



# Christ the King Catholic Primary School

Learning, Growing, Praying together with Christ our King

## Behaviour Blueprint

### This is how we do it here!

Please use this blueprint as your reminder of daily behaviour practice at CTK Catholic Primary School.

- Praise children for good behaviour by rewarding them with a house point, a praise postcard or asking the child to move their name up the behaviour chart.
- When children have broken the school rules they are to move their name down on the behaviour chart.

### Behaviour Chart

All children start each day on  
'ready to fly'

Superhero = a raffle ticket

Danger = KS2 10 mins missed playtime

Boom = KS1 10 mins timeout  
KS2 30 mins detention



### School Rules

Ready

Safe

Respectful

### Response and Call 2023

Adult: **To infinity**

Pupil: **and beyond**

### School Character Traits

At CTK we strive  
for all children to be

**C**reative  
**T**ruthful  
**S**elf Assured  
**F**orgiving  
**R**esilient  
**R**espectful

### Meet and Greet



Adults are to start each day saying good morning to all children as they enter the cloakroom / classroom.



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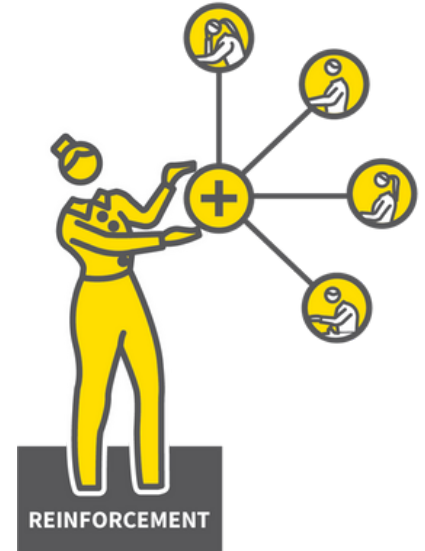
## Positive Framing

- A technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language.
- Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.



TEACHING  
WALKTHRUS

A|D|A|P|T



## Establish your expectations

Go through the process of establishing expectations first.

Students need to know what the expectations are before they can then be re-affirmed through the framing technique.

## Affirm positive responses first

Give positive affirmation to students who meet the expectations before dealing with any who don't.

"Well done to this table; you're ready to learn and listening".

"So many excellent homework responses today. Well done people!"

## Frame corrections as positive reinforcements

Frame corrective responses by reasserting what you want, not describing their behaviour.

Instead of "Sean and Mo, stop talking and turn around" say "Sean, Mo... I'd like you both looking this way and listening thanks".

## Give the benefit of the doubt

Assume students' best intentions and emphasise what you want to happen.

Teacher: Louise, I need you focused on the task now. Thank you.

Louise: But I wasn't talking.

Teacher: OK, maybe you weren't but I need you focused and working hard now. Thank you.

## Assume confusion over defiance

Feign confusion instead of issuing a challenge.

"I wonder if this group did not quite hear the instructions?"

"There seems to be some confusion about our expectations here – can we just check we've all understood the routine?"

