



Behaviour Blueprint

At Bridekirk Dovenby School, all interactions between staff and learners are underpinned by our core Christian Values and our school motto and mission statement...

WORK TOGETHER, AIM HIGH, SHINE BRIGHT

'To provide a safe, calm and sustainable environment in which the children of our community are motivated to learn, show respect and act responsibly according to our Christian values with a promise of 'life in all its fullness' at its heart.'

Trust	Dignity & Respect	Hope & Aspiration	Wisdom & Knowledge	Living Well Together	Perseverance
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Adult Behaviour

- Calm, Consistent, Fair
- Give first attention for best conduct
- Relentlessly bothered
- Recognise over and above

Golden Rules

We are gentle

We are kind and helpful

We work hard

We look after property

We listen to people

We are honest

Relentless Routines

- Marvellous Manners
- Wonderful Walking
- Terrific Transitions

Recognition of Over and Above

- Praise
- Recognition Board
- Team Point
- Golden Jumper
- Postcard or Phone call home

Stepped Sanctions (in private)

- 1. REMINDER**
 - a. A non-verbal reminder
 - b. A quiet verbal reminder of rule or routine
- 2. CAUTION**
A clear verbal warning delivered privately to the learner making them think carefully about their next step
- 3. CORRECTION**
Using the micro-script
- 4. TIME OUT**
The learner will be moved to another area either within or outside the classroom setting / another class
- 5. RESTORATIVE CONVERSATION**
Follow scripted restorative questions
- 6. REFERRAL TO HEADTACHER**

Micro-Script

I have noticed that.... You know the golden rules are....

Can you remember where you were on the recognition board last week OR when I spoke to your parents / Mrs Fish about your behaviour.... And how did this make you feel?

I expect you to... Thank you for listening.

Restorative Questions

- What has happened from your point of view?
- Which rule have you broken there?
- What were you thinking / feeling at the time?
- Who else was affected by your actions? How?
- What needs to be done to make things right?
- How can we do things differently in the future?

To help those who have been harmed by others' actions

- How are you feeling / what are you thinking now?
- What has been the hardest thing for you?
- What needs to happen to make things right?



Behaviour Expectations

During Lessons

- Follow Silent Signals 1,2,3 STOP (hand)
- Wonderful Walking
- Terrific Transitions - think carefully about what you are doing next
- Marvellous Manners
- Be respectful of each other and teachers
- Be ready with all equipment – stationery / PE kit
- Have a positive attitude
- Be organised
- Super Sitting
- Keep our classroom and working space tidy
- Always try your best

During Playtimes

- Listen and follow instructions
- Be kind to each other
- Look out for anyone who is looking for a friend
- Follow the playtime rules
- Look after and tidy up equipment
- Be respectful to everyone
- Stop Signal – when the bell rings stand still and away from the playground apparatus
- Wait for your class to be called and walk in using wonderful walking
- Marvellous Manners – hold open doors / don't push / be patient

During Trips

- Follow our behaviour rules & routines
- Marvellous Manners
- Be ambassadors for the school
- Be absorbed in your learning, asking thoughtful questions
- Active listening
- Appreciate our unique environment – follow the Countryside Code



Moving Around School

- Listen and follow instructions
- Wonderful Walking - walk with pride around our school, sensibly and quietly on the left
- Terrific Transitions - what is coming next?
- Marvellous Manners – opening the doors for others
- Be kind to each other
- Be respectful of our school environment

During Assembly / Worship

- Wonderful Walking
- Be calm, quiet and thoughtful
- Active Listening
- Super Sitting
- Be respectful to worship leaders, reflection time and prayer
- Look for WOW moments – Awe and Wonder!
- Join in worship at appropriate times
- Be absorbed with worship...what can you learn?

During Lunchtime

- Listen and follow instructions
- Show your marvellous manners – please and thank you
- Wonderful Walking
- Be calm
- Use your knife and fork correctly
- Help others who are struggling
- Be kind to each other and the midday supervisors
- Be respectful in the hall / classrooms and tidy up after ourselves
- Look out for anyone who is looking for a friend
- Follow playtime rules
- Look after and tidy up equipment
- Stop Signal – when the bell rings stand still and away from the playground apparatus
- Wait for your class to be called and walk in using wonderful walking
- Marvellous Manners – hold open doors / don't push / be patient

Habits of adults who manage behaviour well:

- They meet and greet- every morning, calling each child by name and asking after them
- They persistently catch children doing the right thing
- They teach the behaviours they want to see
- They teach children how they would like to be treated
- They reinforce conduct/ attitudes that are appropriate to context
- They agree rules/ routines/ expectations with their class/ classes they teach and consistently apply them with positive consequences and sanctions
- They sustain a passion for their subject that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the children.

The best teachers deal with ups and downs or poor behaviour but never take their hand away.

- Smile
- Respond to poor behaviour with deliberate calm
- Correct all poor behaviour in private – don't make them famous for failing
- Recognition boards for things you want to see
- Sometimes saying nothing and waiting with an 'I am ready when you are' face
- 'Being Deliberately Bothered' the small stuff, the daily acts of care, generosity of spirit
- Give extra responsibility
- Simple act of remembering something about them
- Reward children for going over and above – a mantra to repeat often
- Don't give up! Give it at least 30 days to stick.

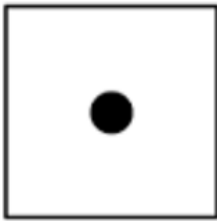
What are 'Recognition Boards'?

They are designed to celebrate the good behaviour and make these children feel important rather than making children feel important for their poor behaviour choices. They are designed to enable us to get more of the behaviour we notice most.

- Targeted at one 'learning Attitude' at a time
- Names or tallies go on the board to recognise children who are demonstrating the desired learning attitude. Names or tallies are never removed from the board. Children who disrupt are dealt with privately.
- Children can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up
- Recognition boards need refreshing regularly-weekly? Daily?
- Recognition boards are intended to reflect effort
- When everyone has their name on the board or the tally target is achieved, a collective 'whoop' is appropriate; large rewards are not necessary.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right attitude to learning.
- A recognition board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.



Class Reward



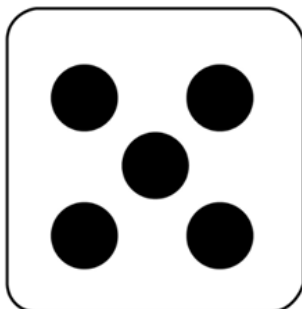
Craft session

ICT / Ipad time



PE or outdoor learning

Baking



Afternoon Play

Special snack





Bridekirk Dovenby CE Primary School

Work Together, Aim High, Shine Bright

Behaviour Code, Key Stage 1 & 2

★ GOLDEN RULES ★

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We are kind and helpful

We work hard

We look after property

We listen to people

We are honest



Bridekirk Dovenby CE Primary School

Work Together, Aim High, Shine Bright

Behaviour Code, Key Stage 1 & 2

Level 1

Reminder of rules and routines - non verbal and then quiet verbal word with the child

Level 2

Raise awareness - clear warning to improve

Level 3

Correction - using microscripts

Level 4

Time out - in or out of the classroom

Level 5

Restorative Conversation - using scripts

Level 1

Specific Praise / Team Point Earned

Level 2

Recognition Board - once the whole class earn 4 weeks of whole class recognition, they will receive a whole class treat

Level 3

Celebration Assembly - Team Points / Golden Jumper / Out of School Achievement / Class Rewards

Level 5

Positive note home or phone call to share children who have been going over and above

Examples of Phrasing



Negative Phrasing

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- Don't talk to me like **that**
- Calm down

No choice (making demands)

- Get in here now!
- Get out!
- Do as you are told!

Give it to me now!

Positive phrasing

- 'I've noticed that'
- Stand next to me
- Put the pen on the table
- Wonderful Walking in the corridor
- Walk with me to ...
- Stay seated in your chair
- ***Always use Please/thank you***

Open choice

- What do you want to do?
- Would you like to go inside?

Limited choice

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Empowering the behaviour

- Come back here, now
- You are not allowed in there
- Get down from there
- Don't you dare swear at me
- I will let you use the computer if ...

Disempowering the behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready



Wonderful Walking



Walking In Hallways

Looks Like 👁️ 👁️

- walking in a straight line
- walking slowly
- lined up single file
- hands at your sides
- watching where you are going
- walking on right side

Sounds Like 🦶

- soft footsteps

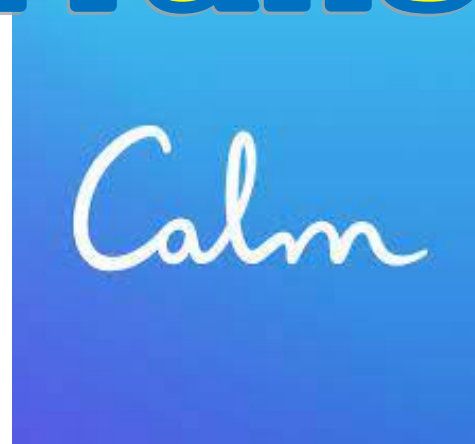


- silence





Transitions





THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

Marvellous Manners

