

## **The Killermont Way**

### **1. Consistent, calm adult behaviour**

*Right Time, Right Tone, Right Place*

- Adults modelling positive behaviour
- Praise in public
- Remind in private
- Visible kindness

### **2. First Attention to best Conduct**

- Positive rapport & great relationships
- Setting high expectations
- Praise & recognition
- Over and Above

### **3. Relentless Routines**

*Be Ready, Be Respectful, Be Safe*

- Meet & Greet
- Hands Up for Silence
- Wonderful Walking

Remember:

- The message of “Thank you for ...”
- Each class should have their unique routines e.g. superhero pose, smart start, embellished countdown
- The Keystone five (page 76 When adults Change everything changes)
- Agreement to avoid classroom/ ‘individual’ rewards systems

#### **4. Scripted Intervention**

- I notice that you are not... (ready/ being safe/ being respectful) because you have chosen to...
- I expect you to... (put in as much effort into this task, try as hard as you did last week, get started right away)
- Do you remember when you chose to... (be a great partner/be really on task/produce a great piece of work)
- That is who I need to see today
- Thank you for listening

#### **5. Restorative Practice**

1. What has happened?
2. What were you thinking at the time? (Class teacher and child)
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

### **Behaviour Strategy**

*If pupil displays undesirable behaviour, follow these steps:*

1. Reminder – verbal or non-verbal (informal)
2. Verbal caution, delivered privately.
  - “Think carefully about your next step”
  - Offer positive choices
  - Invite child to think of the consequences
3. Last chance
  - Scripted intervention (see above)
4. Short time out (if required)
5. Repair in private.
  - Option 1: Short chat, can be at the start of break but must be no more than 1-2 minutes. Logged by teacher.
  - Option 2: Restorative practice. Request time from SLT if required.
6. SLT Intervention if persistent undesirable behaviour continues or as required.
7. Parental call/restorative practice with child and parent if possible.