

Chapelfield Primary School Behaviour Blueprint

This is how we do it here.

Honesty	Respectful	Caring	Commitment
• Being true to ourselves • Being true in what we say and do • Ensuring our words are truthful and helpful	• Appropriate Language • Looking after our school • Positive body language • Representing our school • Manners	• Kindness to self and others • Sharing • Compassion • Treat people as you would like to be treated	• Always trying our best • Showing resilience • Ready to learn

Consistency across Adults and Routines	Rituals and Routines	Our Adult Consistencies
	- Ready Signal - Wonderful Walking - Legendary Lining Up	- We are calm, consistent and kind to you - No walk on by - We will meet and greet you every morning

Consistency in Recognition	We recognise the above and beyond through:
	➤ Positive Praise ➤ First attention to best conduct ➤ Phonecall/message home to celebrate achievements ➤ Marbles (whole class) in increments of 25, 50, 75, and 100 ➤ Prize box/stickers ➤ Headteacher Awards linked to school values ➤ The Golden Book

Steps for Supporting Behaviour:

1. Quiet Reminder
2. Quiet Warning (outline behaviour and consequence)
3. Last Chance Microscript (Consequence - 5 mins lost)
4. Cool Off (in another classroom with card)
5. Sent to SLT for Restorative Conversation and Consequence

Microscript:	Restorative Conversations:
I have noticed that you are...(having trouble getting started, wandering about) At Chapelfield we [linked rule - show commitment to our learning] Because of that I need you to (action to support, such as move to another table, complete this at break) Do you remember y'day/last week when you ...(refer to previous positive behaviour) That is what I need to see today... Thank you (give take up time)	1, What happened 2, What were you thinking/feeling when it happened? KS2 3, What have you thought about since? 3, Who has been affected by your action? 4, How have they been affected/how did they feel? 5, What can we do to make things right? 6, How can we do things differently in future?

In all circumstances we will endeavour to PIP = Praise in Public and RIP = Reprimand in Private

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GREAT CHOICES!

- *Following our values: Caring, Commitment, Honesty, Respect*
 - *Ready to learn*
 - *Being kind and helpful*

Rewards: Praise, marbles in the jar, stickers, prize box, Headteacher Awards, Golden Book!

Step 1: Quiet Reminder

- *Your teacher reminds you of our expectations*

- *Fresh start - no consequence*
- *You can get back on track!*

Step 2: Quiet Warning

- *Your teacher explains what you need to do and might happen next*

- *Still time to make a better choice*
- *Think carefully about your next steps*

Step 3: Last Chance

- *Your teacher will talk to you about your choices*

- **Consequence:** 5/10-15 minutes of your break/lunch and reflection completed
- *This is your chance to turn things around*

Your teacher may decide that you need a 'natural consequence' as a chance to reset. This is a consequence which is as a result of your behaviour, for example a ban on football, working on your own, a letter of apology, tidying up something which you've broken or damaged.

This helps you to reset and repair before rejoining.

Step 4: Cool Off Time

- *You'll go to another classroom to think. You may complete your work here*

- *Time to calm down and reflect*
- *When you're ready, we'll help you get back on track*

Step 5: Talk with SLT

- *You'll have a conversation with a senior leader*

- *We'll work out how to put things right*
- *We'll help you learn from this and move forward*

After any consequence: We'll have a restorative conversation to help you understand what happened and how to make better choices. You're always a valued member of our school community and everyone can have a fresh start.



My Restorative Conversation

1, What happened

2, What were you thinking/feeling when it happened?

KS2 3, What have you thought about since?

3, Who has been affected by your action?

4, How have they been affected/how did they feel?

5, What can we do to make things right?

6, How can we do things differently in future?