

The Willowbrook Way

Believe, Achieve, Succeed Together

Adult Behaviour Blueprint

Our Values

Teamwork

Friendship

Excellence

Respect

Over and Above Recognition

First and foremost we want to recognise positive behaviour and want to encourage children to be able to narrate their success. We do this by:

- Our in class promise (Well done > Merit/Sticker > Special Mention > Postcard)
- Whole class tokens and rewards
- A whole school recognition board + hot chocolate Friday
- The chance to earn family points
- Positive notes, phone calls home and positive conversations at the door

Consistent, Calm and predictable

As adults we recognise that we set the climate and norms in our classrooms. We need to show relentless positivity and kindness. We do this by:

- Meeting and greeting every child every day
- Building relational currency
- Being the un-provokable adult. Removing emotions and falling back on systems.
- Demonstrating deliberate botheredness and then triangulating our botheredness
- Showing children they belong
- Having relational support plans for some children

Relentless Routines

We recognise routines are a key building block of successful behaviour management. Therefore, we all follow certain routines to ensure consistency:

- "5, 4, 3, 2, 1." countdown for attention
- Respectful listening and "One Voice"
- Fantastic lining up: "Line up one behind the other. Talking Stops."
- Fantastic Walking (steady pace, face forwards, straight line, hands to yourself)
- "Please may I go to the toilet?"

Adults in the classroom will also have well thought out keystone classroom routines for how to:

- Enter the classroom, transition, hand out books, start a task and for the end of the day.

Stepped Consequences

We recognise clear boundaries and consistent consequences are pivotal. We value certainty of consequence over severity and aim to use the least invasive intervention where possible.

Step 1: Adult Reminder

Step 2: Move to a different learning space

Step 3: Take 5 (EYFS/Year 1) or Take 10 (Text sent)

Step 4: Return and a restorative conversation will happen when appropriate.

Step 5: Repeat step 1 and 2. If step 3 needed again the child will be internally excluded.

Level 2 behaviour might skip to Step 3.

Level 3 behaviour might skip to Step 5 or result in a fixed term suspension.

We have co-regulation plans for some children.

Scripts as Scaffolds

We recognise that despite there being no perfect way to manage behaviour that there are better ways. A carefully planned script can be an excellent scaffold for dealing with behaviour. For example:

1. 'I've noticed that you are ...'
You might give a warning here
2. 'You need to ... / I need to see you ... / I expect..'
3. 'Do you remember ...
That is the (name) I need to see today'
4. 'I know/ hope you will make the right choice.'
5. 'Thank you for listening.' (give them some take up time).

Scripts will also be built into co-regulation plans.

Restorative Follow-up

My Classroom, My Responsibility, My Consistency
We see follow up as critical to ensure the child has the chance to reflect and learn.

1. What happened?
2. What were you thinking at the time? (Have your thoughts changed since?)
3. Who has been affected and in what way? (How did it make them feel?)
4. What do you think needs to happen to make things right?
5. How could we do things differently in the future?

Where possible, the adult dealing with the incident will lead on the restorative follow-up.