

# Our healthy, happy Delph Side Behaviour Steps

\*in accordance with Government COVID-19 guidance, staff availability and space within school.



## We demonstrate ENJOY when we...

- Wait our turn
- Put our hand up
- Walk sensibly
- Follow instructions
- FIRST TIME**
- **Keep at least 2m distance from each other\***
- Speak politely
- Use nice manners
- Follow instructions
- FIRST TIME**
- Work well with others
- Show kindness
- Be truthful
- **Wash our hands\***
- Help others
- Be respectful to everyone
- Be respectful to our school property
- **Use our own equipment – nobody else's\***
- Be respectful to everyone
- Be respectful to our school property
- Follow our school values and classroom rules
- **Use toilets safely\***
- Be respectful to everyone
- Be respectful to our school property
- Follow our school values and classroom rules
- **Follow hygiene advice/ requests\***

## We don't demonstrate EMBRACE when we...

- Not taking turns
- Shouting out
- Calling people names
- Not sitting sensibly
- Not listening
- **Don't keep at least 2m distance from each other\***
- Speak rudely to others
- Answer back
- Don't follow instructions
- Distract people on purpose
- Mock others
- Are not truthful
- **Intentionally ignore social distancing advice\***
- **Ignore hygiene advice\***
- Are verbally aggressive
- Are physically aggressive
- Physically hurt other people
- Damage our school property
- Use bad language
- **Repeatedly ignore social distancing advice\***
- **Repeatedly ignore hygiene advice\***
- Say racist remarks
- Repeatedly upset someone
- (Bully them)**
- Physically hurt other people
- (Repeatedly)**
- Are verbally aggressive
- (Repeatedly)**
- Are physically aggressive
- (Repeatedly)**
- Take things that are not our own
- Vandalise school's or other people's property
- **Intentionally spit cough or sneeze\***
- **Don't change** our negative behaviour towards other people
- **Continue to** verbally abuse other people
- **Continue to be** physically aggressive
- **Physically abuse our school staff**
- **Intentionally spit, cough or sneeze near or onto another person. (Repeatedly)\***

## Delph Side demonstrate EVOLVE by...

Step 1	Step 2	Step 3	Step 4	Step 5
<ul style="list-style-type: none"> <li>• Pairing us with children who make good choices</li> <li>• Reminding us of our values and classroom rules</li> <li>• Pairing us with our Teaching Assistant</li> <li>• Giving us a verbal warning</li> <li>• Giving us a time out</li> <li>• Informally meeting our parents.</li> <li>• <b>Reminding us of social distance advice*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with our parents</li> <li>• Giving us a behaviour target</li> <li>• Showing us how to restore the incident</li> <li>• Sending us to another class to complete work</li> <li>• Removing playtime(s) so we can restore the incident</li> <li>• Having a senior leader meet with our parents.</li> <li>• <b>Message to parents as a reminder of expectations*</b></li> </ul>	<ul style="list-style-type: none"> <li>• SLT meeting our parents</li> <li>• Providing support with our Family Wellbeing Co-ordinator</li> <li>• Setting a Behaviour Plan</li> <li>• Removing playtime(s) so we can restore the incident</li> <li>• Removing school clubs or events <b>(Until behaviour improves)</b></li> <li>• <b>Meeting with parents as a reminder of expectations*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mrs O meeting our parents</li> <li>• Continuing support with our Family Wellbeing Co-ordinator</li> <li>• Removing playtime(s) so we can restore the incident</li> <li>• Arranging a 'Managed Transfer' to another school</li> <li>• Removing school visits, clubs and events*</li> <li>• <b>Removal from group setting – isolation*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mrs O meeting our parents</li> <li>• Removing playtime(s) so we can restore the incident</li> <li>• Setting a 'Fixed Term' exclusion <b>(For up to 5 days)</b></li> <li>• Arranging a 'Managed Transfer' to another school <b>(For up to 5 days)</b></li> <li>• Permanent Exclusion</li> </ul>

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