

Dunlop Primary School



Promoting Positive
Behaviour
Policy and Practices

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Introduction

Children's "behaviour" includes everything they do and is a form of communication - their approach to work and play; the ways they relate to other people; their responses to all the experiences they encounter at school, at home and in the wider community.

Young children have to learn about appropriate behaviour in the same way as they learn other things in their lives, and as adult carers and educators it is important that we are clear about the kinds of behaviour we want our children to learn. In behaviour, as in all other areas of learning, parents/carers are the key source of information and insight about their children and the key to their children's development in this area in particular. Therefore parents/carers and staff together must be clear of the importance of continuity and communication between home and Dunlop Primary.

Our Aims are

- To promote a positive learning environment for all children where both children and adults are treated with respect.
- To promote Dunlop Primary School Values with staff, parents/carers and children.

Our Objectives are

- To promote partnership working between Dunlop Primary School in conjunction with parents/carers to promote continuity with positive behaviour between home and Dunlop Primary.
- To treat every child with respect and as an individual.
- To recognise the needs and development of every child.
- To encourage children to take responsibility for their own behaviour.
- To work collaboratively with parents/carers and other professionals in promoting and managing positive behaviour.

Methodology - THE POSITIVE APPROACH

- We are committed to a positive approach to behaviour and the prevention or avoidance of unwanted or inappropriate behaviour.
- Promoting Positive Behaviour begins when we meet children for the first time. We want our children to feel happy, safe and secure and to develop and foster positive relationships in their learning journey throughout their time with us in Dunlop and beyond.
- We always welcome our pupils into a warm, safe, nurturing and welcoming environment.
- In Dunlop Primary, we encourage the pupils to live and share our School Values.

At Dunlop Primary and ECC, the children are guided by Our School Values

Happy Kind Respectful Honest

We aim to provide an **INCLUSIVE** learning and teaching environment which promotes **CITIZENSHIP** and **RESPONSIBILITY**, developing positive and **RESPECTFUL** attitudes towards **LIFELONG LEARNING**, allowing our children to **FLOURISH**.

Our School Values reflect the Rights of the Child and furthermore link with other legislation, including How Good is Our School, Curriculum for Excellence, Getting it Right for Every Child and Better Relationships, Better Learning, Better Behaviour.

The Needs of the Child

At Dunlop Primary, we recognise that every child is an individual with their own strengths and development needs and each has their own personality. To reflect this, staff use their knowledge of the child as an individual to Promote Positive Behaviour through managing appropriate and distressed behaviours according to their needs.

Supporting and Managing Behaviour

At times, children may display distressed behaviour for a number of reasons, this could include frustration, difficulty in communicating and expressing their needs and feelings, there may also be additional learning needs or issues out with the school. Distressed behaviour can result in crying, hitting, kicking, shouting or throwing items or reluctance to engage with work. During these times staff will always be patient, supportive and nurturing to promote positive behaviour.

Staff at Dunlop Primary will Promote Positive Behaviour in a number of ways, this includes:

- **Working with the children to live and share our School Values.**
 - This is developed through planned learning experiences or the learning experiences and outcomes from Health and Well Being across the curriculum.
- **Celebrating academic, sporting or wider achievements in class and at assembly.**
 - Recognising wider achievements such as awards achieved through sports, uniformed organisations and performance arts. Wider achievement also include acts of citizenship (being a good neighbour, an active member of the community and charitable work). These achievements are recognised and celebrated at the whole school assembly where the child's photograph is taken and displayed on our Dunlop Dazzler wall, shared on our communication platforms and house points are awarded,
- **Displaying children's work.**
 - Our displays in classrooms and corridors are continually changed to reflect the wide range of learning experiences the children are exposed to and we show the children their learning is valued.
- **Using praise.**
 - We use a range of strategies to praise our pupils. This includes acknowledging their efforts verbally or using non-verbal communication including stickers, stamps and certificates.
- **Encouraging children to participate in activities to develop skills and social interaction.**
 - Planned group time activities are designed to meet pupil needs, this includes Weekly Together Time and Inter House Events.(Subject to Covid 19 mitigations)
- **Sharing information beyond Dunlop Primary**
 - We regularly share what has been happening via Newsletters, school app, Learning Journals or by updating the Dunlop Glow Blog and Twitter feed.

School Values

To ensure consistency of approach for the whole school in implementing PPB and maintaining a high standard of behaviour, all our pupils adhere to our School Values.

Happy Kind Respectful Honest

Pupils should

- Treat everyone and everything with respect
- Do their best
- Work and play safely
- Be honest
- Behave in a responsible way

By following the Dunlop School Values, the children will become

- Responsible Citizens
- Successful Learners
- Confident Individuals
- Effective Contributors

Consequences

Should the School Values not be followed, in either the classroom or in the playground, the following system should be consistently applied by all staff members across the whole school.

Counting for Self-Regulation and Restorative Approach

Counting for Self-Regulation

On the occasion where the School Values are not followed the following procedures are put in place:

1. **First Reminder** (Count 1) Children are reminded about expected behaviours in line with School Values and given the opportunity to adjust their behaviour.
2. **Second Reminder** (Count 2) Children are given a second reminder about expected behaviours in line with School Values and given the opportunity to adjust their behaviour
3. **Third Reminder** (Count 3) If unwanted behaviour persists, the child participates in a restorative conversation with a member of The Senior Leadership Team which may be at lunchtime or time and place of incident.

Restorative Conversation

Restorative practices centre around a set of key questions that help children think about their behaviour and how they can make positive choices. All staff will use the following questions to lead their discussions:

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who else has been affected?
5. What do you think you need to do now?

Serious Incidents

The following behaviours will immediately result in a Count 3 and a Restorative Conversation with The Senior Leadership Team.

Bullying
Racism
Swearing
Physical Violence

Stealing
Discrimination
Defiance

Leaving School without Permission
Extortion
Damage to Property

Should any of these behaviours be displayed, the Senior Leadership Team must be immediately made aware of the incident and following investigation a member of The Senior Leadership Team will contact Parents/Carers to discuss.

Pupil Behaviour Tracking Record

Should a child receive three third reminders in close proximity then Parents/Carers will be informed and next steps discussed.

In order to promote and maintain a positive learning environment for all children with consistently high standards of behaviour, the Senior Leadership Team will monitor the Pupil Behaviour Tracking Records for each class on an ongoing basis. Children displaying repeated counts, will meet with Senior Leadership to discuss their behaviours and agree ways to improve.

Conclusion

At Dunlop Primary we help all children to develop to their full potential in all areas. This includes opportunities to build up social skills and to learn behaviour that will enable each child to go out into the wider community with confidence.

At Dunlop Primary, children are learning what they can do, and they are encouraged to feel that they are individually valued and that they each make their own special contribution. Within this secure and nurturing framework, both children and adults are free to grow and develop happily, are emotionally strong with high self-esteem and are confident and independent.

