



Ferryhill Primary School Behaviour Blueprint

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools... A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

Applying Nurture as a Whole School Approach, Education Scotland

Values

- **Kindness**– we are kind to ourselves and each other
- **Respect** – we respect ourselves and each other
- **Resilience** – we don't give up on ourselves or each other; we embrace challenge and bounce back

Relentless Routines

- Fantastic walking
- Eyes on me
- Stop, think, make a good choice

Rules

- **Be safe**
- **Be respectful**
- **Be ready to learn**

Restorative questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected, and how?
6. What can we do to make things right?

Over and above behaviours

- Modelling school values at school and at home
- Perseverance
- Showing initiative
- Seeking challenge

Visible Adult Consistencies

(The four Cs)

- Check-in at the beginning and end of every day
- Catch them being good
- Clean slate after every break
- Calm and caring

Scripted Intervention

1. **I have noticed that you are** (having trouble getting started, wandering around, playing with equipment)
2. **Remember we expect you to be** (safe, ready, respectful, kind, responsible)
3. **You have chosen to....**
4. **Because of that you need to...** (refer to action to support behaviour, e.g. move to another table, complete learning at break time)
5. **Remember when you...** (refer to positive behaviour/success from past)
6. **That is who I need to see right now, thank you for listening.**
(during the next drive-by, acknowledge corrected behaviour with small praise)

Stepped sanctions

1. **Redirect / remind** - 'Nudge' in the right direction. Reminder of **rules**, privately if possible. Repeat reminders if necessary. De-escalate and decelerate. Praise learner for appropriate behaviour following reminder(s).
2. **Caution** - Clear verbal warning delivered privately wherever possible, using the language of the learner *having a choice* to do the right thing.
3. **Last chance** - Speak to the pupil privately and give them a final opportunity to engage. Use the **scripted intervention**.
4. **Cool off / cool down** – Short time out of class to calm down and gain perspective. Contact form to SLT if behaviour continues
5. **Restore** - Allow time to pass where child is settled and engaging and then speak with the child about the incident using the **restorative questions**
6. **Formal meeting** – with parent, HT/DHT, recorded on action plan and monitored for 2 weeks.