

Life Life, Love Learning, Guided by God

St Mary's C of E Primary School and Nursery



Rights Respecting Behaviour Policy

Committee responsible	PP
Approval required by	FGB
Statutory or Recommended	Statutory
Frequency of review	3 years
Date approved / / November 2024
Date of next review / /
Display on website	Yes
Link with other policies	Children who abscond from school SEN Policy School related weapons incidents protocol Safeguarding Policy
Signed by the Chair Of Governors:	Jack Foster
Signed by the Headteacher:	Emmeline Lawlor

Our Intent:

We aim to build a community at St Mary's where everyone feels happy, safe and valued. This aim is to be lived out in the relationships that are formed, the conversations that happen, the activities that take place and in the choices that the children, staff and parents make at our school.

Aims:

- To provide a safe, calm and caring atmosphere for learning to take place.
- To ensure consistency, fairness and clear expectations.
- To support caring and co-operative behaviour, and to discourage anti-social behaviour.
- To enable pupils to develop social skills and moral values in the context of the school as a community.
- To encourage the involvement of both home and school in the implementation of this policy.

St Mary's is working towards becoming Rights Aware School, based upon the U.N. 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. Being a Rights Aware School underpins this behaviour policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

Our Christian Values:

Values are things we believe in that help us make decisions about how we behave. They are the principles that guide our lives. As a school we have chosen five core Christian values that we believe are important to enable all of the children to flourish and become the best that they can be.

Our five Christian values are:

Respect Honesty Thankfulness Kindness Forgiveness

At St Mary's we will:

- Ensure that every child is aware of their rights and how to respect them and ensure that positive behaviour is acknowledged and rewarded Article 42 – You have the right to know about your rights.
- Actively build respect for others and understanding that we are all different, but have the same rights Articles 1 and 2 All children have these rights protected, no matter who you are
- Ensure that adults are good role models for rights respecting behaviours, that expectations are consistent across the school and that children are given opportunities to learn about how to behave Article 29 Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people
- Listen to the views and experiences of children and use these when making

decisions about behaviour Articles 12 and 3 Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you

- Support children to make the right choices and provide additional support for this where needed Articles 28 and 42 You have the right to a good quality education and to know about your rights
- Ensure sanctions for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights respecting language when discussing behaviour Article 37 No one is allowed to punish you in a cruel or harmful way
- Promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs and support these within our school community Article 23 You have the right to special education and care if you have additional needs
- Be clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote good behaviour Articles 42 and 9 You have the right to know about your rights and the right to live with a family who cares for you
- Encourage all to take pride in their school, class, learning and learning environment Article 28 Your right to a good quality education

Home – School Partnership

Clear communication within school and a positive partnership with parents are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns, and of the steps that are being taken in response. A positive partnership with parents builds trust and develops a common approach to behaviour expectations and strategies for dealing with problems. Parental participation is encouraged in many aspects of school life. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Charters:

Each class creates their own class charter that staff and pupils sign up to, agreeing to respect the chosen rights for themselves and others with their behaviour. The charters are used to promote and remind children of how they can show respect for their rights and for the rights of others so that all children can have the best chance to do well in school. Our whole school lunchtime and playground charters reflect our ethos and

the rights that are to be promoted and respected in and around our school. These rights are linked to the behaviours that will ensure our rights are respected and promoted.

At the beginning of our Rights Respecting journey these rights were agreed by the whole school community as our umbrella rights. They are:

To respect the right to be safe

To respect the right to have an education and to learn

To respect the right to be an individual and to be happy at school

To respect the right to be listened to and to be heard

To respect the right to be healthy

To respect the right to be treated fairly

Behaviour for learning

At St Mary's we believe that when children behave positively they will achieve the best outcomes. All adults in school are committed to supporting children to have excellent behaviour and to following the school behaviour policy by:

- Modelling respectful behaviour at all times
- Praising and rewarding positive behaviour and sanctioning poor choices in line with school guidance and expectations.
- Building positive relationships with all children and their families and their wider support networks
- Creating an environment for learning with clear structures and routines

Rewards

- Children will be praised and rewarded whenever possible in a variety of ways:
- Positive gestures and acknowledgement of good behaviour and achievement
- Stickers
- Good news conversations with parent/carer at the end of the day
- Star of the week certificates are presented in assembly
- Showing good work to senior members of staff
- Showing good work in assemblies
- Team points (Dojos)
- Team cup ceremony to the winning house each week (Beginning in spring 2021)
- Hot Chocolate values reward with the Headteacher (Beginning in spring 2021)
- Weekly whole class reward (tailored to the individual class likes, personal preferences)

Behaviour at Lunchtimes

Lunchtimes are an essential part of the school day where children enjoy eating, socialising

and relaxing and playing. Children are expected to follow the same high standards of behaviour at lunchtimes as they are in the rest of the school day. Staff are expected to role model the same high standards of rights respecting behaviours and the same fair consistent support for children to make positive choices.

Some children may find the unstructured aspects of lunchtime difficult, and so will access additional provision, such as lunchtime groups or eating in a smaller group with an adult. This provision will be coordinated by a member of SLT.

Support for children with Special Educational Needs or disabilities

Some children have additional needs 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 our expectations for the majority of the children within school.

Children may have the support for their additional needs set out within an Individual Support Plan (ISP) or an Education, Health and Care Plan or a Statement or they may have personal targets developed in school. If a child's behaviour is thought to be due to particular needs the SENDCo will work with the adults supporting the child to ensure that proper assessment is undertaken and that the strategies and support are in place to allow them to succeed.

A child with additional needs can expect that their progress is reviewed regularly and that they are given opportunities to develop and improve. Children with additional needs are expected to work towards following the expectations of behaviour for all children in school, though they may need more support in achieving these. Appropriate support for their behaviour will take into account the other children in school to ensure that everyone has their rights respected.

Reflection play or lunch

If a child has continually disrupted learning within the classroom, they will be sent for a 'Reflection Lunch' during their break time. This is time with a member of the SLT team where children will be asked to reflect on their behaviour using the following questions and completing a reflection sheet:

1. What happened?
2. What did you do?
3. What is your responsibility?
4. What will you do next time?
5. What can you do to make it better?

Reflection sheets will be filed in order to refer back to them if children are continually disrupting learning or making negative behaviour choices.

Referral to SLT

Certain behaviours will be referred immediately to Headteacher, Deputy Headteacher or member of SLT: racist comments, fighting, swearing, destroying property, bullying.

Children will be spoken to and parents contacted. They will be required to write a letter of apology and behaviour may be reported to Kingston Borough (racist comments or incidents of bullying).

Removal from the Classroom

Children will only be removed from the classroom during learning time as a sanction of poor behaviour, if an SLT member feels that this is necessary. Every class has a red 'values' card that can be sent to alert SLT of the need to come to the classroom. The parents of children who are removed from class during learning time will be contacted by SLT to meet to discuss the child's behaviour. Incidents will also be recorded on behaviour logs on the staff share to monitor patterns.

Children with Persistent Challenging Behaviour

Children with repeated inappropriate behaviour will be given opportunities and support to change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then parents and carers will be asked to be involved in a Pastoral Support Plan to avoid more serious sanctions such as fixed term or permanent exclusions.

This may be done through a Team Around the Child meeting format which explore a child's experiences and support both inside school and at home.

A Pastoral Support Plan (PSP)

- Is a way for school and home to work together
- Lasts for a short amount of time, approximately half a term
- Helps a child to become aware of their behaviour and then to make the right choices
- Sets targets with the child and parents / carers
- Targets need to be achieved and behaviour improved over the given time
- Targets will be reviewed every 2 weeks with the child, parent / carer and the Inclusion Lead to ensure progress is being made
- Therapeutic intervention may form part of this process, as will rewards for achieving targets
- May involve the use of part-time timetable agreements, which will be monitored

weekly with the aim of moving back to full time provision as soon as possible

- The Local Authority will be informed that the child is at risk of exclusion and a copy of the PSP will be sent to them.

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. Where this is not the case and behaviour continues to undermine safety, welfare or capacity to learn of the other children in school, other options will be explored.

Outside Agencies:

The Behaviour Support Team

Exclusions and Reintegration Team

CAMHS

The Behaviour Outreach Team respond to referrals for individual children, groups of children or whole classes. Members of the team come into school to carry out observations, to give teachers help and advice on behavioural issues and to participate in team teaching. Once a referral has been accepted The Behaviour Outreach Team will work with the teacher until the support is no longer needed.

Single Point of Access (SPA)

SPA shares information and co-ordinates support to ensure children and young people have access to additional services when they require it. The Inclusion Co-ordinator or Headteacher will contact SPA to signpost families to children's information services, log information about a concern, highlight a child's needs and the need to track progress, co-ordinate family support meetings, discuss what support or services may be required, to make a family support plan or to refer to safeguarding services.

The Police

Value is placed on good relationships with the police and liaison is encouraged. There may be incidents that require police presence or involvement.

Royal Borough of Kingston guidance on School Related Weapons or Potential Weapons Incidents Protocol.

The protocol should be followed where a school-based weapon incident occurs. Incidents include:

- the carrying in school of knives, weapons or something which could potentially be used as a weapon
- the school being informed about the possibility of a student carrying weapons outside of school
- threatened use of a weapon by a student, whether inside or outside of school.

Absconding from school

If a pupil absconds from the school grounds/perimeter then the police will require to be called on 999.

Please refer to our policy 'Children who abscond from school' for more information.

Equal Opportunities

Our aim is that every child is given the opportunity, and support in taking advantage of the opportunity, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

In accordance with St Mary's equal opportunities policy, all pupils regardless of ability, gender or cultural background should be given an equal and fair access to our positive behaviour management procedures and processes. All children will have unique contributions to make which may be derived or expressive of their background. These contributions should be used to enhance the experiences of the whole group and never to restrict access or opportunity within any school or extra-curricular experience.

EYFS

We recognise that young children have conflicts over space, materials, and friendships and that learning how to find solutions that work for everyone is an important learning experience for children in the EYFS.

We understand that when young children get into conflicts with others, they do not aim to be mean or hurtful. They are simply goal oriented. For example, they may want to play with a toy or sit next to the teacher while they read a story. Their actions are focused on getting what they want without regard for the effect of their behaviour on others. Children may also be imitating aggressive behaviour they see elsewhere without having learned that violence or verbal abuse is not an acceptable way of dealing with social problems.

Aims

- To use relationship-based approaches that develop connection, belonging and teach effective conflict resolution skills.
- To understand that behaviour is communication and challenging or distressed behaviour is often communication of an unmet need (e.g. the need to feel safe)
- To understand that children's behaviour cannot be fully understood in isolation, without considering their individual influences.

We encourage positive behaviour through setting clear expectations, appropriate to each child's stage of development.

Staff model positive behaviour and promote sharing, negotiation and cooperation through a Conflict Resolution approach.

We set boundaries that are few in number and involve parents and carers in reinforcing these boundaries. We reward children with verbal praise, acknowledging their efforts as well as their achievements.

In line with the whole school approach, we agree a 'Class Charter' with the children, setting out expectations for children and adults, and promoting respect for children's rights.

We aim to provide a calm and purposeful learning environment with accessible resources. Children are able to be active and to access indoor and outdoor learning opportunities throughout the session. Learning opportunities are planned to engage children, with a balance of adult-led group activities and opportunities to develop independence through freely chosen activities. Adults model the vocabulary of a range of emotions to teach children to recognise and name their emotions.

Positive Strategies

1. Staff provide emotional security by developing a close caring relationship between themselves and the child
2. Routine is consistent and predictable so that the children know expectations
3. Class Charters are agreed with children at the beginning of the academic year.
4. Staff encourage children's language development and model language of emotions
5. Staff are warm and positive in conversations, praising positive behaviour regularly
6. Staff encourage learning about feelings during play, discussing and reading books about feelings and through weekly Jigsaw PSHE sessions.
7. Staff play in partnership with children and engage in play on their terms
8. Staff get down on children's level, making eye contact
9. Staff get the child's attention before saying anything
10. Staff keep what they say focused and to the point
11. Staff speak calmly but firmly, and don't raise their voice
12. Staff state positively what they want to happen e.g. 'I need you to come down from there, it's dangerous.'
13. Staff are firm and clear and avoid a power struggle e.g. by saying 'I can wait one minute for you to give that to me' giving the child time to adjust to what is being asked
14. Staff don't repeat what they want e.g. 'I need you to come away now. I can wait one minute for you to come away, but then I will hold your hand and bring you away.' If the child does not respond 'I need to hold your hand and bring you away now.'
15. Staff are aware that sometimes both children have contributed to a problem and model a conflict resolution approach
16. If a child is in immediate danger staff may need to raise their voice. This should be very exceptional and it is important to be clear, not aggressive when this happens.

Inappropriate behaviour

Sanctions can range from not smiling, or walking away from the child, to a short 'time away', where the child sits away from others to calm down. This will always be with an adult who

supports the child to regulate their feelings, by tuning in to them, and then once the child is calm, talk to them about their behaviour, its impact and appropriate behaviour.

All incidents will be swiftly followed by a fresh start.

If a serious incident occurs this will be recorded in the Behaviour Log and reported to parents.

Dealing with inappropriate behaviour:

1. First instance – The adult addresses the inappropriate behaviour with the child and identifies the appropriate behaviour.
2. Second instance – The adult reminds the child about the appropriate behaviour and states what will happen if the inappropriate behaviour continues (time away for 2-3 mins).
3. Follow through with a short 'time away', if the inappropriate behaviour continues, where the adult takes the child to a quiet space and supports them to regulate their emotions.

The adult will discuss strategies the child could use to manage their emotions in future.

Once they are calm, the adult will discuss the behaviour and its impact with the child and encourage them to think about appropriate behaviour.

4. After the 'time away' period is complete, the child returns to play. This is a fresh start for the child.

Persistent inappropriate behaviour may indicate an underlying problem. We will talk to parents and carers to try to ascertain the child's circumstances at home and aim to work in partnership with parents to address the possible causes and try to reduce the incidents of inappropriate behaviour.

Serious behaviour incidents

If a child displays dangerous behaviour, they will be taken to a 'time away' space immediately. If the child is highly emotional, we will wait for a more appropriate time to discuss their behaviour with them.

Serious behaviour incidents or persistent inappropriate behaviour will be recorded on the behaviour Behaviour Log . Parents will be informed if their child is involved in a serious behaviour incident or is beginning to display persistent inappropriate, and that the inappropriate behaviour will be recorded.

In some cases of persistent inappropriate behaviour, an Individual Pastoral Support Plan may be put in place. This will be discussed with parents first.

Safeguarding:





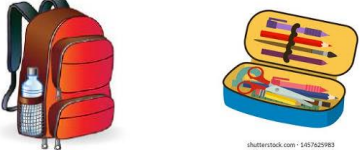

If at any time a member of staff is concerned about the wellbeing of a child at our school. This will be reported directly to the school's Designated Safeguarding Lead: Mrs Clare Quinn. In her absence the Deputy DSL Mrs Emmeline Lawlor or Miss Carol Johnson (Safeguarding team member) will be notified. See our Safeguarding Policy 2021-2022.










Time to reflect on what happened.

Name:	Date:
What happened?	
What did I do?	
What is my responsibility?	
What will I do next time?	
What can I do to make this better?	

What happens when I make the wrong choice at school...

What am I doing?	What happens?	What happens next?
<p>I am calling out </p> <p>I am moving around the room inappropriately </p> <p>I am ignoring instructions </p> <p>I am distracting others </p> <p>I am interfering with other peoples' property </p> <p>I continuing to refuse to do something </p>	<p>The adult will tell me what I am doing.</p> <p>↓</p> <p>The adult will remind me of my right and associated responsibility</p> <p>↓</p> <p>The adult will give me a chance to make the right choice.</p> <p>↓</p> <p>Either I make the right choice or I will have a reflection break time.</p> <p>↓</p> <p>If I make the right choice we will plan a way forward for the future.</p>	<p>If I continue, I will see my teacher at break or lunch for a reflection break to discuss my behaviour choices.</p> <p>↓</p> <p>If I continue, I will go for a 'Reflection break' with Miss Johnson, Mrs Quinn or Mrs Lawlor.</p> <p>↓</p> <p>I will think about:</p> <ol style="list-style-type: none"> 1. What happened? 2. What did I do? 3. What is my responsibility? 3. What will I do next time? 4. What can I do to make it better? <p>↓</p> <p>This will be written in the behaviour record</p> <p>↓</p> <p>If I keep doing it, My teacher or a member of SLT will contact my parents.</p>

What happens when I make the wrong choice at school...

What am I doing?	What happens?	What happens next?
<p>I am fighting or hurting others</p>  <p>I am using inappropriate language</p>  <p>I am making racist or sexist comments</p>  <p>I am bullying a peer or there is emergence of bullying</p>  <p>I am being dangerous</p>  <p>I am destroying property</p>  <p>I am being disrespectful towards others.</p> 	<p>I will be taken away from the situation</p> <p>I will have to go and see Mrs Lawlor or a member of the Senior Leadership Team</p> <p>I will have to write an apology letter and/or complete a reflection on my behaviour</p> <p>My parents will be contacted</p> <p>This will be written in our behaviour record</p> <p>We will plan a way forward for the future</p>	<p>My parents will have to come in to school to meet Mrs Lawlor.</p> <p>I may need to spend time away from the playground.</p> <p>I may need to spend time out of my classroom.</p> <p>I may need to spend time at home.</p> <p>This may be reported to Kingston Borough.</p> <p>We will plan a way forward for the future</p>

Red Card System

A red card may be sent to a member of the Senior Leadership Team who will respond by coming to the classroom and will decide if a child needs to be removed or can be supported in class.