



Dallimore Primary and Nursery School Relationships for Good Behaviour Policy July 23

Introduction

At Dallimore Primary and Nursery School we believe that quality learning can only take place when there is good behaviour. We also believe that good behaviour can only take place when strong, trusting and positive relationships are formed between the adults and pupils.

Pupils come to school to learn, but must feel safe, happy and be able to concentrate in order for the learning to take place. Therefore we promote the principle that we need to have rules to keep us safe and help us learn.

In order to achieve this we spend time building positive relationships which, in turn, allows us to promote, model and reward good behaviour.

We believe that relationships are strengthened and good behaviour is achieved when we are all promoting the STARFISH values:

- Sportsmanship
- Tolerance
- Appreciation
- Respect
- Friendship
- Inspiration
- Sensitivity
- Honesty and Helpfulness

Our aim is to have a happy, safe school where children are able to learn to the best of their abilities without interruption or distraction. All staff and all pupils should return to the school rules on a regular basis in conversation about good/bad behaviour and when thinking about who to reward etc.

Rewards

We recognise that most children behave well most of the time. Throughout school we use the Class Dojo system. This is an app that teachers can access using their laptop or a mobile device and they can give points to children throughout the day. Teachers can give points for a number of reasons and these are pre-registered on the app.

Parents can sign up to class dojo and when their child receives a point they will be notified on their phone. It is an effective way of providing conditional positive feedback and for parents to understand what their child has been doing well that day.

- Children are rewarded for receiving the most dojos each week.
- In addition some children will be Star of the Week and receive recognition on dojo

- Children will also receive a rewards for Time Tables Rockstars or being the Writer, Mathematician or Reader of the week.
- Each class teacher may also reward whole class good behaviour by running incentives such as a 'marble jar'. The class treat is at the teacher's discretion but may include extra play time, or a games afternoon etc.
- Children are split into four houses and receive House Point tokens for showing STARFISH values. These are counted every term and the winning house will receive an end of term treat.

It's important that we tell children if we think they have behaved really well and reward them appropriately. Children may also tell adults when they think another child has behaved well and deserve a dojo point/ house token etc

Lunchtime supervisors will use house tokens as a way of rewarding good behaviour as allocating dojo points will be difficult for them to manage without access to a computer.

Sanctions for making bad choices

In each classroom children will be subject to a consistent behaviour management system. This system works on a tiered or traffic light basis. All children will begin the day with a 'clean slate' ie on green or away from the chart for a tiered system, with the expectation that they will maintain a good standard of behaviour for learning.

Sometimes children find it difficult to make good choices about their behaviour and it is important that sanctions are enforced consistently. However, it is the certainty of a sanction, rather than the severity of the punishment, that provide the clear boundaries and further strengthens trusting and lasting relationships. However, it is also recognised that there should be a hierarchy of sanctions depending upon the severity of the poor behaviour.

When children make poor choices it stops everybody around them from concentrating, learning or enjoying their break times. Poor choices must be dealt with as quickly as possible, with as little fuss as possible but also fairly and consistently. However, it is important to remember that there may be underlying factors that are contributing to the child's dysregulation and consideration must be given to these whilst not accepting the behaviour.

Making poor choices may include:

- hurting people by hitting, kicking, pushing
- saying nasty things about people
- using bad language
- shouting and running inside school
- running away from school
- stopping people working by trying to upset them with looks, threats, and insults
- lying
- stealing
- damaging things
- refusing an instruction from an adult
- generally being unkind

When someone misbehaves a teacher's first thought has to be:

To get this pupil and the rest of the class back into learning as soon as I can.

- Staff will follow use a consistent approach and use their class chart (traffic light system or similar) to ensure that behaviour is dealt with consistently.
- If a child moves to the red / all play area of the class behaviour chart it indicates that the child has made a bad choice. If appropriate for the child he/she may be asked to spend some time in a partner class in order to reflect on their bad choice. The child can then return to the classroom ready for learning begins their session again on green/ at the top.
- The class teacher should message parents to let them know about their child's behaviour if they think this is appropriate
- If a child is persistently making bad choices then he/she will be sent to the HT and the DHT with a behaviour incident form. A message will then be sent home to parents via dojo or a phone call to the parents will be made and an appropriate sanction will be given.
- If the behaviour is disruptive enough to warrant it, a child may spend the following day being educated in a partner class.

NOTE: Playground time outs are not to be given as a sanction for bad choices made in learning time.

If a pupil is choosing not to follow the school rules outside the classroom (i.e. at break times and lunchtimes) the midday supervisors may give a time out, or if required complete a behaviour incident form for the class teacher/ HT or DHT to deal with

Reinforcing our school rules

First weeks of September

All staff should refer explicitly to the school rules when rewarding/promoting good social and learning behaviours. E.g. 'You've done what you were asked the first time! Well done.' It is very important to offer conditional positive or negative statements, for example, 'Well done, you are being quiet and now everyone can listen' or 'Don't run in school because someone might get hurt'.

Develop a classroom 'Code of Conduct' with pupils related to the school rules and including what your class might worry about. Make sure it is displayed in the classroom and outwardly on classroom windows and used actively.

First day of every new term

Review the school rules with all children and discuss what good choices 'look like' in different parts of the school and with different people. Do some role play based on situations where the school rules might be needed.

Make sure the school rules are positively and prominently displayed in all classrooms and common areas (place some facing outward on windows).

After each holiday

Recall the school rules and code of conduct. Reward compliance and good role models.

Positive Behaviour Support

Our aim at Dallimore is to avoid children becoming so dysregulated that their behaviour leads to them being internally or externally excluded:

Internal exclusion – this means a pupil has displayed bad or dangerous behaviour and needs to spend a day in another class doing work set by his/her teacher. S/he stays in at play time and at lunch. The work must be done well and returned to the teacher at the end of the day.

Formal/ fixed term exclusion - This means a pupil's behaviour warrants them staying away from school, usually for one or two days sometimes for more. Pupils must take work home and complete it. There should be a re-admission meeting for parents of children who have been given a fixed term exclusion. In the most serious cases there will be a permanent exclusion and parents will have to find a different school for their child. This is very rare and only usually happens following several fixed term exclusions or an extremely serious incident.

At Dallimore we understand that sometimes 'bad behaviour' is a way of a child indicating that they are in need of support. As part of our commitment to supporting our children's social and emotional needs we are using the **Thrive Approach**.

This approach is led by licenced practitioners in school and run by the pastoral team. The Thrive work is guided by the use of an online screening tool, and the attunement, containment, validation, and regulation to and of a child's feelings. The strategies and activities produced by the online assessment are used regularly with vulnerable children to support their ability to make good choices, especially when they are in a state of distress. Teachers and adults in school are able to make a referral to the pastoral team if they feel that a child's behaviour warrants some Thrive support. The pastoral team will help staff complete referrals and on-line screening.

The school also has other agencies and support mechanisms to explore before behaviour comes to the point of permanent exclusion:

- SENCO advice
- the advice of our colleagues
- Liaison with parents
- the Behaviour Support Service
- the Educational Psychologist.
- the Family resource worker

Policy Review

This policy should be reviewed annually at the beginning of the academic year and changes made to reflect school priorities and amended systems.

When reviewing the policy we believe it is important to take into account the views of staff, pupils and parents following annual questionnaires and feedback from end of year reports.

Date of review: July 23

Date of next review: July 2024

