

Kenilworth Primary School Behaviour Blueprint



“Why attempt to crush behaviours with punishment when you can grow better ones with love?” Paul Dix

WE ARE ALL READY, RESPECTFUL AND SAFE

The Kenilworth behaviour policy is an all encompassing set of expectations for children, staff, parents, governors and visitors. We encourage positive behaviour choices for the good of the individual and wider community. Our approach to dealing with behaviour is underpinned by our school vision and our understanding of the five principles of nurture; one of which is that **all behaviour is communication**.

We understand that all children make the wrong choices at times and present with unwelcome behaviour. We do not apportion blame, instead we use the language of choice and restorative justice to support children in taking responsibility for and understanding the impact of their actions.

When conflict arises between individuals within our community we will aim to resolve it using restorative methods. Ranging from informal restorative conversations to formal, planned, restorative conferences which may include parents. **All** restorative conversations follow the questions below.

Excellent behaviour is facilitated through positive relationships and clear routines which everyone knows and understands. Excellent behaviour is noticed, appreciated and commented on.

We implement a stepped response to incidents of undesirable behaviour and reasonable adjustments are made for children with special educational needs. The steps are as follows;

Reminder	Caution	Last Chance	Reset	Repair
A reminder of ‘ready, respectful, safe’. Delivered privately wherever possible. Repeated where reasonable adjustments are necessary. Take the initiative to keep things at this stage.	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outline the consequences should they continue. Use ‘Think carefully about the next step’	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Ask child to stay behind for 2 minutes – this is not negotiable.	This is a short time outside the room or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.	This might be a quick break time chat or a more formal restorative meeting. This step is essential and must happen without fail.

We have high expectations of children’s academic achievement, and we foster a positive attitude to learning in school, where all children are expected to do their best. At times it may be appropriate to send work home that has not been completed to a satisfactory standard during the school day.

Exclusions are always a last resort. At times it may be appropriate for a child to work in a class other than their own (internal exclusion), this may happen in situations when there is persistent challenging behaviour which is affecting the learning of others and the usual behaviour support strategies are not proving effective. Where external exclusions are necessary, we follow the Hertfordshire Exclusion Guidance. A copy of which is available from the school office.

Kenilworth Primary School Non-negotiables

Ready Respectful, Safe

This is the behaviour we expect and it applies to every member of the school community...

Be in school and in class on time, with all the things you need. Ready to teach/learn.

Speak respectfully to one another;

- Be polite and do not use language other people may find offensive.
- Follow instructions
- ‘THINK’ before you speak; is it True? Helpful? Inspiring? Necessary? Kind?

Do not use physical violence, of any kind, under any circumstances

Take care of property, yours and others

Restorative Chat Questions:

- What happened?
- What were you thinking/feeling?
- What needs to happen to put things right?
- What are you going to do differently next time?

Daily Check in and Check out

Daily check in and check out routines are an essential part of our classroom management routines.

Further information for staff

Our School behaviour policy is based on the building of strong, sometimes finely balanced, relationships between staff and students, where mutual respect routine and consistency are key. Recommended further reading; 'When the adults change everything changes' by Paul Dix (the main source for much of this policy) and 'Better Behaviour' by Jarlath O'Brien. Key suggestions from both of these books are included below.

Classroom management/De-escalation Strategies;

Low Level	Medium Level	High Level
Tactical ignoring 'The Look' Humour Other non-verbal signals Physical proximity Redirect to task Rule reminder Repeat the instructions and expect compliance (Thank You) Use language of choice Use your 'scripts'	Be aware of your body language Reframe Focus on the primary behaviour Constructive use of corrective language Speak or listen? Saving face Casual questions to re-focus Take the blame Repeat the request Distract /Diffuse Humour Keep calm, slow down and lower your voice Use your 'scripts'	Remember calm (lower voice etc.) Have a clear plan Use your 'last chance script' Diversionary activity Compliance or deferred consequence Remove the child Remove the class/group Send for additional adult help Don't invade personal space Fights – encourage the least aggressive to move away Record the incident Cooling off (Time?) Follow up – rebuild your relationship

'Parent on your shoulder'

When you are dealing with behaviour, always ask yourself 'would I say the same things if this child's parent was sitting on my shoulder?'

A 30 Second Script for the 'last chance' step;

I noticed you are... (having trouble getting started/struggling to get going/wandering round the classroom)

It was the rule about....that you broke

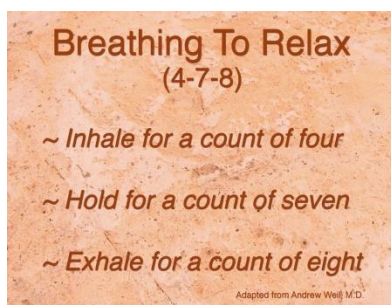
You have chosen to... (move to the back/catch up with your work at home)

Do you remember last week when you...(arrived on time every day/engaged brilliantly in that maths lesson). That's the person I need to see today

Thank you for listening.



A useful calming breathing technique (for children and adults)



Micro scripts should be performed without anger or shards of frustration.

They need the serious tone of a hospital drama and the certainty of a news broadcast! The tone must be reassuringly consistent with body language complementing the message;

You need to...(speak to me at the side of the room)

I expect...(to see your table immaculate in the next 2 minutes)

I know you will...(help Fred to clean the pen off his face)

Thank you for... (letting go of her hair, lets walk and talk)

I have heard what you said, now you must...(collect your things calmly and move to the reflection space)

We will...(have a better day tomorrow)

At Kenilworth we...(speak with respect)

Daily Check in/out Question ideas

What could **you** do to make your table happier today?

What would you like to **change** to make your table happier today?

How can you support each other so you have a **lovely** day?

What could you do today to improve your work?

What could you do today to show you are “ready” to learn throughout the day?

What could you do today to show you are showing respect?

What could you do today to show you are being “safe” during the day?

What could you do today that shows you are being respectful to others when moving around the school?

What could you do today that shows you are being safe when moving around the school including the playground?

What is your favourite thing about school?

How could you help someone else today?

If you could be the teacher today what quality do you have that the class would enjoy?

What has been your favourite thing we have learned about in Year 5?

If you could pick any celebrity dead or alive to be your headteacher who would you pick and why?

If you were prime minister what would the first thing you would do or change?

What is your favourite subject and why?

If you could be a piece of stationary what would you be and why?

If I gave you a £1000 to spend on something for school what would you pick?

If the school could get a pet animal what animal would you pick and why?

If you go anywhere in the world where would you go and why?

What could you do today to make someone on your table have a nice day?

What could you do to find out something new about someone else in class today?

How could you support others on your table?

How could you check on someone today and ask them if they are okay?

How could you support your children and staff during play/ lunch to help make it fun and safe?

What could you do to show kindness to a member of school staff today?

What could you do today to support our environment?

What could you do today to show kindness to someone on your table today?

What could you do today to show kindness to the person next to you in the circle during the day?

What could you do to learn something new that you didn't know before today about the person next to you?

If you had no ball games on the playground what would you like to do at afternoon break instead?

What could you do today to learn about a new emotion?

What could you do today to learn about a new job you didn't know about?

Using the reflection zone (Reset)



If I am feeling worried or getting angry or anxious or any of my other emotions are too strong, then I am allowed to ask for a chance to move to the reflection table. BUT I have some special rules that I have to agree to follow if I would like to be given the chance to have a time out.

1. I have to give the reflection table card to a member of staff who is with me, and ask if I can go over to the table. Sometimes it will not be ok to go, but I know the staff will always try to help me.
2. While I am using the reflection table, I need to behave really nicely, stay quiet and calm so that I do not disturb any other the other children and staff. This is my time to sit out from what has happened.
3. On the table will be a reflection sheet for me to use, when I feel calm and ready to answer the questions I need to do so sensibly and honestly so that the staff can then help me resolve what has happened.
4. Taking time out to the table is only for when I really need to use it, I need to try and sort out the feelings I am having by asking people on my table or staff for some help and using my emotion cards first (if you have them).
5. At break and lunchtimes, things can be bumpy. If I know I have had a tricky time outside and it doesn't feel like it has been resolved then I know I can speak to my classroom staff for some help to resolve things. They won't always be able to help straight away but they will always find time to help me.

Reflection sheet

If you have asked for a time out or have been asked to take a time out then we can use this sheet to help you sort out what has happened. These questions can also help us when things have gone a bit wrong and we need to sort them out.

You can read the questions and use the answers to pick one that you think helps answer, but if you want to add things of your own then you can!

Is there anything we can do to help you right now? Would you like a drink of water?

1. What has happened?



2. What were you thinking when that happened?

You can use your emotion cards to help you or circle one from below if that helps.

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated? Happy?

Excited? Bored? Anxious?

3. Now that you are sitting in reflection, what are you thinking about the situation now?

You can use your emotion cards to help you or circle one from below if that helps.

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated?

Happy? Excited? Bored?

Anxious? Silly? Disappointed?

Upset? Hurt?

4. Who do you think has been affected by what happened?

You can write your own list or circle some from the ideas here

Me, a pupil, miss, my TA, a member of staff, Mum? Other member of staff

5. What ideas do you have for how we could sort things out?

Help someone? Say sorry? Draw a sorry picture? Talk to the adult involved?

6. What choices could you make next time that would help things to not end badly?

Ask an adult for help? Use focus hand? Use your emotion cards? Try to stay calm? Make the right choice to walk away? Ask for a truck stop? What ideas have you got?

**7. Do you feel ready to talk about what has happened and go through the reflection sheet?
Circle one.....**

Yes please or not yet, I would like a couple more minutes to reflect.

Upper KS2 reflection sheet

If you have asked for a time out or have been asked to take a time out then we can use this sheet to help you sort out what has happened. These questions can also help us when things have gone a bit wrong and we need to sort them out.

You can read the questions and use the answers to pick one that you think helps answer, but if you want to add things of your own then you can!

Is there anything we can do to help you right now? Would you like a drink of water?

1. What has happened?



2. What were you thinking when that happened?

You can use your emotion cards (if you have them) to help you or circle one from below if that helps or write your own idea down

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated? Happy?

Excited? Bored? Anxious?

3. Now that you are sitting in reflection, what are you thinking about the situation now?

You can use your emotion cards to help you or circle one from below if that helps or write your own

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated?

Happy? Excited? Bored?

Anxious? Silly? Disappointed?

Upset? Hurt?

4. Who do you think has been affected by what happened?

You can write your own list or circle some from the ideas here

Me, a pupil, my teacher, a TA, a member of staff, someone at home? A friend? Other member of staff?

5. What ideas do you have for how we could sort things out?

Help someone? Say sorry? Draw a sorry picture? Talk to the adult involved? Write a letter to explain and say sorry? Clear up any mess made? Support the staff by showing we can listen to instructions? Offer to help in class? Give up some play time to help do jobs?

These are just ideas to help you think of something that works for your own situation

6. What choices could you make next time that would help things to not end badly?

Ask an adult for help? Use focus hand? Use your emotion cards? Try to stay calm? Make the right choice to walk away? Ask for a time out? What ideas have you got? Follow instructions? Listen to staff and peers?

These are just ideas to help you come up with something yourself.....

**7. Do you feel ready to talk about what has happened and go through the reflection sheet?
Circle one.....**

Yes please or not yet, I would like a couple more minutes to reflect.

When you are ready a member of staff will go through the answers and support you in moving forward, well done for filling this out! We are proud of you for taking this seriously.

.....(childs name)

The following work must be completed at home this evening(date) to make up for learning time lost during the school day due to your behaviour.

Please return this book to school tomorrow morning

Please ask a parent or guardian to sign here to confirm that they have seen this note and that you have completed the work to the best of your ability;

Parent Signature.....

.....(childs name)

The following work must be completed at home this evening(date) to make up for learning time lost during the school day due to your behaviour.

Please return this book to school tomorrow morning

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