

Rights Respecting Behaviour Policy 2020



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.

In consultation with children, staff, parents and governors, this policy has been designed to encourage children to learn, work and play together to maintain our rights respecting ethos.

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

Our Ethos

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; 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 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, 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 procedures for dealing with and managing unacceptable behaviour
- encourage the active and early involvement of parents in supporting positive behaviour

How will we make this happen?

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

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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 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 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 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 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 bullying (including cyber bullying) 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 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

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
- To follow the whole school Behaviour Policy. 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, 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
- 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 in school
- 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

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- 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 school
- 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

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 inappropriate 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 to help them to remain calm
- may have some adult support identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress
- can last for a year or even longer

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.

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 some 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 to support the child and so prevent exclusion. 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 together
- lasts for a short amount of time, approximately 6 weeks
- helps a child to become aware of their behaviour and then to make the right choices
- has 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.

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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 discussion with an 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 an adult. If this happens, parent/carers will be informed
- 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 verbal warning explaining that their behaviour may be preventing others from having the Rights that are included in their classroom charter. If such behaviour continues, they will refer to their class charter to read it quietly, reminding them of the Rights of every child in their class.

Should a child not respond positively to this they will then have to complete 10 minutes reflection time either in an area within the classroom or at break/lunch time with the class teacher. The class teacher will follow up the reflection time with the child as soon as possible discussing why they received a reflection time, completing a reflection sheet with the child making clear the consequences should inappropriate behaviour continue. This reflection sheet will be shared with the parent/carer.

Any child who requires a reflection sheet will be recorded on the behaviour log and reviewed weekly by teachers at staff meeting.

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.

	Sanction
1 st sanction	Verbal warning with reference to the UNCRC
2 nd sanction	Reflection Time within the classroom and discussion with an adult
3 rd sanction	Reflection Time completing reflection sheet followed by a discussion with another adult – noted on behaviour log, shared with parent/carer & at staff meeting
4 th sanction	Formal meeting between parents and class teacher to discuss strategies – logged on TT
5 th 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 a possible fixed term exclusion. This would include 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.

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This policy will be reviewed on an annual basis.

Review date: September 2021



LEVEL 1