

Our Vision

All of our children will be successful because they are always at the centre of what we do.

Our Aims

Our children will be kept safe and we will support our families at all times

Our children will be provided with a high-quality curriculum which consistently excites and challenges them and enables them to build a wide body of knowledge.

Our children can apply and reason about the body of knowledge they develop over time.

Our children will be the best version of themselves that they can be by the end of Year 6.

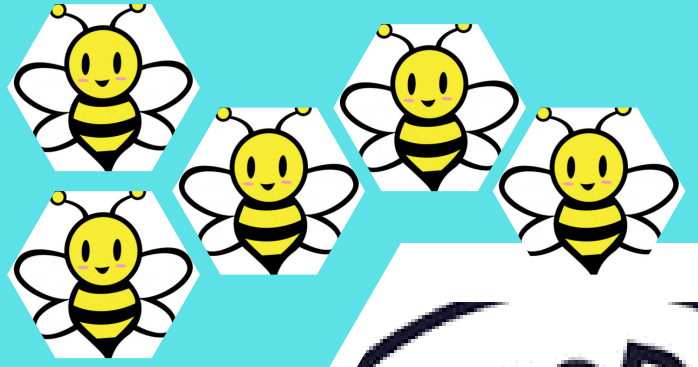
Our children will be kind and caring to adults and other children at all times.

Our children will understand the value of forming positive relationships with both children and adults.

Our children will become brave and resilient individuals who are able to cope and learn from difficulties and change in their lives.

Our children will grow into excellent friends who are trustworthy and respectful of others.

Our children learn about their community and play an active role in it.



The Dalestorth Busy Bee School Rules

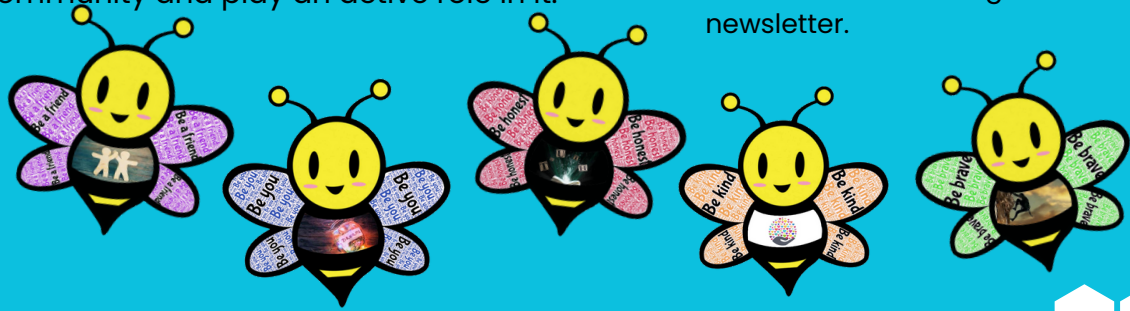
- Be honest**
We always tell the truth, even when it's hard.
- Be kind**
We are kind with our words and actions.
- Be brave**
We try our best by showing resilience and giving everything our best shot.
- Be you**
We will be the best version of ourselves and we celebrate everyone's differences.
- Be a friend**
We will look out and care for everyone in our school community.

Children who have displayed one of our values are rewarded in a number of ways. This can include one or more of the following: verbal praise, Dojos or stickers.

Each week a child from each class is nominated to receive a Praise award. These children are also congratulated in the weekly newsletter.



GOOD RELATIONSHIPS AND BEHAVIOUR AT DALESTORTH PRIMARY AND NURSERY SCHOOL



Key Values and Principles

The most effective way to develop and increase positive motivation in children is to use non-coercive approaches because motivation is, fundamentally, a voluntary process. If we are forced to do something, when the force is removed we are likely to stop.

Children form positive relationships much more easily with adults who are as non-coercive as possible. Strong and trusting relationships are a most advantageous thing, rich in positive shared memories and mutual understanding.

Children (and adults) are more co-operative with those they like and will even do things they don't want to do, to please someone they trust and respect. When the relationship is good, so is communication. It's easier to say 'hard things' in a good relationship and so change becomes easier.

We want children to feel they belong to the school community, value it, and are valued by it.

We use restorative intervention combined with responsive planning instead of sanctions to ensure that students are able to manage their own behaviour. We consider restorative responses to be more challenging to wrong-doers and more productive than punishment

Additional Needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. Please refer to the SEND policy for how additional needs are supported in our school.

Exclusion

In our school it is extremely rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. Please see Exclusion Policy for further details.

Class Dojo

Class Dojo sits at the heart of our behaviour policy as a tool which enables all staff to support children in regulating their own behaviour.

The aim is for all children to receive 10 Dojos by Friday afternoon. Children are given Dojos for demonstrating our Dalestorth Values: Be kind, Be honest, Be brave, Be a friend, Be you.

Children who earn 10 Dojos across the week will participate in an end of week privilege. Privilege will take place on a Friday afternoon for 30 minutes. There will be a choice of activities which children can choose from.

If a child does not achieve 10 Dojos by a Friday, they will still attend the activities, however they will miss a certain amount of time before they can participate.

Negative Dojos will be given discretely for minor transgressions.

Parents are encouraged to join Dojo so that they can see their child gaining Dojos throughout the week and support behaviour at home.

If children are involved in a significant behaviour incident, such as racism, physical violence or bullying, they will automatically be given a sanction at the time. This may include missing part or all of a playtime or lunch break. Significant incidents will be recorded on CPOMS.

They will record a negative Dojo at this time

Restorative responses

In a non-coercive setting, punishment is out of place. Restorative approaches are more reliable and teach children valuable social skills. Children with emotional and social difficulties are less likely to react in a volatile way to intervention. Sanctions may make the wrong-doer feel like a victim instead of helping them to take responsibility, and is inappropriate when the issues arise because the child is trying to deal with emotional distress and well-being issues. Restorative responses can be therapeutic, drawing hidden issues into the open.

Our approach is patient, calm and engaging.

What does a restorative chat look like?

It involves 4 simple steps. It is important to separate the child from the behaviour before we start –

Step 1 Label and validate

Allow children to give their side of a story and express their thoughts and feelings

Step 2 Recognise, empathise and soothe

Enable children to understand how what has happened has impacted on others

Step 3 Set limits

Think about how the incident can be prevented from happening again

Step 4 Problem solve

Give the children the chance to accept responsibility and think about how everyone has their own needs. Finally plan how needs can be met and how we move forward.

