



At King's Court First school out ethos is caring, sharing and learning together.

Our rules: Ready, Respectful, safe!

Behaviour Intent: We value:

Exemplary behaviour is at the heart of productive learning

Maintain the highest standards of personal conduct and team work

Teach self-discipline not blind compliance

Develop emotional currency and relationship connections with the children

It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Principle's that drive our behaviour intent and leadership

First attention to the best conduct

Consistent, calm behaviour approach

Relentless routines taught and practiced

Scripted interventions

Restorative follow up

Implement Consistencies

1 Meet and greet at the door.

2 Model positive behaviours and build relationships.

3 Plan lessons that engage, challenge and meet the needs of all learners.

4 A mechanism for positive recognition is used in each classroom throughout the lesson.

5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.

7 Follow up every time, retain ownership and engage in reflective dialogue with learners.

8 Never ignore or walk past learners who are behaving badly

Every adult, every day

Show: kindness/calm authority/genuine interest in children's lives/treat everyone fairly

Positive Recognition

- Meeting & greeting
- Fantastic walking
- Recognition boards: above and beyond star
- Stickers - dip in the treasure box - wow treats
- Dojo message home
- Above and beyond card from the Headteacher
- Recognition in assembly
- Sticker snake – key behaviours
- Lunchtime cup – Top table

Preventing disruption

- Have a signal for silence
- Only talk when the group is listening
- Maintain good eye contact
- Explain expectations before they follow an instruction
- Non-verbal clues to avoid disruption and flow
- Thoughtful furniture arrangement and seating plan
- Keep expectations at all times – don't ease off!
- **Assembly:** key children strategically placed/non-verbal clues/no Shhh-ing/fly by as needed
- All staff challenge/praise all children's behaviour across all classes
- Check ins to avoid negative behaviours

### Stepped responses to inappropriate behaviour

1. **Low level/one off:** 1:1 reminder to behave stating misdemeanor (script 1)

Fly by (2)- Non-verbal /'I have noticed that....'/'I need you to.....'/'I expect you to.....' Within class – (say nothing sit down) (script 1) class teacher/support staff

2. **Mid-level/repeated:** de-escalate. Time away within buddy class. Simple Restorative Conversation @ door with CT/break/lunch (script 2) Inform team leader. REPEAT again.... (script 2)
3. **Persistent:** de-escalate. Time away with team leader. (no discussion – supervision only) Parent meeting led by teacher/supported by team leader. Extended pupil support monitored by SLT.
4. **Major disruption:** De-escalate: SLT to remove child. Formal meeting that day (SLT and teacher together) Restorative meeting (script 2). Intensive pupil support monitored by SLT/external agencies if necessary. (script 2)

### Script 1

#### 30 second intervention to deal with low level disruption

Do you remember yesterday/last week when you (give an example of previously seen positive behaviour)

That is the **name** I know and that the **name** I need to see today

**Be ready/be respectful/be safe**

**Thank-you for listening**

### Script 2

#### Restorative meeting

Tell me what happened

Tell me what you were feeling at the time

Tell me about what you feel about it now

Tell me about how what you did might have made others feel

Tell me about your ideas to put things right

(Adapt in line with CALM approach)

Reasonable adjustments: where a child has a mental health condition that amounts to a disability and this adversely affects their behavior. Adults make reasonable adjustments, the physical environment, the support we offer, and how we respond in particular situations

**Impact:** All staff and children at King's Court learn in a safe, calm and orderly, positive environment in the school which is reflected in the outstanding behaviour and attitudes of our children.