

Croxteth Community Primary School Behaviour Blueprint

#EachAndEveryChild



Visible Adult Consistencies: 1. All adults at Croxteth are calm, considered and controlled at all times. 2. We are relentlessly positive (with high expectations of all). 3. We build trusting relationships by catching the children being the best they can be. 4. We have clear routines to ensure that our children feel safe. These include: • Greeting the children at the door when they enter the classroom each day • We use the hand signal to gain attention • We have clear expectations for lining up/transitions	Our Rules Look after yourself Look after each other Look after our school
Stepped Sanctions Redirection (a Drive By) - this can be delivered to the whole class Reminder (a reminder of the 3 simple rules – could be non verbal) Warning and a minute to 'Turn it around' Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class Take-up Time - Redirect the child and give them 2 minutes to regulate and get back on task. Return to the child focusing on something positive. Triage - Triage is a no-blame environment. Triage addresses the questions: 'How can return this child to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Children are supported to regulate their emotions to support them returning to class. Restorative follow up meeting should happen before the end of the day Report if improvements aren't seen, a child may be placed on report. SLT should be informed of this and should be present at the initial report meeting.	Our Values Excellence Endurance Wisdom Truth Friendship
Microscript: We use a 30 second intervention to support good behaviour choices: "I have notice that you are not being... (refer to rules and child's behaviour) right now. You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) Can you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... Thank you for listening"... then give the child some 'take up' time.	Our Vision To ensure that <i>each and every</i> child no matter what their background or their circumstance reaches their potential and leaves us ready for the next stage of their lives.
Restorative Follow up: (5 questions is usually enough from the following) <i>What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?</i> These questions can be used with children involved in an incident.	Over and Above Behaviours: When children go over and above our expectations for behaviour they are rewarded with: 1. Verbal praise and recognition 2. Their name being added to the Mentimeter 3. They are invited to #HotChocFri 4. Mindset Hero Awards 5. Value Awards 6. Positive phone calls home 7. Praise notes home 8. House points 9. An invite to 'Always Club'