School Rules:

Ready, Respectful, Responsible and Reflective

Our school rules

Together the children have written these rules and together we will follow them aspiring to our 4 R's being - Ready, Respectful, Responsible and Reflective

We will use kind hands, kind feet and kind words

We will treat other people how we would like to be treated

We will raise our hand to speak

We will walk in our classrooms and communal inside areas

We will use please and thank you

We will use our inside voices when inside

We will show patience to our peers

We will treat all staff and peers the same

We will show resilience

We will be honest

We will follow instructions first time

We will look after our environment and our equipment

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 the following will be applied:

Stepped sanctions

What happens if I am at a level 1?
1. My adult will remind me of the right choices I should be making
2. If I continue to make the wrong choice I will have 'reflection time'. If I am outside, this means I will sit on the bench for 5 minutes, if inside, I will lose 5 minutes at the next play/free time.

What happens if I am at a level 2?
1. My adult will give me another reminder of the right choices I should be making and I will apologise. I will have 8 minutes 'reflection time'.
2. If I refuse to apologise or to take the reflection time: I will be referred to my class teacher. This means I would have a further 10 minutes reflection away from my peers.

What happens if I am at a level 3?
1. I will be asked to speak to my class teacher or another class teacher. I will have 15 minutes reflection time away from other children. My class teacher will then inform my parents and I will complete a 'Restorative Reflection' which gets put into my file and also sent home to my parents.
2. If I do not accept the consequence I will have to see Mrs Davies and have a Level 4 consequences applied.

What happens if I am at a level 4?
1. Mrs Davies will meet with me and I will have a lunchtime seclusion – length to be determined as appropriate to the behaviour. Mrs Davies will then inform my parents via phone/Class Dojo. I will have to complete a 'Restorative Reflection' which gets put into my file and also sent home to my parents.
2. If this behaviour persists my teacher, parents and I will create a Positive Behaviour Management Plan.
3. If I do not accept the consequence my behaviour will result in a level 5 consequence.

What happens if I am at a level 5?
1. Mrs Davies will meet with me and I'll have an internal suspension for the remainder of the day. Mrs Davies will complete a 'Restorative Reflection' with me and anyone else involved, this will come home with me and also go in my file.
2. Mrs Davies will ring my parents and a meeting will be arranged to discuss/create my Positive Behaviour Management Plan and changes that may need to be made.
3. My teacher and my parents will begin a Behaviour Review where they will meet frequently to discuss my behaviour.
4. If I refuse to carry out the consequence this will result in Mrs Davies meeting immediately with me and my parents; outlining that a suspension may need to be applied – length to be determined as appropriate to the behaviour.
5. Repeated Level 5 behaviour or repeated suspensions could lead to a managed move firstly then within the federation then outside of the federation or permanent suspension.

Restorative Talk:

To either be completed individually or with others involved depending on the situation…

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)