

POSITIVE BEHAVIOUR FOR LEARNING BLUEPRINT		Building relationship with SELF	Building relationship with OTHERS	Building relationship with the CURRICULUM											
CERTAINTY/CONSISTENCY	1	School ethos - our vision, values & rules	<p>Vision: With fun & learning, hand in hand, all things are possible</p> <p>Bible link: I can do all things through Him who strengthens me</p> <table border="1"> <tr> <td>Respect</td> <td>Creation</td> <td>Fellowship</td> <td>Hope</td> <td>Wisdom</td> </tr> <tr> <td colspan="2">We care</td> <td colspan="2">We Share</td> <td>We repair</td> </tr> </table>			Respect	Creation	Fellowship	Hope	Wisdom	We care		We Share		We repair
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	2	Inclusion – being a Trauma-Informed School (TIS)	<p>Inclusive education is the process by which we strive to respond to all our pupils as individuals through the allocation of our resources, especially staff, to enhance equality of opportunity. It makes sense for schools to pick up the SEMH baton as children spend 190 days a year at school, (often forming very important relationships with key staff) when a counsellor coming in once a week can only see a few children. <i>“Trauma is not an event itself, but an emotional response to an overwhelmingly painful and stressful event where there was no-one there to help you with what was happening at the time.”</i> (Margot Sunderland)</p>												
3	Culture of certainty	A PBfL climate requires a behavioural expectation for all adults to commit to a common set of values for the good of everybody.													
4	Relentless routines	Recognising & positively reinforcing behavioural norms. The key is that everyone stops and no-one just walks past.													
		Marvellous manners	Wonderful walking	Lovely lining up	Super sitting	Excellent eating									
BOTHEREDNESS	5	Recognition and Rewards – ‘using positive recognition means that you know how to make a child feel appreciated and important.’ (Paul Dix)	<p>Daily expectation for behaviour: First Attention to Best Conduct (ABC)</p> <p>Catching children being good is not enough. If we want to dramatically shift the standard of behaviour of our pupils, then catch them when they are behaving over and above and mark it with positive recognition</p> <p>Daily rewards: Recognition Board, general class dojos, over & above dojos, Team tokens</p> <p>Weekly: Star of the Week certificates, Friday afternoon tea</p> <p>Half-termly: House Cup celebration, Termly: Values Awards, Wills Award</p>												
	6	Behaviour support – build relationships	<p>There are better ways to get a child to do the right things without using frustration, anger or punishment.</p> <p>Positive Talk – PACE (Playfulness, Acceptance, Curiosity, Empathy) - a trauma-informed approach to supporting children</p> <p>A shared use of language regarding expected and unexpected behaviour. Not using evaluative language to potentially shame children.</p> <p>Scripted conversations – “You own your behaviour. You owe yourself 2 minutes to think/talk this through”</p> <p>Behaviour aids: personal RAG mats, social stories, drop-in time with trusted adults, Fellowship Plan</p>												
	7	Intervention <i>‘Children need people, not punishment’ (Paul Dix)</i>	<p><i>“Troubled children may not follow rules but they will follow a person and when they do there is no longer a behaviour problem”</i> (P Dix)</p> <ul style="list-style-type: none"> - Inclusion pathway - social story work, chunked lunchtime arrangements, lunchtime club, SEMH or self-esteem group work - Personalised provision – PRAG timetable, risk assessment, interactive work-station/den, self-help strategies 												
	8	Consequences’ <i>Heavy & disproportionate punishment is rarely long-lasting.’ (P Dix)</i>	<p>Tiered consequences following our Consequence Steps 1 – 5, as well as engaging on our Make It Right/Better process.</p> <p>Consequences could include partial/full loss of breaktime or lunchtime, loss of an appropriate privilege, regular/routine attendance at lunchtime club, removal from classroom, ongoing restorative work</p>												
ATTENTION	9	Reporting & recording (CPOMs)	<p>Class Pupil Behaviour Overviews – problematic, pupil behaviour being recorded and monitored on a termly basis by teachers & SLT.</p> <p>CPOMs behaviour categories: potential bullying/harassment, actual bullying, hate crime</p> <p>Consistent CPOMs reporting (STAR: Situation, Trigger Action, Result), detail on what actions have been taken & who has been informed</p>												
	10	Reconciliation & restorative practice	<p>We will use restorative justice to support recovery & repair between those affected by bullying. This can range from simple restorative conversation to a restorative justice exercise. Restorative justice is about restoring safety, dignity, health, trust and confidence.</p> <p>Forgiveness: is a choice to let go of anger towards someone who hurt you and to think, feel, or act with kindness towards that person.</p> <p>Reconciliation: is the act of becoming friendly again after a disagreement. It is about moving from anger to fellowship.</p>												
	11	Link to Anti-Bullying policy & curriculum	<p>Using our Anti-Bullying Curriculum to repair & restore damaged & broken relationships?</p> <p>What is bullying?, signs of bullying, types of bullying, impact of bullying, how to prevent bullying, how to report bullying</p> <p>Whole-school approach to anti-bullying e.g. Fellowship Code, trusted adults & trusted organisations</p>												

