

RRS Behaviour Policy



ARTICLE 3 (*best interests of the child*)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 28 (*right to education*)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (*goals of education*)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Approved by:

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RRS Learning Behaviour Policy

Respect

Our vision is that we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives. Our behaviour policy is based on building effective relationships across our school community. **Relationships build our self-esteem and develop our sense of belonging. Our policy will promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.**

Through this policy we will create an ethos that will;

- * promote an awareness of everybody's individual needs and aim that all are valued within the school community,
- * ensure that every child is aware of their rights and responsibilities and will have helped to produce their Class Charter,
- * expect good behaviour to be modelled by all adults in the school,
- * expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues,
- * expect all staff to treat children fairly, consistently and sensitively,
- * celebrate and praise children's achievement and success,
- * value parental support in working collaboratively to find solutions to behaviour management issues,
- * teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- * ensure a consistent, positive approach to behaviour management throughout the whole school day
- * provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual,
- * ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- * establish clear procedures for dealing with and managing unacceptable behaviour,
- * encourage the active and early involvement of parents in supporting positive behaviour.
- * work in partnership with parent/carers in supporting children's social and emotional development
- * demonstrate that discipline in schools must respect children's human dignity (Article 28)

This policy applies in the school building, on school trips and at all times when pupils are wearing their uniform, including travelling to and from school.



GOLD – RIGHTS RESPECTING

To RESPECT the RIGHT to be safe

To RESPECT the RIGHT to have an education and that everyone comes to school to learn

To RESPECT the RIGHT to be an individual

To RESPECT the RIGHT to be listened to and heard

To RESPECT each other and the adults within school

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

How will we make this happen?

WITHIN EARLY YEARS

In Early Years all staff will use specific praise and rewards to reinforce and celebrate positive behaviour. Staff will model positive behaviour within the environment and use language that will promote our school's Rights Respecting ethos. Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others. This learning will also be embedded through a Personal, Social and Emotional curriculum that includes daily SEALS activities, stories and songs. Through the year both Reception and Nursery classes will develop class charters showing the rights that they have and the things that they should do to respect these rights and the rights of others

WITHIN KS1 AND KS2

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Within class this is promoted by the creation of a **class charter** for each class throughout school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

Whole School Charter

Our **whole school charter** reflects the principles for behaviour in the school which have been agreed by the whole school community. They are:

To RESPECT the RIGHT to be safe

To RESPECT the RIGHT to have an education and that everyone comes to school to learn

To RESPECT the RIGHT to be an individual

To RESPECT the RIGHT to be listened to and heard

To RESPECT each other and the adults within school

To RESPECT the RIGHT to be healthy

Class Charters

At the beginning of every year all classes co-construct a RRS Behaviour Chart, ensuring all children understand how their rights and responsibilities inform the class rules. This is regularly referred to throughout the year to reinforce positive learning behaviours. The power of this system of co creating rules is that it is informed by the language that all pupils can access. See stages of support in Section 8 for Consequences Chain.

What children can expect of staff

- * To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- * Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them.
- * To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- * Ensuring Diversity is celebrated and valued in every classroom and all children are nurtured with equitable learning experiences.
- * Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- * To provide Circle Time, RHE and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- * To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
 - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

All children have a bullying toolkit to support them in identifying bullying and the strategies used at the school.

Senior Leadership of Behaviour and Emotional Regulation

The following staff team have responsibility for Behaviour and Mental Health and Wellbeing of all children:

- Mrs Denise Taylor: Lead for SEND
- Mrs Lorraine Matsell: Inclusion Lead
- Mrs S Kaur: Designated Social and Emotional Health Lead
- Mrs Jennifer Owen: Designated Social and Emotional Health Lead
- Dr K Atwal: Rights Respecting Schools Lead
- Mrs Saima Butt: Emotional Literacy Support Advisor

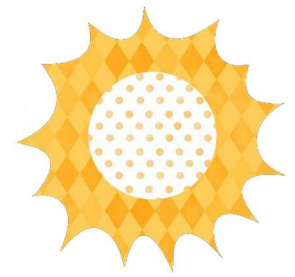
The joint capacity of this team means that children can access specific support pathways to help them regulate their behaviours and successfully access the curriculum. This could include:

- Referrals to SEATTS team for specialist SEND guidance
- Referrals to Behaviour and Inclusion Hub to support regulation
- Referral to counselling sessions
- 1:1 Mentoring
- Access to mental health specialists
- Parent and family support.

Staff have annual training on the signs and impact of child on child abuse (KCSIE).

RRS is about equality and making sure everyone is treated equally and fairly. It is about respecting each other's rights and having our rights met. Leticia, Year 6





What adults in school expect of children

Early Years

- * To respond positively to boundaries that are set by staff, with support where needed.
- * To listen to adults and to each other.
- * To take part in activities that will help them understand their own needs and those of others.
- * To begin to think about others and show a developing awareness of other peoples' needs.
- * To play safely – indoors and outdoors.
- * To show kindness towards others and always use gentle hands.

We have 0 tolerance of child on child abuse

KS1 and KS2

- * To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- * To follow the whole school Behaviour and Class Charter and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- * To listen to each other and to all the adults in the school and respect each other's feelings.
- * To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- * To attend every day, arrive on time, line up calmly, and enter school ready to learn.
- * To participate and play an active role within school.
- * To take responsibility for behaviour in all communal areas of the school and when travelling outside of the school in school uniform.

Supporting behaviour

Validating and supporting emotional responses

At Highlands, we want children to understand that we validate and acknowledge **all** emotions and that it is okay for them to feel whatever emotion they may be feeling. However, we also want them to understand that actions or behaviours they may display as part of a reaction to an emotion they are feeling that are against our Rights Respecting school values will still be reflected upon as mistakes.

Therefore, as part of our reflective conversation's children will be asked to think about the emotions they felt at the time and consider how these effected their actions. If children are involved in several incidents whereby, they have acted on their feelings and emotions and are finding this challenging to control, they will be given the opportunity to talk to an adult and learn strategies to help them understand and further support them in managing this.

If children are displaying heightened emotions, then they will be given some time to regulate these feelings, so they are able to when ready, engage in a reflection conversation.



Inclusion support plans

Children who repeatedly display behaviours which are against our school values and charter will always be given the opportunity to make the right choices and learn what it means to be Rights Respecting. If they require further support to understand what is expected of them then an Inclusion Support Plan will be put in place to support the child with short term targets to be met over a specified period. A team around the child approach will be taken and the school will work closely with the child and family to ensure that the needs can be met and that support is agreed upon by all parties. The ISP will be reviewed each term.

Outcomes for positive and negative behaviour

Reminders

If a child needs to be reminded about the choices they are making, they will receive a verbal reminder of expectations. If this behaviour continues then they will receive a further verbal reminder identifying and explaining how their behaviour is not reflecting their class or whole school charter.

Opportunity to reflect

Should a child not respond positively to these reminders and continues to make the same choices they will be asked to complete a 10-minute reflection time either within an area of their classroom or in a partner classroom. Any reflection periods will be appropriate to the **age and ability** of the child. The class teacher will follow up the reflection time with the child as soon as possible, discussing why the reflection time has taken place and reinforcing expectations. Where possible this reflection period **will not** happen during break or lunch time as we value this as a time for children to regulate their emotions which may lead to certain behaviours.

Any time a child has a reflection period, this will be recorded on CPOMS. At the end of each half term CPOMS is screened by the learning leader for that year group to identify any patterns or next steps to further support class leaders with individual children and on a whole class level.

Required Regulation approach for PLAYTIMES and LUNCHTIMES:

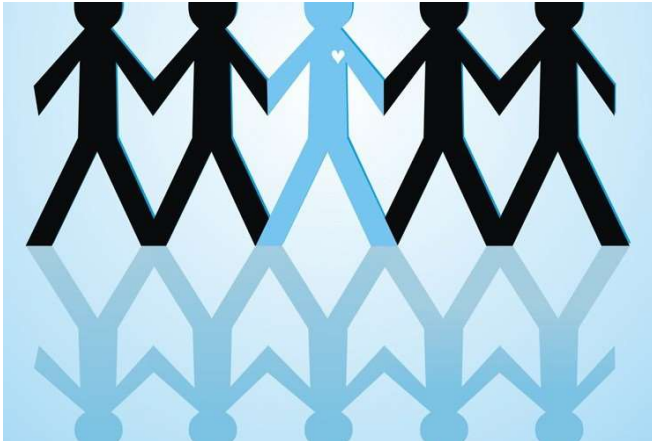
1. Emotion Coaching (encourage children to identify and share their feelings, facilitate "I feel ... because... conversations")
2. Reminder of Rights and Responsibilities
3. Reminder of School values
4. Breaktime behaviour regulation support with a member of SLT.

I am a  *respectful*  *responsible*  *safe learner.*



Celebrating positive behaviour

For **all** behaviour to be supported and acknowledged it is important that we celebrate children who demonstrate the Rights Respecting school values. Each term class leaders will select one child from their class to be the Rights Respecting Citizen for the term. This child will be commended in a whole school assembly and will receive a certificate to commemorate their achievement and will be celebrated in the newsletter. Fortnightly, children will have the opportunity to take part in a commendation assembly which shares these achievements more frequently throughout the term. Daily strategies to further support positive behaviour include purposeful verbal praise and recognition and discussions with parents and carers. Children will also be awarded house points for demonstrating the school values. **Best attendance classes each week have an extra break time.**



“RRS is about showing respect, care and courtesy towards anyone and everyone at any given time. It is about recognizing good deeds that spread positivity in and outside of Highlands Primary School. It makes me feel proud that we are rights respecting school that promotes us to make the world a better place with instilling these values within us”.-Aran

“RRS is all about the seven Highlands values: respect, kindness, responsibility, friendship, perseverance, empathy and justice. Highlands Primary School shines through these values that encourage others to achieve their best. These values are not only written but demonstrated through actions that influence the nature of our school. -Zoya

Fixed Term Suspensions and Permanent Exclusions

At Highlands we maintain a presumption against fixed-term suspensions and permanent exclusions, recognising that pupils should be in school. Continue learning, and undertake work designed to alter their behaviour. However, this sanction does remain for exceptional circumstances, such as when the safety and education of other children is at risk.

When deciding on the implementation of a fixed term suspension, the existing record of the child and the exact circumstances of the incident will be taken into account. Fixed term suspensions may be carried out across partnership school sites where it is felt to be more appropriate to the child's learning needs. All decisions on an exclusion can only be taken by the Headteacher or Associate Head Teacher.

A letter will be sent to the parent/carer on the day it is decided to implement a fixed term suspension. The letter will set out the reasons for the sanction, the date of the child's return to class, and an invitation to a re-integration meeting with the Head Learning Leader/Associate Head Learning Leader.

Similarly, at Highlands we maintain a presumption against permanent exclusions for challenging behaviours. This would be in exceptional circumstances.

If a parent or carer wishes to appeal against a permanent exclusion they would need to contact the Chair of Governors. In the case of a permanent exclusion the school would work in partnership with the Local Authority to help ensure we find a suitable alternative provision for the child in question.

Violent Behaviour and Physical Intervention

Highlands Primary School will not tolerate the use of physical violence in any circumstances, regardless of provocation. We do not anticipate that there will be severe incidents of violence. However, we wish to protect children at all times and will also discourage play-fighting. If physical intervention is required, all procedures will be followed according to the Physical Intervention section of this document.

Any member of staff seeing a physical confrontation or similar incident must:

- a. Remove children to a quiet area and keep them isolated from each other.
- b. Check whether children need medical attention.
- c. Inform a member of SLT.

The parent/carers of children involved in violent incidents should always be informed, either by telephone or in-person. The seriousness of the violent incident may lead to a fixed-term suspension.

Physical Intervention

The Education Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a child from doing or continuing to do" any of the following:

- a. Hurting themselves or others (including staff)
- b. Damaging property
- c. Causing disorder (including absconding and disrupting a safe learning environment).

The use of restraint should always be a last resort. It is unlikely to be used unless one or more of the above criteria are met. Before taking action that may involve physical restraint, a member of staff should, where possible. Attempt to:

- a. Offer the child help. 'How can I help you?' followed by calm, clear instructions to the pupil as to what is required of them and encourage them to change their course of action.
- b. Warn the child as to the consequences of failure to comply, e.g "if you carry on doing that, I will have to stop you". Whatever warning is used must not contain any threat of physical assault.
- c. Make the space safe and monitor the situation. If possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provide a witness.

When using restraint, staff must be careful to use reasonable force necessary to achieve the end goal of protecting the pupil, other pupils, or other staff members. Acceptable forms of physical intervention are set by our Team Teach Training.

Physical Intervention must always be recorded on CPOMS as soon after the event as possible. The incident must be dated, logged and shared with our Designated Safeguarding Lead.

Staff Induction

All staff have annual training on the Behaviour Policy and Safeguarding Policy to ensure all systems, routines and expectations are understood.

There is 0 tolerance of child on child abuse. Any incidents are taken very seriously and parents are informed at every stage. If this becomes repeated, we would classify this as bullying and would follow the procedures in the Anti Bullying policy.

Banned Items and Searches

The following items are noted as banned at Highlands Primary School:

- Weapons
- Alcohol
- Illegal drugs including vapes
- Stolen goods
- Tobacco products
- Fireworks
- Anything that is likely to cause injury or offence

If staff feel there is a high likelihood that a child could be carrying a banned item they will carry out a search, but must ensure the search is carried out by a staff member that is the same sex as the child with a second adult present. Parents will be informed in every case of a search.

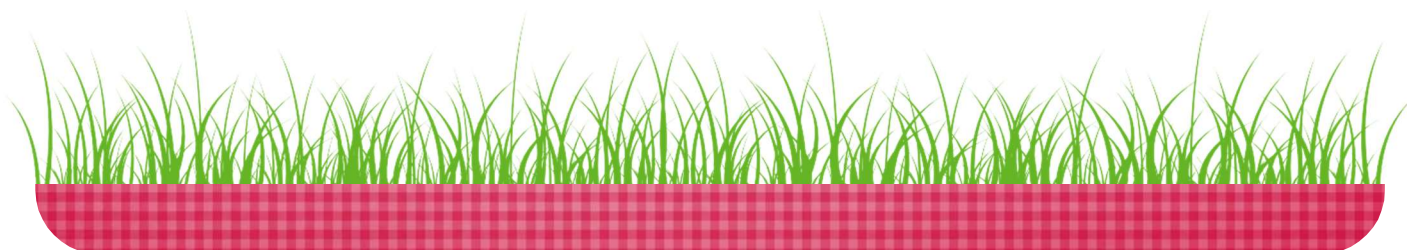


Stages of support

Stage	Action	By who
1	10-minute reflection followed by a discussion between the child and class leader. Follow up informal discussion with parent/carer to open home school communication.	Class leader
2	Phone call made to parent/carer to further inform them of inappropriate behaviour and inform them of next steps and expectations. This can be discussed over the phone or in a meeting.	Class leader Team leader
3	Meeting arranged with Class teacher, Learning Leader, and parent/carer to discuss support that has already been offered and next steps (inclusion support plan)	Class Leader Learning Leader
4	Meeting with Learning Leader, Associate Head Teacher and Parent/Carer to further review steps already taken.	Class Leader Learning Leader Associate Head Teacher (Mrs S Kaur)
5	Meeting with the Head Teacher to discuss a way forward in supporting the child with their behaviour.	Class Leader Head Teacher (Dr K Atwal)

Monitoring

This policy will be reviewed by the governing body every year. Throughout the year governors review data, trends and statistics to review the impact of the policy. This includes incidents of suspensions, bullying and prejudice related behaviours. The Chair of Governors is notified every time a suspension is issued.



Appendix A

Behaviour examples and how to deal with them (this could be changed/added to just for staff)

Example	Potential strategy
A child is being disruptive during a whole class discussion.	<i>Ask them if they are okay. Remind them or the whole class of the expectations during this time.</i>
Two children have got into a disagreement at lunch time and have said some unkind things to each other.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel.</i>
A child has said something about another child's religion.	<i>Ensure this is recorded on CPOMS and that your Learning Leader has been informed so that this can be recorded as a racial incident.</i>
Two children have been physical with one another. They cannot agree with who started it.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel. Explain that regardless of how this started they have both made a wrong choice and will need to have a reflection period. Depending on the severity this may be an example of when immediate action may need to be taken under the guidance of a Learning Leader or Mrs Kaur.</i>

Rephrasing reflective conversations and behaviour management

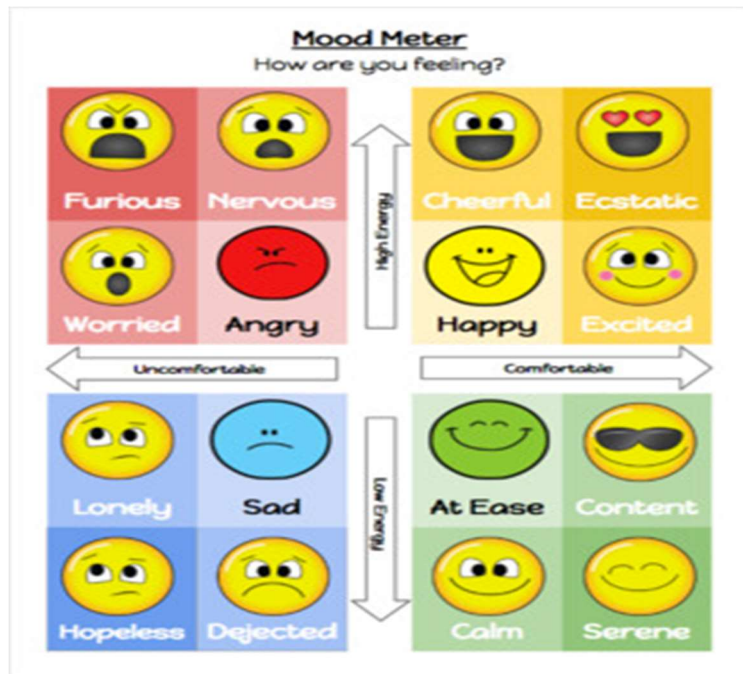
Instead of using	Try using
Why did you do that?	<i>What were you feeling when you did that?</i>
Stop doing that!	<i>Are you okay?</i>
Calm down!	<i>I can see that you are feeling _____ right now. Take your time, I am here when you are ready.</i>
What did you do?	<i>Talk to me about your break/lunch time.</i>
What happened at break/lunch time today?	<i>How was your break/lunch time today?</i>
Name, stop talking!	<i>Thank you to everyone who is listening when someone else is speaking.</i>



Appendix B

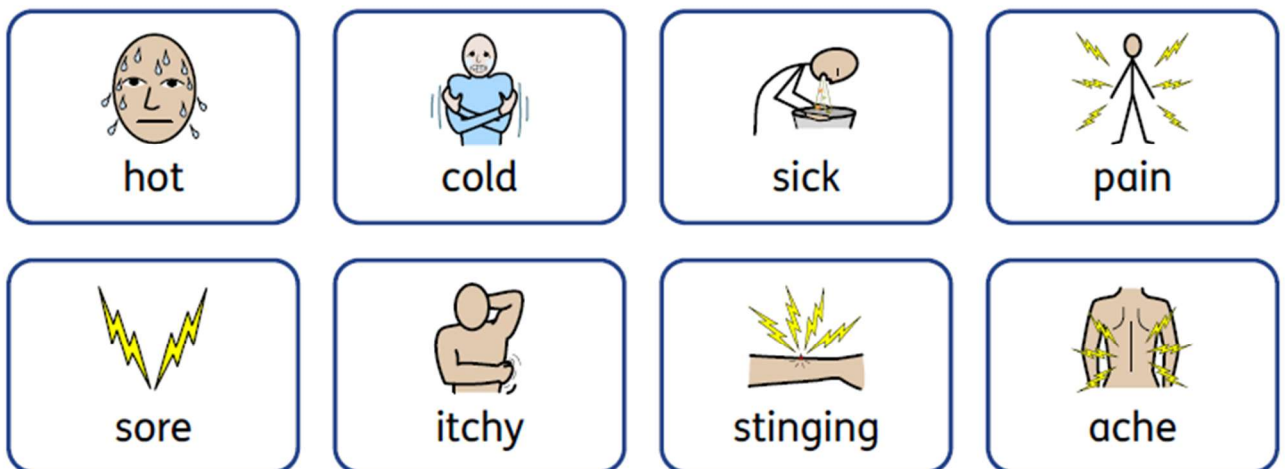
Behaviour Key Stage 1 Think about it Sheet

1. I feel:

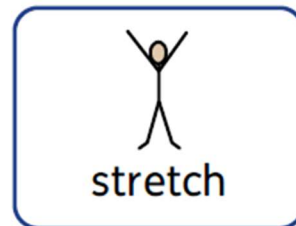
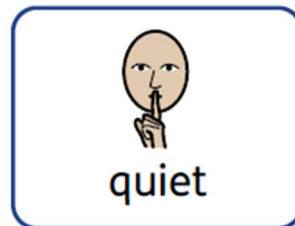
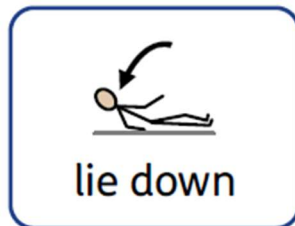
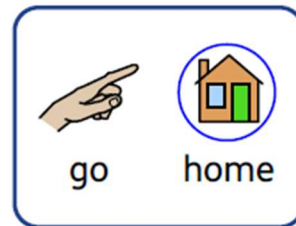
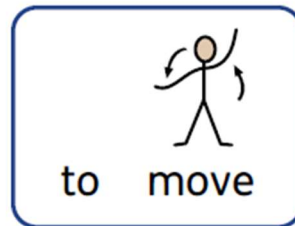
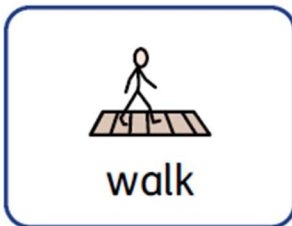
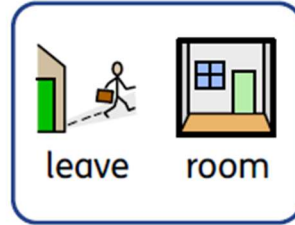
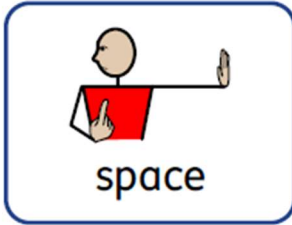
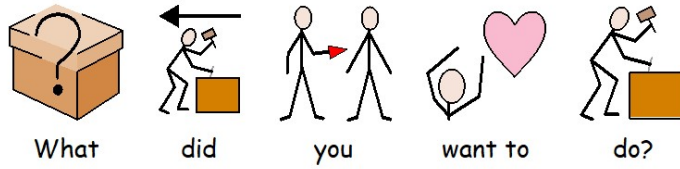


Article 28
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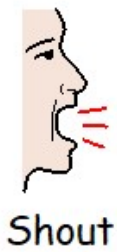
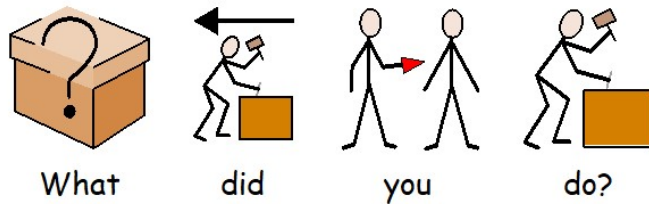
2. My body feels:








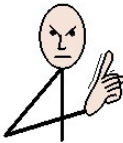



3.



4.



5.    
 What will help me?

6.     
 What should I do now?

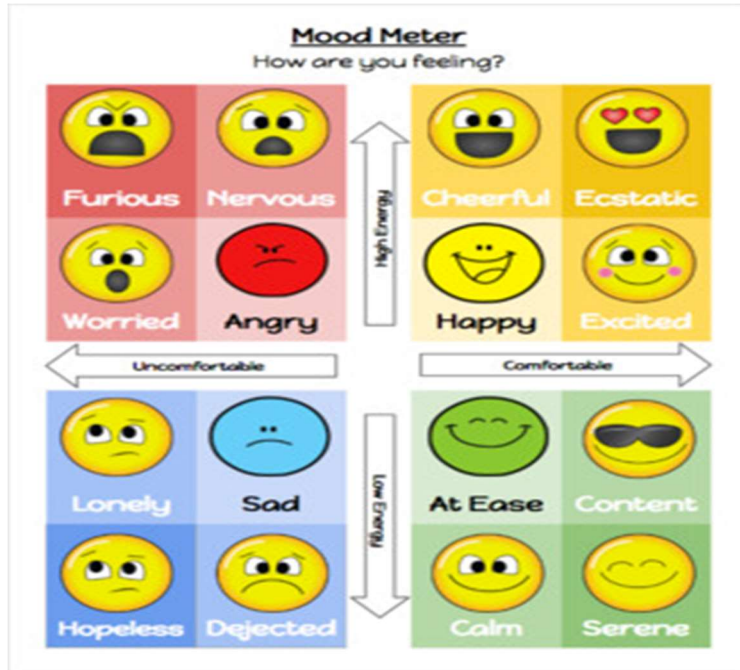


Article 28
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Appendix C

Behaviour Key Stage 2 Think about it Sheet

1. How are you feeling?



2. How do you want to feel?

3. What happened and who was involved?

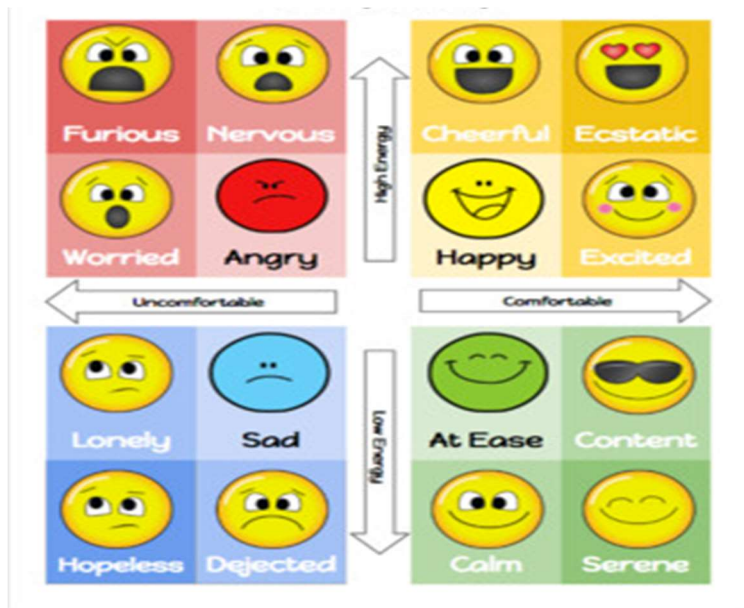
4. Why do you think this happened?



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5. How do you think the other people/person are feeling?



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6. What do you think you would do better if the situation happened again?

7. What do you think is the consequence of this action?

8. How can we resolve or repair the situation?

9. What learning are you going to take away from this?