



Be ready. Be respectful. Be safe.

VISIBLE ADULT CONSISTENCIES

- Meet, greet and smile
- First attention to best conduct
- Remain calm

RELENTLESS ROUTINES

- Learner listening
- Terrific transitions

OVER AND ABOVE BEHAVIOURS

- Applying a learner quality
- Applying a sporting spirit
- Applying a Christian value

RECOGNITIONS

- Verbal praise
- Name on Learner Quality Board
- Star of the Week
- Learner Quality or Little Learner Badge
- Sent to Deputy Head or Head

Behaviour Curriculum Script



We are about to...

When we do this, to show you are ready you need to... (tell and model)

To show you are respectful, you need to... (tell and model)

To show you are safe, you need to... (tell and model)

I know you will be great at this.

Show me... (Give first attention to best conduct)

Microscript – 30 second intervention



I can see you are choosing to... (speak to your partner / not begin your learning / dance)

You are not showing me you are... (ready / respectful / safe)

To begin to put this right, you need to... (move to another seat / miss five minutes of break time / apologise to your partner)

I know you will now take responsibility and make the right choice because you are great.

Do you remember last week when you... (wrote five excellent sentences / were kind to your partner when they needed help)

That is who I need to see today.

Thank you for putting this right and making the right choice.

Stepped sanctions



1. Reminder (3 rules)
2. Caution (Privately, outline behavior and possible consequence or 'way to put this right')
3. Last chance (30 second intervention microscript)
4. Time out or consequence (miss part of break or be outside class for learning)
5. Repair (restorative conversation)

**SLT can be called upon to support for extreme behaviours or if behaviours escalate despite using strategies consistently. We are a team.*

Restorative questions



1. What happened? Did anything happen before?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. What choice have you made that you need to take responsibility for?
5. How did your action make other people feel?
6. Who has been affected?
7. How should we put this right? Who do we need to apologise to?
8. Does anyone else need to put something right?
9. If this happens again, how could you do things differently? (if this is a group, all pupils must go through these stages so it is clear that every wrong choice is put right, proportionately)