

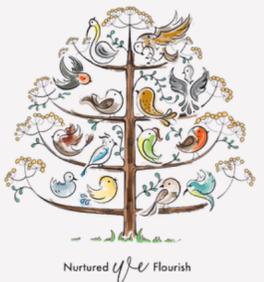


Harrietsham Behaviour Blueprint



Our adults help us to reach high expectations whilst keeping us emotionally safe, ensuring we all feel we belong here.

Our adults provide a happy, safe, predictable and mutually respectful environment so that we can all achieve our full potential.



3 Simple Rules

Our adults use our 3 rules to teach us our routines and to remind us how to play and learn together. They use the rules to help us know when we are getting things right and to talk to us when we might need some support.

Our adults help us to build positive relationships with one another and support us to manage our emotions and behaviour effectively.

be
RESPECTFUL

be
READY

be
SAFE

Caring for Ourselves, Our People, Our Environment

- We treat others as we would like to be treated.
- We think before we speak.
- We are kind with our words and our actions.
- We consider the feelings and needs of others.
- We care for our environment and equipment.
- We support others in their learning.
- We are honest.
- We solve problems calmly.
- We show thanks for those who help us.
- We celebrate our similarities and differences.

Right Time, Right Place, Right Attitude!

- We wear the correct uniform.
- We are on time.
- We take responsibility for our learning - good sitting, good listening, good looking.
- We take pride in our learning.
- We try our best and learn from our mistakes.
- We stop and listen on the signal (clap / whistle).
- We are the best versions of ourselves.

Safe Choices, Safe Words, Safe Actions

- We are safe with our words and with our actions.
- We speak to a trusted adult if we are worried or uncertain.
- We are in the right place at the right time.
- We use wonderful walking.
- We dynamically risk assess.
- We help to keep others safe.
- We follow adult instructions (first time, every time).
- We are positive role models.
- We take responsibility for our own choices.
- We use technology and equipment safely.

Adult Responses to Behaviour

Our adults are consistent in their responses to behaviour and all responses avoid shame. Our adults refer to our 3 school rules when we struggle. Our adults firstly help to prevent us from breaking the rules and if we need support, they help us with restorative conversations. When we are given consequences, they aim to restore relationships, repair harm and are seen as an opportunity to support future behaviour.

Prevention

Our adults support our emotional regulation to help us to access play and learning opportunities by:

- Using Zones of Regulation and calm spaces such as Nurture Nooks.
- Using visuals.
- Being calm, regulated adults.
- Teaching and modelling positive behaviour and interactions.
- Using preventative scripts such as "I'm wondering if ...", "I can see that you are ...", "I need you to...", "I've noticed ...", "Let me ... so I can help you".
- Understanding our needs and making adjustments.

Positivity

Our adults build an inclusive and supportive environment by:

- Focussing on our positive effort, learning and play.
- Using positive noticing (discrete verbal positive feedback).
- Commenting on the positive things we do and say.
- Letting our families know when we have done something great.
- Supporting us to develop a positive sense of ourselves.
- Giving out weekly values certificates in Celebration Worship.
- Asking us to share our positive learning with SLT.

Restoration

When we struggle to meet expectations, and we need support with how we are feeling and how we are interacting with others, we are:

- Given time and space to regulate and reflect.
- Reminded of the expectations and asked what support we need to meet them.
- Provided with support, if needed, to co-regulate and calm.
- Supported to problem solve and develop an awareness of the feelings and needs of others.
- Given a follow-up restorative conversation to help us to reflect and learn.

Layers of Support given to our children

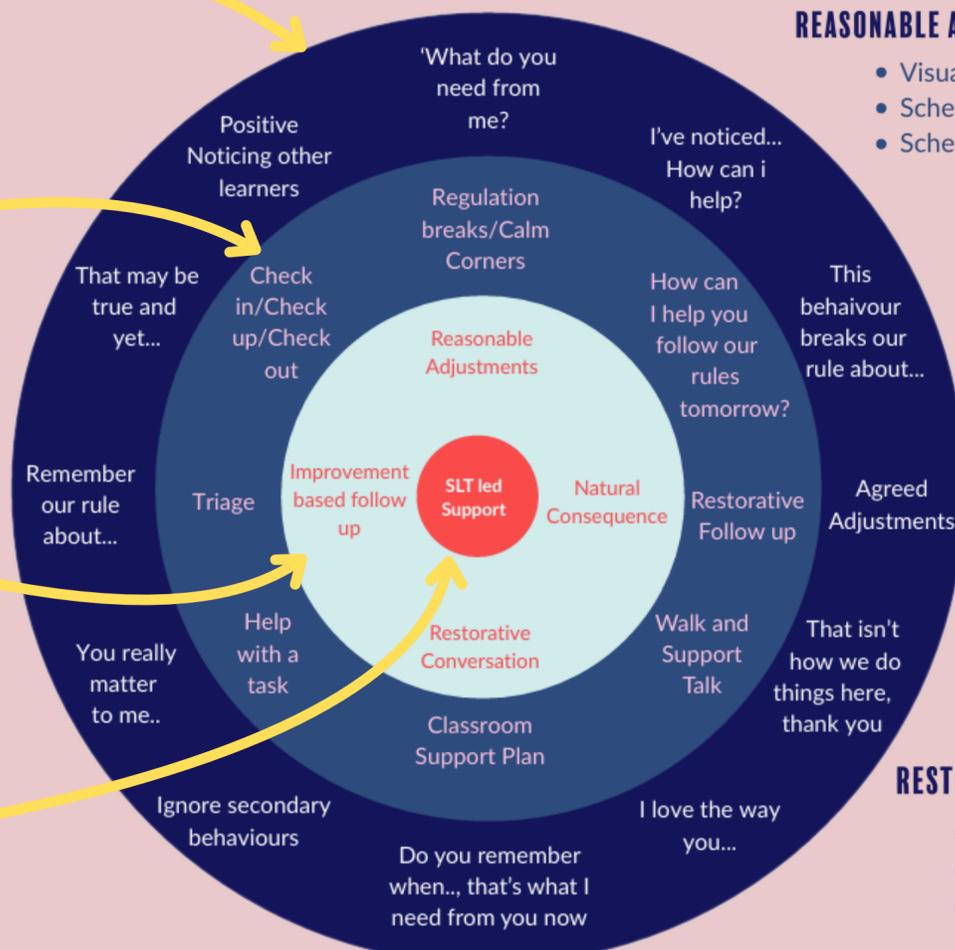
Tier 1 Support: Support given to all of our children, all of the time.

Tier 2 Support: Support provided by the teaching team to children who are struggling to follow our rules and meet our behaviour expectations.

Tier 3 Support: More targeted support offered by the teaching team when second layer strategies have not been effective.

Families will be made aware at this point by the class teacher and asked to support. Class Teacher will log on CPOMS.

Tier 4 Support: Most targeted support offered by SLT. Families will be made aware by SLT and asked to support. SLT will log on CPOMS.



REASONABLE ADJUSTMENT

- Visual cues for routines and expectations
- Scheduled regulation breaks
- Scheduled support conversations

NATURAL CONSEQUENCES

- Tidy up any mess made
- Catch up on a work missed

IMPROVEMENT BASED FOLLOW UP

- What could we do differently next time?
- How can we follow our rules tomorrow?
- Offering teaching and learning
- What do you need from me?

RESTORATIVE CONVERSATION

- Focused on support, learning and improvement
- Safety first
- Shame free