



## Dallimore Primary and Nursery School

### **Our Policy for Good Behaviour for Learning.**

#### **Introduction**

At Dallimore Primary School we believe that quality learning can only take place when there is good behaviour. 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. (Appendix 1)

In order to achieve this we all need to promote, model and reward good behaviour.

We believe that good behaviour is 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. **The School Rules** support our promotion of good behaviour and a safe and happy learning environment. **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. (Appendix 2)

#### **Rewards**

We recognise that most children behave well most of the time. In each classroom children will be subject to a consistent behaviour management system. This system works on a traffic light basis. If children make good choices and follow the school rules all day, remaining on green they will collect three stickers at the end of the day. Other rewards are as follows:

- Stickers are given and put on individual charts. In Key Stage 1 children receive a dip in the box for every 50 stickers they receive, and a certificate and Headteachers Award for each 100 in the star assembly (Appendix 3). In Key Stage 2 children have the option to trade their completed 100 sticker chart for a prize, or to bank them for a better prize each time.
- Parents are kept informed of children's good behaviour in the form of texts home.
- In addition some children will be Star of the Week and receive recognition in our fortnightly reward assembly (Appendix 4)
- Children will also receive a reward for becoming the writer or mathematician of the week in each individual class.

- Each class teacher can reward whole class good behaviour by running a marble jar. The class treat is at the teacher's discretion but may include extra play time, or an electronics afternoon.
- Children are split into four houses and may 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 sticker or certificate.

Lunchtime supervisors also use the above rewards and they also nominate their lunchtime stars for the Reward Assembly.

The Foundation Unit have adapted the sticker system to a more age appropriate level. Therefore children receive a text home on a Friday if they have had a good week. This will be reviewed regularly to ensure its effectiveness.

### **Sanctions for poor behaviour**

Sometimes children behave badly and it is important that sanctions are enforced. We believe that the consistency and the certainty of a sanction, rather than the severity of the punishment, are significant in dealing with poor behaviour. However, it is also recognised that there should be a hierarchy of sanctions depending upon the severity of the poor behaviour (see Appendix 2).

When children make poor choices it stops everybody around them from concentrating, learning or enjoying their break times. Poor behaviour must be dealt with as quickly as possible, with as little fuss as possible but also fairly and consistently.

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

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.**

- The staff will all follow the consequences flow chart laid out in Appendix 2 to ensure that behaviour is dealt with consistently.

- If a child moves to the red area of the class behaviour chart it indicates that the child has made a bad choice, and he/she is asked to spend some time in a partner class to complete a consequences sheet in order to reflect on their bad choice. Once this is completed and a child returns to the classroom ready for learning the child can begin their session again on green.
- 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 letter will then be sent home to parents and playtimes will be withdrawn.
- 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 will give time out time, or if required complete a behaviour incident form for the HT or DHT.

### **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 disregulated 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 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 two lead practitioners in school and run by the pastoral team. 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. See attached referral form Appendix 7.

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 next review: December 2017