

# Rights Respecting Behaviour Policy 2023



Article 3 – the best interests of the child must be a top priority in all things that affect children  
Article 12 – every child has the right to have a say in all matters affecting them and to have their views taken seriously

Article 28 – every child has the right to an education; discipline in schools must respect children's dignity

Good behaviour is central to an outstanding education and contributes to a positive culture within a school. Any approaches to behaviour management at Langrish School will be consistent, clear and fair to ensure the needs of all individuals are met.

**Our vision is to empower every child to take ownership of their learning and ensure each individual leaves Langrish with the skills, awareness and confidence to adapt to a rapidly changing world.**

***Langrish pupils are highly motivated, independent learners who embrace challenges with resilience and enthusiasm. As part of our rights respecting, nurturing community, children develop into happy, confident individuals who have a love of learning that lasts a lifetime.***

Langrish Primary School is a Rights Respecting School, based upon the UN Convention for the Rights of the Child. The rights within this convention cover basic needs including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

To acknowledge the importance of a whole-community approach to behaviour, this policy has been designed in consultation with children, staff, parents and governors, in order to encourage all children to actively learn, work and play together within a calm yet purposeful environment.

This policy will be reviewed annually with all stake holders and shared through School Parliament and on the school website.

Being a Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour both in and out of school and develop successful, responsible citizens for the future.

We expect all our pupils to conduct themselves with the same high standard of behaviour online as they would face to face. As a society, an increasing number of our interactions occur over the Internet, and we emphasise the importance of behaving safely, respectfully, and responsibly online, both in terms of how we treat other people, as well as with regard to our own personal safety and privacy. Further information, along with more specific guidance, can be found in the Langrish School Internet Usage Policy document.

## **Our Ethos**

Through this policy we will create an ethos that will:

- promote an awareness of everybody's individual needs
- ensure that every child is aware of their Rights; use this knowledge to help formulate and uphold a Class Charter, which is the responsibility of all adults and children
- expect good behaviour to be modelled by all members of our community both on and offline
- 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 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

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- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs and including all off-site activities
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear and consistent procedures for dealing with and managing unacceptable behaviour so that all parties feel supported
- encourage the active and early involvement of parents in supporting positive behaviour

### **How will we make this happen?**

All staff will use consistent 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 thus developing an awareness of their own needs and the needs of others. This learning will also be embedded through our PSHE curriculum.

### **What can all children expect from staff?**

- To know they will be treated fairly and consistently when they have not behaved according to expectations or in-line with Class Charters. They will be listened to.
- 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 reflect on their behaviour. We are all capable of making mistakes and all children will be given reminders and support to make the right choices
- Good work, behaviour and attitudes will be clearly praised and rewarded, both in the classroom and around the school
- To provide Circle Time and a Personal, Social, Health and Emotional (PSHE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self- reflection and self esteem
- Time and a calm space will be available for children who need a place to talk to someone who is not their teacher about things that may be worrying them
- To take all child-on child abuse (including cyber bullying and use of prejudicial language) seriously. Children will be told when and how the issue will be dealt with, ensuring the needs of both the victim and perpetrator are met. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves
- That all staff will know and understand the Rights Respecting Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school. Behaviour is central to our continually evolving CPD programme.

### **What can adults expect from 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 people's needs
- To play safely – indoors and outdoors
- To look after property
- To treat each other with respect

#### **KS1 and KS2**

- To treat everyone within the school community with respect and consider their Rights, as learners, teachers, adults and children

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- To follow the whole school Behaviour Policy. To know that consistent sanctions will be put in place if these expectations are not met at any time during the school day, both on and off school site.
- 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, move around the school calmly and safely, and enter school ready to learn
- To respect the school environment and property
- To participate and play an active role within school

### What can the school expect from Parents / Carers?

- To support the school in its Behaviour Policy
- To talk to their children about the school's expectations of learning and behaviour and reinforce these messages at home
- To give specific praise when children do well at school and share with us any achievements outside of school
- To work with school if there are any concerns about their child's behaviour
- To encourage children to discuss problems and accept help when needed
- To attend parents' consultation meetings and any other meetings with school that will help your child
- To tell school of any concerns, including medical concerns or issues which may affect your child's behaviour or learning. These concerns may stem from within school or beyond
- To ensure that your child attends school every day, on time, unless agreement has been given by the Headteacher for a specific absence
- To support wider policies that can impact on behaviour such as sending children into school in school uniform, supporting home learning being completed and encouraging reading everyday
- To ensure items brought to school are appropriate for learning (Year 6 may bring a mobile if walking themselves to or from school; these must be handed in to the office).

### How will we support children with Special Educational Needs or Disabilities?

Some of our children in school may have additional needs where their behaviour is affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school.

Additional support for challenging behaviour as a result of additional needs is put in place through an Individual Education Plan (IEP).

The IEP

- will include support that may have been identified by the class teacher, Inclusion Leader or another agency e.g. Educational Psychologist
- may include a therapeutic intervention to help them
  - become more confident
  - have an increased ability to work with others
  - have a quiet time/place to help them to remain calm, such as The Burrow
- may have some adult support identified at key times of the day in order for them to succeed, this may include ELSA sessions or working alongside the senior mental health lead.
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress
- will be in place for as long as it is needed to support the child

However, this does not mean that the child is unable to follow most of the school behaviour policy. They will be expected to try their best but individual needs will be taken into account whilst also considering the needs of all the children in our school.

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## **Challenging Behaviour**

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then a Personal Support Plan (PSP) will be put in place. Where a PSP is needed, school will work closely with parent/carers to prevent a possible exclusion.

The Personal Support Plan (PSP)

- is a way for school and home to work more closely together for a fixed term in the interests of the child
- helps a child to become aware of their behaviour and then to support them in making the right choices
- has clear targets set with the child and parents/carers.

When all the targets set have been achieved, the expectation is that the child will no longer need a PSP and can follow school expectations.

## **Rewards and Sanctions**

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Sanctions for inappropriate behaviour choices will be enforced so that all children understand that there will be repercussions for poor choices.

### **Whole school rewards for positive behaviour**

- Immediate praise, house points and stickers will be given for positive behaviours

### **EYFS sanctions for inappropriate behaviour**

- In most cases sanctions can be avoided through adult support, interventions and good role modelling
- Children will be given a clear explanation of the sanctions that might happen if they continue with an inappropriate behaviour
- Sanctions for our young children are immediate and relatively short, reflection time will be used within the classroom followed by a supportive discussion with a familiar adult
- Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by a trusted adult. If this happens, parent/carers will be informed by email, phone or a face-to-face meeting
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development

### **KS1/KS2 sanctions for inappropriate behaviour**

If a child in the classroom has to be reminded about appropriate behaviour they will receive a clear verbal warning explaining that their behaviour may be preventing others from having the Rights that are included in their classroom charter. Where a child continues to struggle, they will be offered an opportunity to take a break away from the situation, whether within the classroom or in an alternative, calm space.

Should a child not respond positively to this they will then have some reflection time with the class teacher. This supportive conversation will lead to the completion of a reflection sheet. This reflection sheet will then be discussed with another trusted adult in school before being shared with the parent/carer.

Any behaviours resulting in a reflection sheet will be logged on CPOMS and shared at weekly staff meetings to ensure that support can be given to the individual.

If minor, low-level behaviour presents itself, this will be dealt with using individual classroom strategies to support good choices and prevent children from constantly requiring reflection time. There will be ongoing dialogue with parents at the end of the day to ensure that there are no surprises.

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	Sanction
1 <sup>st</sup> sanction	Verbal warning with reference to the UNCRC
2 <sup>nd</sup> sanction	Reflection Time
3 <sup>rd</sup> sanction	Reflection Time completing reflection sheet followed by a discussion with another adult – noted on CPOMS, shared with parent/carer & at staff meeting
4 <sup>th</sup> sanction	Formal meeting between parents and class teacher to discuss strategies – logged on CPOMS
5 <sup>th</sup> sanction	Meeting between parents, class teacher and Head Teacher

We aim for each child to have a fresh start each day.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including contacting parents and external agencies, such as the Police as appropriate. This may result in a fixed term exclusion. Incidents would include, amongst others, violence against another individual, deliberate damage to property, abusive language directed at staff or children and threatening behaviour. The Exclusion Policy can be found on our website.

There will be a reintegration meeting between parents and school before children return following a fixed term exclusion. Upon returning to school the child will be allocated a mentor to support them in making positive changes.

This policy will be reviewed on an annual basis and should be read in conjunction with the Exclusions Policy, the Use of Physical Restraint Policy and the Children's and Parents' versions of the Anti-Bullying Policy. All of these policies are available on our website on the Virtual Office page.

Review date: September 2024

### Hampshire Rights Respecting School: Advocacy Award



**LEVEL 1**