

Our Approach

Our high expectations of behaviour and how to achieve these are taught explicitly through our behaviour curriculum and are modelled by all adults in school. We have clear and concise rules, routines, rewards and consequences for all children and these are taught and revisited regularly.

All adults in school respond to behaviour in a calm, fair and consistent manner, focusing on the positive behaviour they see. They adapt their approach for specific children, particularly those with additional needs.

Positive relationships with children and parents are essential when promoting positive behaviour throughout school.

Our Behaviour Curriculum

We want to support our children to grow into caring, respectful, resilient, collaborative, independent and ambitious young people.

Our behaviour curriculum is:

Taught – explicit teaching of rules, routines, expectations, rewards and consequences

Caught – staff modelling, opportunities to see the behaviour habits we expect, and this is seen to be praised and celebrated

Sought – children given roles or responsibilities around school

Our Behaviour Rationale

We have just **three** key rules/values that apply to all members of our school community at all times.

- ✓ **Be ready**
- ✓ **Be respectful**
- ✓ **Be safe**



Our local Behaviour Approach should be read in conjunction with the ATLP Relationships and Behaviour Policy



Teaching our Behaviour Curriculum

What outstanding behaviour looks like is taught explicitly at the start of the school year and is revisited at the beginning of each term. It is reinforced throughout the year as part of our assemblies, PSHE, RE and our wider curriculum.

In line with our school rules, teachers and children work together to establish what this will look like in their classroom, at the start of the year. They will have many opportunities to rehearse, practise and refine their behaviour. This will be practised in many different contexts at different times of the day. The expectations from all adults in school will be clear and consistent.

Teachers and school leaders will continually monitor and review the effectiveness of the behaviour curriculum across school. This will drive their instruction of the behaviour curriculum and build a positive culture.

Rewards

- ✓ Dojo points are awarded for demonstrating the DP Values. These are recorded on the class Dojo page.
- ✓ Stickers can be given to let a child know they are making positive behaviour choices in their learning and how they treat others.
- ✓ Dojo Superstar certificates are awarded weekly for those children who have achieved the Bronze (40), Silver (60) or Gold (100) Dojo award.
- ✓ Reading Superstars certificates are awarded weekly for children who have impressed with their reading efforts.
- ✓ Treat Tuesday with the Head of School is by invitation only and is for those children consistently showing the DP Values.



Behaviour Escalations

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school values for behaviour set out the rules and consistent routines and expectations for all children and staff.

We recognise the importance of teaching our children what excellent behaviour looks like and support them to make the right choices. However, we recognise that there are times when children struggle to behave in an appropriate way and we work with them using a restorative approach to co-regulate their behaviour.

The following steps are put in place to help children regulate their behaviour, as well as sanctions or natural consequences that will be applied when needed.

Each step will be adjusted to the age and individual needs of the child.

“The child who is not embraced by the village will burn it down to feel its warmth.”

African Proverb

Staff regularly raising their voices should not be part of classroom behaviour management strategies in school. Non-verbal signals will be taught so children know what they need to do next. Behaviour in school is ‘controlled’, not ‘controlling’. Shouting at children does not help form positive relationships.

Greetings

Children are welcomed into school by leaders and the adults working in their class. This is always done with a smile and a greeting so all feel cared for and part of the Dunstall Park family. All children should respond in an appropriate way when they are greeted:

- Say Good morning/afternoon (in any language)
- High five
- Handshake
- Wave
- Child initiated hug



Silent Signaller (Adult)

All staff use this signal to gain attention of the class. When children see an adult raise one hand in the air, they stop what they are doing and raise their hand in the air to show they have seen. They may tap another child on the shoulder gently if they haven't seen. When everyone is quiet, the teacher will say what they need to whilst everyone listens.



1, 2 Adult hand signals

1. Transition – standing/sitting (includes tucking chairs in)
2. Move to line, table or carpet

Whole School Routines

- ✓ Silent Signaller
- ✓ Adult Hand Signals
- ✓ Fantastic Sitting
- ✓ Fantastic Walking
- ✓ Child Hand Signals
- ✓ Fantastic Contributing
- ✓ Silence is Golden

Fantastic sitting

- ✓ Sit up straight, back against the chair
- ✓ Look at the speaker
- ✓ Active listening – look, smile, nod, acknowledge
- ✓ Respect others around you – show them their voice matters
- ✓ Keep all 4 legs of the chair on the floor
- ✓ Cross your legs, hands in your lap on the carpet

Child's Behaviour

Makes right choice

Behaviour falls below school expectations

Continues with behaviour that goes against our school expectations

Continues behaviour after verbal warning

Behaviour continues after reset

Any of the following:

- Serious behaviour incident
- Refusal to engage in restoration
- Regular disruption to the learning and wellbeing of other children

Communication with parents and asked for support

Seek advice from outside agencies where necessary

Adult's Response

Praise and reward

Reminder and encouragement

Verbal warning given

Space to 'reset' (Remove, Regulate, Restore)

'Reflection Time' with a school leader

May result in:

- Removal of privileges
- Internal exclusion
- A Behaviour Plan
- Suspension
- Off site reset
- Exclusion

(See ATLP Behaviour Policy Section 9, 10 and 11 and ATLP Suspensions and Exclusions Policy)

Behaviour Escalations



Fantastic walking

- ✓ Face the front of the line and where you are walking towards
- ✓ Stand up straight
- ✓ Stand behind the person in front of you
- ✓ Walk in a straight line
- ✓ Hands by your side
- ✓ Without talking
- ✓ Respect the personal space of the people around you

Fantastic contributing

- ✓ Listen to the teacher or whoever is speaking
- ✓ Consider your responses before answering
- ✓ Hands up to show you want to share ideas
- ✓ Share answers using a clear voice

Child Hand Signals



If a teacher is speaking to the whole class, children should not be moving out of their seat. To minimise disruption during teaching time, children can show they need the toilet by raising their hand with a closed fist and their thumb to the side.

The teacher can nod to acknowledge they have seen, one child at a time may leave to use the toilet, and teaching of the class will have been uninterrupted.

Silence is Golden

To support our children with their learning, there may be times where we ask for periods of silence. This is so they can focus and give their full concentration to a task. This is seen as a special time where children have the luxury of being at their most productive, without distractions.



Dunstall Park Mantras

- ✓ 1-2-3, eyes on me
- ✓ My turn, your turn
- ✓ Kind hands, kind words
- ✓ In our school, we don't disrupt the learning of others
- ✓ Remember, we wait to be asked to share our ideas
- ✓ This is your reminder...
- ✓ Is this something you'd like to share with the SLT?

Restorative Conversations

In a calm, quiet, low-distraction area (where both participants are regulated) a conversation will take place in the form of a behaviour intervention to support the child to reflect on their behaviour and the impact it has had on them and others.

1. Talk to me about what happened.
2. What were you thinking at the time?
3. How did that affect those around you?
4. What can we do to put it right?
5. What can you do differently next time?

"Forgiving is not forgetting; it's actually remembering - remembering and not using your right to hit back. It's a second chance for a new beginning. And the remembering part is particularly important. Especially if you don't want to repeat what happened."

Desmond Tutu

Fostering Positive Connections - Practical Application

Eye contact, thumbs up, smile, nod, good morning/welcome, end of day goodbye, hand on a shoulder, sharing humour, assigning jobs, take an interest in their hobbies, use transitional objects, reciprocal touch, keeping close, winking, noticing change – lovely hair etc., mirroring child's emotions.

Praise

Great work, super effort, I'm impressed with..., I love the way you..., stickers on work, smiley faces, thumbs up, high five, great job, star cards, praise points, house points

Regulating

I wonder if, I can see..., I think you need, let me help, I understand, That must be..., I know how that feels, would you like..., Let's do this together, I will help you, do you need a hug?

Self-care

Acknowledging how you feel, breathing, walking away, taking time out, swapping in, changing track, choosing when to intervene and when not to, celebrating personal successes, reflecting on practice.

Validate

Oh dear. I can see you're feeling very frightened/scared/worried/cross/upset/angry/anxious.... goodness me – I can see you're very.... I remember feeling like that when..

Co-regulation

Make the right choice please, I know you can, kind hands please, kind words please, inside voice please, you can do this.... or this...which would you prefer? Show me good listening, I know you listen first time of asking, let's breathe together, how can we regulate together?

When an incident escalates and a child is not responding to your instructions and reminders....

In a firm, assertive voice: No, stop now, this is not acceptable, come with me, this has to stop, let's go and see (a member of the Leadership Team)

