

Behaviour Tool Kit

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In consultation with children, parents, carers and staff, we have created this Behaviour Tool Kit that will enable all children and adults feel safe, happy and secure at our Academy.

Our core purpose

The core purpose of children coming to school is to learn and achieve. Behaviour which stops this happening needs to be understood and addressed.

Helping us to understand ourselves and others

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Core values



We have four **core values** for children and adults. These values are used by all who enter our Academy. This includes all teams; admin, lunchtime, site, senior leadership and teaching.

Children and Adults:



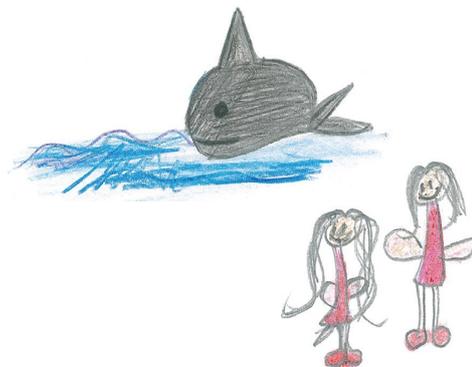
Respect each other



Listen to each other



Do their best



Keep each other safe

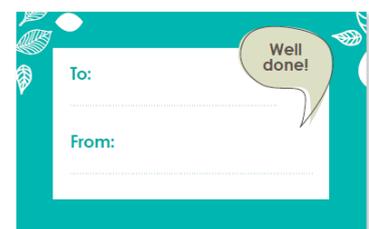
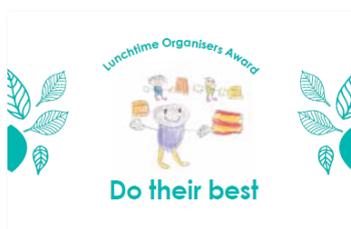
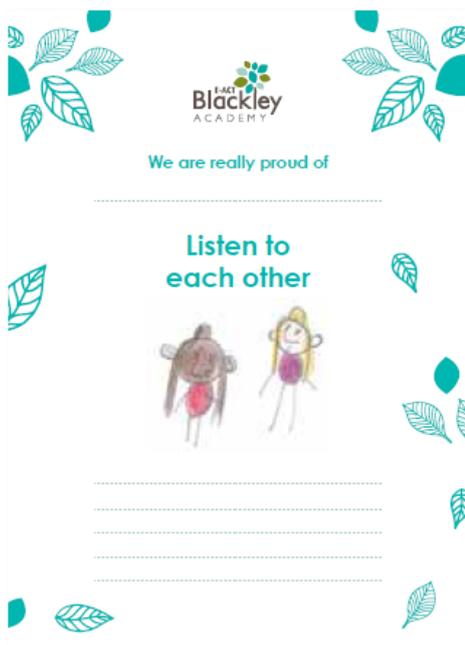
Celebrating appropriate behaviour

Positive reinforcements

- Specific verbal praise, thumbs up, high five
- Sticker, stamp
- Share work with a special adult e.g. Phase Leader, Pastoral Mentor
- Text or phone call home
- Chat to parent carer at the end of the day
- Extra playtime
- Opportunity for child to choose their favourite activity
- Chosen for specific classroom jobs

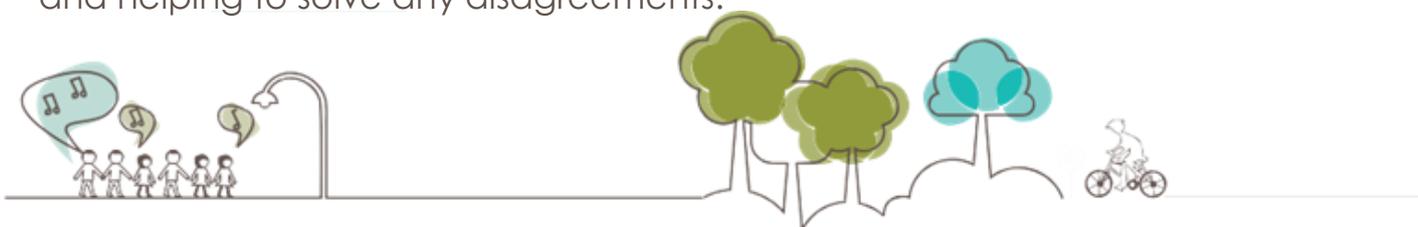
Materials

- **Value stickers** are special and relate to a specific value.
- **Postcard** to be posted home to parent carer by any member of staff.
- **Lunchtime Organisers' Awards** given by Lunchtime Organiser looking out for good behaviour.
- **Certificates** awarded by Senior Leadership Team.
- **Values Posters** designed by the children up around school.



More ways to celebrate and encourage appropriate behaviour...

- **Very Important People** are good role models. Each class talks about who they think has made the right choices about their behaviour, and picks a VIP. Every Monday, VIPs can:
 - wear their own clothes to school,
 - bring in something special to show the class,
 - stand up in assembly,
 - wear a rosette
 - have special privileges for the day.
- One child from every class is chosen to share some of their fantastic work at **Celebration Assembly**. They will be presented with a certificate. They can invite a guest from home to watch the assembly and to have a cup of tea and a biscuit.
- All children with 100% attendance for the week have the chance to win a prize at the **Attendance Assembly**. The class with the highest attendance is awarded the weekly Attendance Trophy. Certificates are given every half term for children with full attendance. Children with 100% attendance for the term are invited to a special event.
- A weekly **Behaviour Assembly** will focus on the core values.
- **Disco Celebration** each half term - children with no more than 1x Stage 2
- **Pastoral Mentors** are non-teaching staff who provide support and guidance for children with behavioural difficulties. They are available at any time for the child and will liaise with parents / carers.
- **Peer Mediators** are out every break time wearing their high visibility jackets and helping to solve any disagreements.



First steps for dealing with inappropriate behaviour...

1. Respect

Child to understand appropriate behaviour.

Adult to provide verbal reminder.

I've asked you to stop swinging on your chair. You can't swing on your chair because it is not safe, and I care about you. We keep each other safe. Are you ready to join back in again?

2. Responsibility

Child to be given space for personal reflection.

Adult to provide safe space to reflect.

Please go and have some time to think about your behaviour.

3. Repair

Child to be given verbal reflection time.

Adult to listen with care and understanding.

Let's have a chat outside the classroom. Tell me what you've done, why you did it and what you are going to do now.

4. Reintegrate

Children to reengage with learning.

Adult to provide quick, specific positive affirmation.

Well done, that is a brilliant sentence you have used some excellent adjectives.



Next steps for dealing with inappropriate behaviour...



All children are unique. Staff should use their knowledge of the child to shape their decisions around the actions they take.

Supportive consequences are provided for when our children struggle to keep the school values. Adults will remind the children of the value they are struggling to keep. We have an EYFs age appropriate version of stage 1-5.

- **Stage 1:** An adult will help me by providing me with time in class for re-focus - 10 minutes
- **Stage 2 :** An adult will provide me with space in another class to re-focus – 20 minutes
- **Stage 3 :** If I am still struggling, I will be given half a day away from class to do my work and think about the importance of the values.
- **3x stage 3:** I will be have a Class Teacher Support Plan for 2 weeks to help me to follow the values. I may need this to escalate to a Phase Leader Support Plan with **ACORNS Mentor support.**
- **Stage 4:** At this stage my parent /carer will be contacted by SLT and this may result in a fixed-term exclusion from school/reduced timetable.
- **Stage 5:** At this stage my parent/carers will be contacted by the Head teacher and this may result in a permanent exclusion or alternative provision / Pupil Referral Unit.

Play is an essential part of children's development, therefore playtimes and lunchtimes particularly shouldn't be taken away as a consequence. However, if children are struggling with their behaviour at these times, an alternative programme should be devised by their Key Person / Teacher/ ACORNS Mentor (e.g. office jobs, helping in the library).

