

"The Green Lane Way"

  Be helpful

  Be pleasant

  Be polite

  Be sensible

We believe that:

- All behaviour is a form of communication, so every effort must be made to understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better ways.
- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

Recognition / Over & Above behaviours:

- School merits
- Assembly Praise
- Positive notes / phone calls home
- Class recognition / boards
- Verbal Praise
- Stickers
- SLT praise
- Show off work / WOW work.
- Choice time

Natural & Logical Consequences:

- Reflection time not 'detention'
- Take up time, not punishments
- Withdrawals
- 'Making it right'
- Constructive conversations
- Restorative routines
- Time with SLT
- Communication with parents
- Behaviour agreements

Green Lane School Positive Behaviour Blueprint



'Achievement for All'

Restorative follow up:

Strong relationships run throughout Green Lane & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual pupil, but key principles should be modelled at all times:

- *What happened?*
- *How were you feeling or What were thinking about?*
- *What can you do next time?*
- *How can you make it right?*

Key visible adult consistencies:

- Pupils at Green Lane can expect to be met with adults who are calm, controlled & consistent.
- Empathetic responses, taking into consideration the pupils experiences & understanding of the world around them.
- Pupils at Green Lane will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (**C**ommunication , **A**wareness & **A**ssessment, **L**istening , **M**aking safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson.
- Persistently catching pupils doing the right thing, linking to the four school rules above.
- Supporting pupils who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the school site, including fantastic line ups & walking around school.
- Outstanding & clear routines to ensure pupils feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support through the 'Zones of Regulation'.

"You can't teach young people to behave better by making them feel worse. When young people feel better, they behave better." - Pam Leo

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Nurture Principles

- Pupil's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- Behaviour is a form of communication.

Key phrases to use:

- I understand...(that you are angry/upset/cross).
- I need you to...(come with me so I can sort this out properly).
- I am here to help.
- You talk, I'm here to listen.
- Maybe you are right...(maybe I need to speak to them too).
- Be that as it may...(I need you to join in with the group).
- I've often thought the same...(but we need to focus on...).
- I hear you...(it's not easy but I know that you can do it brilliantly)

Stepped support strategies:

A gradual and graded response is to be used at all times, promoting proactive responses. There will be occasions or planned interventions when behaviours warrant reactive responses, such as extreme, or unsafe behaviours.

All pupils will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

1. **Redirection**—Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness.
2. **Reminder**—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?
3. **Warning and a minute**—'Turn it around'. Redirect the pupil to the right place giving them appropriate time of positive attention to help them back on track. Talk to the pupil privately where possible and give the opportunity to engage. Supportive actions to support behaviour regulation may be put into place e.g. pupil moved within class, sat with key adult.
4. **Take-up Time**—Redirect the pupil and give them a few minutes or more (appropriate to pupil) to regulate and get back on task. Return to the pupil focusing on something positive.
5. **Triage**—Triage is a no-blame environment. Triage addresses the question: 'How can this pupil return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Pupils are supported to regulate their emotions to support them returning to class. Logical actions and consequences, appropriate to the pupil & situation should be put in place.
6. **Restorative follow up meeting**—This will take place between the adult & pupil before the end of the day, or in whatever way is developmentally appropriate for the pupil.

Crisis management

On occasions, pupils may enter a 'crisis' or extreme dysregulation. Our key aim is to **Regulate, Relate** and then **Reason**. The priority should always be to calm the situation. *See crisis management overview.

One size doesn't fit all!

All of the above form part of the Green Lane universal approach to positive behaviour support. Reasonable & personalised adjustments will be put in place for pupils who require additional support with their behaviour regulation, within or above the schools universal approach.

30 second microscript

I've noticed that

Because of that you need to (e.g. I need you to speak to me or move to a different table).....

Remember the school rules (be helpful, pleasant, polite & sensible).....

Yesterday, I really liked it when (positive action or memory)

That's who I'd like to see now.....

Thanks for listening.

Our key aims:  Regulate  Relate  Reason