



# Edleston Primary School Behaviour Blueprint

## Our Expectations: Ready, Respectful, Safe.



### Adults will:

Have high expectations for all

Build trusting relationships by supporting pupils to be the best they can be

Be calm, kind and positive at all times

### Pupils will:

Be ready to learn

Be respectful of themselves, those around them and the school

Be taught how to make safe choices

### Parents will:

Prepare their child to be ready to learn

Support their child to be respectful of themselves, those around them and the school

Support the school in teaching their child how to make safe choices

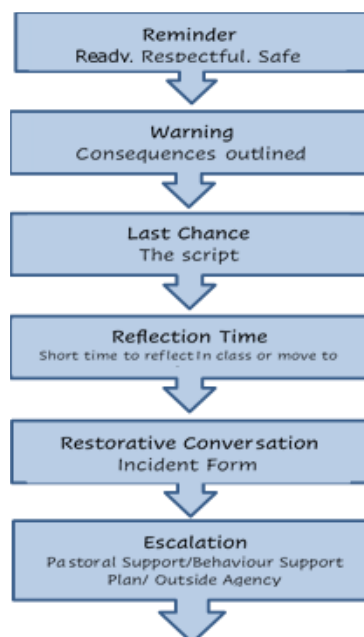
### How we support pupils:

- We have a strong pastoral team, who have experience mental health, wellbeing and PSHE
- We promote mindfulness to help pupils develop self-esteem, manage stressful situations and skillfully approach challenges
- We listen we reach out and make links to other services when needed

### How we celebrate:

- Dojo Points
- Team points/Non uniform day
- Verbal praise and stickers
- Share work with other staff
- Certificates
- Celebration assemblies
- DHT/HT award

### Behaviour Pathway:



### The Script

**I have noticed that you are...**

(distracted, wandering around, chatting etc.)

**It was the rule about being ...** (being ready, respectful, safe) **you ignored. Today I need to see you as you were when ...**

**You can choose to ...** (settle to work, move to an agreed seat, get focused) **or you will move to time out**

**Thank you for ...** (listening/acting safely, being ready, being respectful)



## Levels of Behaviour

These levels are not referred to with the pupils and must be applied using professional judgement. *The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.*

### Low Level

- Low level disruption
- Failure to follow instructions (first time)
- Low level failure to be ready, respectful and safe. Corrected following reminders.

*Possible consequences:*

- *Reflection time*
- *Loss of playtime*

### Medium Level

- Repeated low level disruption or failure to be ready, respectful and safe.
- Significant disruption to learning of themselves or others
- Verbal or physical aggression

*Consequences:*

- *Loss of social time (longer than low level)*
- *Movement to another area*
- *Reflection time*
- *Restorative Conversation/Incident form*
- *Pastoral Team to provide support alongside member of staff*
- *Parents informed of behaviour and invited to discuss strategies with class teacher*

### High Level

- Significant verbal or physical aggression
- Discriminatory language or aggression ie. Racial, Gender, Homophobic, Transphobic
- Targeted intimidation or bullying

*Consequences:*

- *Reflection time*
- *Loss of social time (longer than medium level)*
- *Movement to another area*
- *Senior Leadership Team to provide support alongside the member of staff*
- *Parents informed of patterns of behaviour and invited to discuss strategies with Pastoral Team/SLT*
- *Behaviour Support Plan is agreed with parents, pupil and school staff*
- *Possible exclusion*
- *External agency support is requested*

### Severe Level

- Significant incidents of intimidation or bullying, usually repeated incidents
- Physical assault causing significant harm

*Consequences:*

- *Loss of social time (longer than high level)*
- *Senior Leadership Team to provide support alongside staff member*
- *Restorative Conversation/Incident Form*
- *Parents must attend meeting to discuss strategies with a member of SLT and/or a member of Governing Body*
- *Behaviour Support Plan is agreed with parents, pupil and school staff*
- *Possible Exclusion*
- *Possible Managed Move*
- *External Agency Support is requested*