

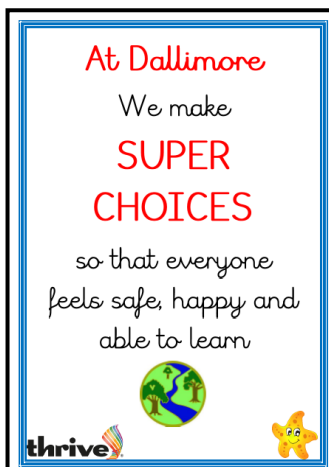


Dallimore Primary and Nursery School Relationships for Good Behaviour

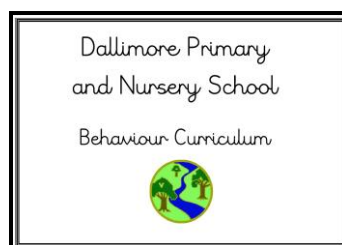
Introduction/ rationale

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 so that everyone feels safe, happy and able to learn.



This is displayed around school and forms part of our **behaviour curriculum**.



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

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

Through promoting these values, we strive towards a happy, safe school where children are able to learn to the best of their abilities without interruption or distraction. The School Rule supports our promotion of both good behaviour and a safe and happy learning environment. All staff should return to the school rule on a regular basis in conversations about good/bad choices and when thinking about who to reward etc. We support children to make **Super Choices** by being explicit about how to achieve these. The basis of children making Super Choices is reinforced through the explicit teaching of:



Alongside these expectations we have clear guidelines for various points throughout the day. These are designed to provide all staff with a framework so that there is a consistent and calm atmosphere around school, thus promoting our school ethos.

For example:

Time of day/routine: Before and after school club	
Children will:	Staff will:
- Children waiting to go to afterschool club will wait until teachers have dismissed the rest of their class. - Children will not bring in their own personal items for breakfast and afterschool club. - Follow the instructions that adults give to them. - Sit down at the tables when eating and drinking. - Use a quiet voice whilst at the tables. - Not run around the hall to keep everyone safe. - Use manners when asking for and receiving food/drinks. - Wait outside classrooms in corridor until the teacher lets them in at 8:45am.	<i>Take into consideration individual needs and circumstances</i> - Ensure that children use manners. - Remind children with non-verbal cues before quietly reminding them when required. - Provide activities for the children to do. - Report any problems to SLT. - Escort children to afterschool club and wait until staff arrive before leaving children there.

Implementation and adaptations

Our behaviour curriculum is taught explicitly in school both during assemblies and in class. Children should learn the content of this curriculum so that they can recall the information and act upon it. Children will regularly need to revisit this curriculum so all staff will remind and reinforce this throughout the year.

Teachers will also demonstrate and model these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day.

While this curriculum is intended for all children, it will be applied differently in different year groups depending on children's ages. It may also be applied differently depending on individual children's SEND needs and other factors that may impact their emotional stability and regulation. Some children, for example, may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

How this sits with Thrive

We know that some children find it difficult when boundaries are applied. This is sometimes communicated through challenging behaviour. Managing pupil behaviour in the classroom can be a challenging task.

Disruptive behaviour can not only affect the learning environment but also impact the overall academic performance of pupils and the wellbeing of staff. However, with the right strategies and techniques, you can improve classroom behaviour and create a positive learning environment for your pupils.

Setting clear boundaries (containment) being consistent (predictable) and helping children understand and manage these (relationships) are essential in ensuring children feel well supported.

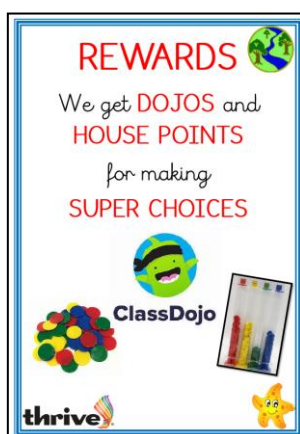
Supporting challenging behaviour requires patience, empathy, consistency, and collaboration with others. By understanding the underlying causes of behaviour and using positive strategies to address it, we can create a more supportive environment for children to thrive.

The manner in which the expectations and reminders are applied will determine the response and outcome.

Rewards

We recognise that most children behave well most of the time. It's important that we tell children if we think they have behaved really well and reward them appropriately.

We strive to be consistent with our rewards and ensure that these are manageable and that there is certainty that these will be given promptly.



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.

To ensure consistency within phases, staff have agreed a consistent approach.
In general:

- 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 (See appendix 4).
- Children will also receive rewards for Times Tables Rockstars or being the Writer, Mathematician or Reader of the week.

- Each class teacher can reward whole class good behaviour by running incentives such as a 'marble jar' or whole class Dojo count. The class treat is at the teacher's discretion e.g. an extra play time
- Children are split into four houses and receive House Point tokens for showing STARFISH values. These are counted when the tokens run out; the winning house receive a treat and we start again.

What we do when children find making Super Choices difficult

Sometimes children find it difficult to make super choices and this may be for a variety of reasons. Whilst we must take these into consideration, it is important that challenging behaviours are not accepted but well managed and appropriate sanctions applied, at an appropriate time. We believe that the consistency and the certainly of a sanction, rather than the severity of the punishment, are significant in dealing with poor behaviour.

In each classroom, children will be subject to a consistent behaviour management system. Teachers use a stepped approach when children are displaying behaviour that is not meeting expectations to minimise the need for additional sanctions to be applied.

Intervention 1 - non-verbal, non-invasive intervention whilst continuing to teach	Intervention 2 - Positive group correction - positive as it describes the solution and group because it's directed to the class - Check that you're ...	Intervention 3 - Anonymous individual correction - similar to the above but makes it explicit that there are people who have not met the expectations e.g. Eyes up here please - I need 2 more sets of eyes.
Intervention 4 - Private individual correction - make your intervention at a time when it's easy to be offstage. Brief but quiet ... BALANCE - provide private individual precise praise.	Intervention 5 - lightning-quick public correction - When forced, sometimes an intervention is public. Limit the time and focus on what they should be doing right e.g. Dave I need to see your pencil moving ... just like those children on the back row. This could be a whisper - creates trust and the illusion of privacy.	Intervention 6 - Consequence - the last form of intervention is a consequence. The elements of non-invasiveness can be applied to a consequence.

However, it is also recognised that there should be a hierarchy of sanctions depending upon the severity of the poor behaviour.

When someone misbehaves, a staff member's first thought has to be:

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

- Staff will follow use a consistent approach to ensure that behaviour is dealt with consistently.
- If a child makes a bad choice, there may be a consequence. If appropriate for the child, he/she may be asked to spend some time in a partner class at break or during a lesson to reflect on their bad choice. The child can then return to the classroom ready for learning and start again
- The class teacher should message parents to let them know about their child's poor behaviour if they think this is appropriate

- If a child is persistently making bad choices, then he/she will be sent to the HT or the DHT with an explanation of what has happened. A message will then be sent home to parents via Dojo or a phone call to the parents will be made and an appropriate consequence will be given. Staff will also consider the emotional needs of the child and consider whether further support needs to be put in place for this child e.g. Thrive referral
- If the behaviour is disruptive enough to warrant it, a child may spend some time in a partner class.
- 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 rule when rewarding/promoting good social and learning behaviours. E.g. 'You've shown Super Listening! Well done.'
- Offer conditional positive or negative statements, for example, 'Well done, you are making super choices and now everyone can listen' or 'Thank you for showing super walking so that everyone is safe'.

First day of every new term

- Review the school rule and expectations with all children and discuss what super choices 'look like' in different parts of the school and with different people.
- If appropriate, 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 rule and particular aspects of the behaviour curriculum. 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**. More information can be found about this on our school website.

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 Inclusion Support and Advisory Service
- the Educational Psychologist.
- the Family Liaison Officer

Policy Review

This policy should be reviewed annually ready for 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 consider the views of staff, pupils and parents following annual questionnaires and feedback from surveys, observations etc.

Date of review: June 2026

Date of next review: June 2027