

Wantage CE

Positive approach to behaviour



Visible consistencies:

- Daily meet and greet
- Be calm and consistent
- First attention to best conduct
- Build positive relationships
- Recognise and praise expected behaviours
- Use consistent language
- Have restorative conversations

At Wantage CE all learners strive to be :

- **Ready** • **Respectful** • **Safe**

Recognition and

Reward

- Class dojo
- Learning Powers Sticker
- Wall of Fame
- Postcard home
- Phone call home
- Certificates
- Hot chocolate with the
Headteacher
- Headteacher Award

Clear Expectations

Reminder: "This is a reminder about our 3 school expectations: ready, respectful, safe. I need to see you following all 3 expectations." Delivered privately, Repeat reminders for reasonable adjustment. Take the initiative to keep things at this stage.

Caution: A clear verbal caution given privately.

" I notice you are still not following the 3 expectations. I need you to..."

Thank you for...

Think carefully about your next step."

Last chance: Speak to the child privately as a final opportunity to engage. "I notice you are..."

I need you to make the positive choice to..."

Do you remember when...?"

This is who I need to see today.

Thank you for..."

We will talk about this at playtime." This time is owed at this step. It cannot be removed.

Time away: A short time away (10—15 minutes) outside the classroom. This is a few minutes for the child to calm down, breathe and compose themselves)

Repair: This could be a quick chat at breaktime or lunchtime or a more formal restorative conversation.

Restorative conversations

1. What happened? (Beginning, middle, end)

2. What were you thinking and what were you feeling at the time?

How are you feeling now?

3. Who has been affected?

You may need to suggest some examples here. What is the worst thing from this?

4. What needs to happen to make you feel better?

5. How are we going to move forward?

What needs to happen now? How can I help you?

Further consequences:

If a child's behaviour continues to be disruptive despite many repeated reminders and scripted conversations, or if they are deliberately hurting or bullying a child, a **formal internal suspension** may be necessary.

Occasionally a **fixed term suspension** may also be considered by the Headteacher or Deputy Headteacher when they are deputising.