St Anne Line Catholic Infant School
Behaviour Blueprint

At St Anne Line, we follow the rules below that align with our School Mission Statement, Vision and Values as well as our Relationship and Behaviour Policy:

Be ready
Be respectful
Be kind
Be safe

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best. Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show our Values, Rules, and go **over and above**:

Gold Leaf

One child from each class will be awarded a Gold Leaf during the Celebration of our Values Assembly. This will be awarded for showing Love, Learning or Praying. Children will receive a Gold Leaf for the tree, they will receive a badge and will be celebrated in the newsletter. Children who receive all three values will be celebrated at the end of Year 2.

Recognition Board and a Positive Postcard Home

A Recognition Board is used when pupils are consistently demonstrating being **Ready, Respectful, Kind, Safe.** The postcard home is a high-level recognition for consistently displaying the rules in and out of the classroom and going '**over and above'**. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week - again it must be sincere to keep its value.

Stickers

Stickers will be given to children to celebrate their success in our values. Staff will award children who are displaying the values through their love for others, learning in school and through prayer.

House Points

House points are awarded for children who show our school values and rules. Each child is assigned a House Saint. House Points are collected weekly and added to the newsletter.

Basil Bear

Basil, our school bear, is given to the whole class each week in assembly. He is a reward for children who are sitting smartly and listening carefully.

Attendance Tree

Our attendance tree is given to the highest attendance achieved by our classes. Teachers will award the children with an extended playtime or a little treat for the achievement of attendance. Classes will receive £5 - a spend, save or donate initiative.

Hot Chocolate Friday

Children consistently going **'over and above'** will be invited to have hot chocolate on a Friday each week. There may be some weeks when more than one child in the class is chosen. For some weeks there may not be any child who is chosen - it needs to be sincere high-level recognition to ensure it is not devalued.

Newsletter

For any child receiving the hot chocolate award, their photo/name will be shared in the newsletter to celebrate their success for going '**over and above'.**

Behaviour at St Anne Line Catholic Infant School

Our Mission Statement; *With Jesus, We Love, We Learn, We Pray. Together, we grow our school each day,* underpins everything we do. We aim to instil a love of learning, with Christ at the centre of all we do. As the foundation of a lifelong journey of discovery, we inspire resilience and independence in our learners, encouraging them to always strive to reach their full potential.

Ready
Respectful
Kind
Safe

Visible Adult Consistencies

1. Meet and Greet
2. Model our Rules and Values
4. Listen
5. Calm and Caring

Over and Above

1. Exceeding our Values to Live By
2. Effort – Always striving for personal excellence.
3. Actions not Words

Relentless Routines

Fantastic Walking - walk to Celebration of the Word with Prayer Hands
Legendary Lines
Signal for Stop
1, 2, 3 Signals
All children to be led to and from the playground by the teacher.

30 second micro-scripts

I have noticed that you are (having trouble getting started, wandering around, playing with equipment) **right now.**

- **You are not showing our…** (rules)
- **You have chosen to…**
- **Because of that you need to…** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you** (refer to previous positive behaviour)**?**
- **That is who I need to see today. Thank you for listening.**

Stepped Sanctions

1. **Reminder** (rules) privately if possible
2. **Warning** (outlining behaviour and consequence quietly to the child)
3. **Last Chance (30 second intervention)**
4. **Cool off (time in thinking spot)**
5. **Repair (Restorative Conversation**

Restorative Conversations

1. What 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 and how?
6. What should we do to put things right?
7. If this happened again, how can we do things differently?

Classroom Plan

Steps		Actions
1.	**Redirection/Reminder/ warning** 	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our four simple rules - Ready, Respectful, Kind, Safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. Our school motto can be used to promote positive learning behaviours for those children that need reminders.
2.	**Last chance**	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	**30-second micro-script**	If the pupil still does not engage, use the 30-second script, 'Stay behind two minutes after class.' These two minutes cannot be removed or reduced.
4.	**Time out/Cool off**	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom.
5.	**Restorative conversation**	(5 minutes after class for restorative conversation/10 minutes including reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time'). This behaviour will be logged on Arbor - behaviour incidents.
6.	**Support step**	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or another class teacher. This will be specified on a personalised Support Plan for certain children identified with behaviour as an additional support need. This behaviour will be logged on My Concerns and Arbor (see below).

Positive Postcard Home



