The St James Behaviour Blueprint

Aspire, Achieve, Flourish

Adult Behaviour:

- Relationships come first!
- Be calm, consistent and fair
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet with a smile and
- Recognise over and above

Over and above recognition:

- Tokens
- Verbal targeted praise
- Dojo message home
- Phone call home
- Learner of the week
- Certificates

Celebrating success/ learning/ values/ learning behaviours is the key way to promote positivity and recognition at St James.



Be Ready,
Be Respectful,
Be a Team

Our Christian Values:

- **Kindness**
- **Aspiration**
- **Forgiveness**
- **Trust**
- **Respect**
- **Perseverance**

Our Learning Behaviours:

- **Seeking a challenge**
- **Concentrating**
- **Listening**
- **Learning from mistakes**
- **Having a go**
- **Persevering**
- **Talking**
- **Helping others**

Micro scripts:

If a child is not doing what you ask then use this language:

BE READY, BE RESPECTFUL, BE A TEAM.

Or link to one of our school values … (**PERSEVERANCE, ASPIRATION, FORGIVENESS, TRUST, RESPECT, KINDNESS**)
For example: *At St James one of our core values is friendship and by hurting another child you are going against what we are trying to achieve as a community.*

*Or one of our '**learning behaviours**' For example. At St James we 'Learn from mistakes...you can still turn this around.*

If a child is dysregulated?: We all say...

Tell me how can I help you?

Restorative /Reflective Questions:

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected by the actions?
6. How have they been affected?
7. What needs to be done to make things right?
8. How can we do things differently in the future?



This is our 'Calm wheel' it helps children to choose strategies that support regulation and calmness.

This is our 'Zones of regulation' chart to help children to understand their emotions and help to recognise dysregulation and emotions that will affect behaviour and learning.

Zones of Regulation

Blue	Green	Yellow	Red
			
Sad Tired Moving slowly	Ready to learn Calm Feeling OK	Frustrated Annoyed Worried	Mad Angry Cross

Pathway to change...

Stages of Behaviour Management at St James:

Reminder	**Verbal Reminder:** *I can see that you are choosing to...* *I've noticed that...* *Remember at St James we...*
Caution	**Verbal Caution:** *I can see you are still choosing to...* *Do you remember when we had the last conversation and I asked for...* *How can I help?*
Class Based Action	**Child is moved within the class, either moved seats or into a reflection area (Discussion in private)** You have chosen to... so now... *Incident discussed with parents after school by class teacher.* *Fresh start and restorative conversation take place.*
Further Class Based Action	**Child to work in another class area – part of breaktime/lunchtime to be missed** **(Discussion in private)** *You have chosen to... so now the outcome is...* *Incident may be discussed with parents after school by class teacher if needed.* *Fresh start and restorative conversation take place if needed.*
More Serious Class Based Action	**Lunchtime detention in class or another area** **(Discussion in private)** *Reflection time during lunchtime with an adult (adult and time dependent on severity)* *Incident discussed with parents after school by class teacher.* *Fresh start and restorative conversation take place following the outcome.*
Internal Suspension	**Internal Suspension:** SLT including Senior Teachers will consider implementing a formal internal suspension. Child moved to another classroom or work area for a fixed period of time to be decided by the Senior member of staff. *Incident discussed with parents after school by class teacher or senior teacher.* *Fresh start and restorative conversation take place following the outcome.*
External Suspension	**External Suspension:** Headteacher will consider implementing an external suspension. *Incident discussed with parents after school by Headteacher or Assistant Headteacher.* *Fresh start and restorative conversation take place as part of reintegration meeting highlighted in parental communication.*