



RED LANE PRIMARY SCHOOL

(part of BASE Academy Trust)

RIGHTS RESPECTING
BEHAVIOUR POLICY

Policy Reviewed:	September 2020
Next Review:	September 2021

Rights Respecting Behaviour Policy 2018-19

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

Mission Statement

The staff and governors are proud that Red Lane is working towards its status as a Rights Respecting School, based on the 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 children should grow up aware of these rights and respecting these rights for themselves and for others.

The purpose of this policy is to give a clear code for the use of all at Red Lane Primary School, both adults and pupils. It has been written following discussions with staff and pupils and reflects the values and principles that we consider to be important for our school which aims 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.

Aims

Through this policy we will:

- Promote an awareness of everybody's individual needs and aim that we are all 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 and around 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 issues
- Encourage the active and early involvement of parents in supporting positive behaviour

- Work in partnership with parents and carers in supporting children's social and emotional development
- To provide a caring environment, one in which children are encouraged to develop self discipline, self control and respect
- Promote the understanding that we are all different ; to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and celebrated.
- Ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to Lunchtime to After School Club and including all extra curricular/ off site activities
- Provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual
- Ensure that the emotional, social and learning needs of individuals are supported, involving agencies where appropriate
- Establish clear procedures for dealing with and managing unacceptable behaviour
- Demonstrate that discipline in schools must respect children's human dignity

We are adopting a whole school approach in the belief that consistency is the key to fulfilling our aims.

Needs of children

At Red Lane we recognise that children can have different needs and that we should know what they are. We know that we need to treat some children differently to others to get the same result and this is what we mean by equal opportunities.

We know that we need to use the right techniques in order to help our pupils; for some this will mean lots and lots of praise and rewards, for others a quiet "well done, I'm proud of you". For some it will mean extra help in lessons, for others it will be a challenge that they can work on with their friends.

Whole School Approach and the role of the Class Charter

All members of our school community have roles and responsibilities in promoting and abiding by these principles. Within each 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. These are created each Autumn Term, as part of the SEALs unit on "New Beginnings"

Our Whole School Charter reflects the principles for behaviour in the school, which have been agreed by the whole school community. They are:

Article 12

You have the right to give your opinion and for adults to listen and take it seriously

Article 13

You have the right to find things out and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 15

You have the right to choose your own friends and to join or set up groups as long as it isn't harmful to others

Article 19

You have the right to be protected from being hurt and mistreated, in body and mind

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 31

You have the right to play and rest.

These rights form the basis of our Whole School Charter, which contains four basic rules:

The Learning Rule (Articles 13, 28,31)

The Talking Rule (Articles 12, 13)

The Movement Rule (Articles 19, 24)

The Treatment Rule (Articles 15, 19, 24,31)

These rules are displayed in all classrooms and act as a visual reminder for everyone working within the environment.

What can children expect from staff?

- ◇ Children will know that they will be treated fairly and consistently when they have not behaved to expectations or charter agreements. They will be listened to and expected to explain and reflect on their actions.
- ◇ Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children understand what is expected of them.
- ◇ To be given a chance to get their behaviour right. We know that everyone is capable of making a mistake 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 school (including extra curricular and wrap around clubs).
- ◇ A PSHCE curriculum that will be used to develop school core "Rights Respecting" Values (see Appendix 1) and explicitly teach and explore social and emotional skills. These may take the form of Circle Time, PSHCE/SEALs lessons, P4C or assemblies.
- ◇ BUBBLE TIME may be available for children to speak to someone about things that may be worrying them
- ◇ To take all bullying, including (but not restricted to) sexism,, racism,, homophobia and transgender very seriously. These incidents will not be tolerated and will be investigated fully in line with the school's anti bullying policy and procedures for reporting discriminatory remarks (see Appendix 2)

- ◇ That all staff will know, understand and uphold the Rights Respecting Behaviour Policy and new staff will receive induction to make sure that behaviour is treated consistently throughout school.
- ◇ To provide for varying abilities within the classroom, differentiating work as necessary to ensure that children are motivated and working within their capabilities.
- ◇ To promote the appearance and cleanliness of our school both inside and out the building, leading by example, and encourage the children to promote the image of the school within the local community with their good behaviour.
- ◇ To support our children(not just those in our own class)in the upholding of our shared rules, in order for the children to understand that we are all working towards the same goal; a well ordered, positive environment, where children have a respect for others' rights and accountability for their own behaviour.
- ◇ To work collaboratively as a staff team- offering support and opinions in a constructive and courteous manner- trying new approaches when needed.

In order to implement these expectations, staff will be:

- Supported by peers and managers
- Listened to and given opportunity to share their opinions
- Made fully aware of the school's systems, policies and expectations
- Given appropriate training to increase skills in classroom (behaviour) management

What can adults expect from children?

EYFS

- To respond positively to boundaries that are set by staff, with support where needed
- To listen to adults and 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 show kindness towards others and always use gentle hands

KS1 and KS2

- To treat everyone in 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 in 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 others' 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 school calmly and safely, and enter the 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 in school and share with us any achievements outside of school
- Take part in opportunities to celebrate successes such as assemblies, workshops and trips
- To work with the school if there are any concerns about their child's behaviour in school
- To encourage children to discuss problems and accept help where needed
- To attend parent meetings at school that will help your child
- To tell the 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 regularly and on time
- 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 regularly.

Challenging Behaviour

Each classroom operates a traffic light system which is differentiated for EYFS/KS1 and KS2. Each child begins each day on "green". When a child goes to the thinking spot they are put on amber. At the thinking spot there should be a signing in book and opportunities for the child to calm down and reflect on making positive choices. Strategies to calm need to be taught and modelled. (refer to SEALs strategies). Refer to later section on sanctions.

As part of the restorative practise conversation with the child you should discuss what the child needs to do to return to green. This should be achievable, fair and consistent. It should also focus closely on the rights of the child, their peers and adults in the classroom as appropriate.

Rewards and Consequences

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

Whole School rewards for positive behaviour

Use of Class Dojo

Dojo points may be earned for outstanding work, good manners, good learning behaviours, upholding the core values and specific class targets e.g. if your focus one week is being kind or sharing. **Dojo points are only be given one at a time and are not taken away.**

These are recorded using the dojo online application and this is always be open in class ready for use. Parents are invited to link to this system, to enable them to view their child's behaviour points and any areas for development.

Each Friday, we hold a Star Assembly. During this assembly two children from each class are awarded with a Red Lane Star certificate. These are linked to our Rights Respecting Values, the current SEAL theme and learning. Four children from each class are also awarded weekly Dojo

awards certificates. Children are also awarded Bronze, Silver and Gold awards, as outlined below.

The dojo points are totalled on an ongoing basis by the online application so that children can achieve their Bronze Silver and Gold awards. These are for children who have collected:

100 points- Bronze
200 points- Silver
300 points- Gold
500 points- Headteacher's Award

When all children in a class have received a bronze award then the class receive a whole class reward.

Whilst the Class Dojo Reward system forms the basis of our whole school approach, we recognise that individual classes may want to run individual schemes to reinforce positive behaviour e.g. raffle ticket system or cubes in a tub. We recognise that any scheme only really works for six weeks, so for some children these additional schemes are required.

Throughout the year, each child receives at least one postcard home to celebrate achievements linked to Rights Respecting Learning or Behaviour. A record of these are kept by the class teacher. (Appendix 3)

House Teams

In Key Stage 2, each child is allocated to a House Team. When children receive an award in Star Assembly e.g. Red Lane Star, Passport band they receive a point for their team, which is recorded. At the end of each Star Assembly, the winning house for that week is announced and the House Team display in the hall is updated.

At the end of each half term, the winning team is announced and they receive an award e.g. afternoon of rounders, cinema experience and will be led by the prefects linked to the house team and support staff.

Additional termly House events are also held to earn extra bonus points for the teams.

The House Teams are linked to the science curriculum. They are named after the key scientists and inventors which are covered during KS2. These are Anning, Darwin, Galileo and Newton.

Creating Responsible Citizens

In Key Stages 1 and 2, children are given the opportunity to become a member of the School Council. They are chosen by their class, using a democratic approach, for being a responsible, rights respecting member of their group. It is explained to all why the children have school council status.

In Year 6, some children have the opportunity to become a Prefect or Reading Buddy/Peer Mentor (Years 5 and 6). They apply for the post and prospective prefects are interviewed. They have to demonstrate high levels of rights respecting to be successful in the application for their role. Prefects are awarded their role in an assembly and are allocated specific responsibilities which are explained to children. Some prefects are linked to the School Council and have

specific responsibilities linked to this. Peer Mentors and Reading Buddies undergo additional training and apply for the role for a minimum of a half term.

Unfortunately, if any child misbehaves their status as a Prefect or School Council Representative can be withdrawn and the child has to earn this responsibility back.

Consequences for when the positive approach doesn't work

At Red Lane, we believe that everyone is accountable for his or her behaviour and by planning consequences we take away the emotional aspect that can cloud our judgement in the heat of the moment.

We recognise that consequences need to be in proportion to the misbehaviour and that **consistency is crucial**.

If a child has to be reminded about appropriate behaviour they will receive a POLITE REMINDER explaining that their behaviour may be preventing others from having their rights that are included in the Class Charter. They may then be given a further warning reminding them of expectations. If behaviour continues they will be given a copy of their class charter to look at in the thinking area, where they will reflect on their actions. The class teacher will follow up the thinking time with the child as soon as possible when the child has completed the thinking book. It should be a constructive discussion, outlining what the child must do to return to "Green" and what the next consequence will be, should the behaviour continue.

	Consequence
1 st Consequence	Polite Reminder with reference to the Class Charter and the Four School Rules
2 nd Consequence	1 st warning with reference to the Class Charter and the Four School Rules
3 rd Consequence	Thinking Spot for reflection on the rights from the class charter and rules that were broken- thinking book completed. Discussion with an adult- how we can make the situation right.
4 th Consequence	Exit from class to a specific member of staff-logged onto CPOMs
5 th Consequence	Further exits in one day- parent contacted- logged on CPOMs

Between each of these consequences staff use a variety of de escalation strategies in order to avoid children progressing further through these consequences. (Appendix 4) The warning system is restarted after each register and do not carry over- each session is a fresh start.

These steps are followed during all parts of the school day (excluding lunchtime) including enrichment. During enrichment, a separate thinking book is signed and these are situated in the Unit Leaders' classrooms. If an exit is required during enrichment, then Y3/5 will spend time with the Y4/6 Lead and Y4/6 will spend time with the Y3/5 Lead.

Deferred consequences

It is important to apply the right type of consequence; either immediate or deferred. This allows staff to retain a cool head and all to retain dignity.

Say to the child " I will see you at the end of the lesson" if they refuse to follow your direction.

The language of choice is useful here- using phrases such as “If you choose not to follow instructions then you will be choosing to....”

It is worth noting that there are some behaviours that warrant an immediate exit from class or a staff help call:

- Violent behaviour that cannot be contained within the classroom
- A child that runs away from school

Where a child’s behaviour continues to cause a concern, number of steps are implemented and are below.

1. If more than two exits happen within 1 week then the class teacher speaks to the child’s parents and records on CPOMs as an action after the second exit. Further exits at this point are referred to the AHTs who will consider an internal exclusion at this point for half a day.
2. If a child refuses a sanction at the time, the class teacher retains control of the situation by using the language of choice- if you choose not to _____ then you will be choosing to stay in with me at break. This is then recorded in the same way as an exit.
3. If a unit leader is concerned by the volume of exits occurring (if there is more than three from one class in one week) , then they should speak to the classteacher as part of the outcome to discuss strategies being used in class. The outcome of this conversation should be recorded and a copy sent to the behaviour lead via email.
4. If there are extreme behaviours or more than three exits within a week after the reflective meeting with a unit lead, a member of the SLT will observe the child’s behaviour in class with a view to offering advice and support. At this point it may be appropriate for the child to have a graduated response plan.
5. Wherever possible, restorative practice should be used so that the child can see how their behaviour can impact on others. This should also contain the discussion about how a child can return to Green on the traffic light system.
6. If the behaviour doesn’t alter the teachers discuss the incidents with the SLT who contacts the parents and the child could go on report (praise book).
7. Following the report, if no improvements towards targets are made, a parental consultation with the AHT/HOS and classteacher is triggered.
8. If behaviour still continues to cause concern then a referral to behaviour support will be considered. (Level 3/ exclusion)
9. Where pupils do not respond to behaviour support strategies and are constantly violent and exhibit aggressive behaviour, exclusions will follow; either fixed term or permanent. See also section on physical intervention.

Levelling Behaviour

Further to training provided by behaviour support, children are each levelled on their behaviour once per term to identify issues and provide support and intervention when needed. At this time, a drop in is provided to support staff with this process, which all staff are to attend.

Level	Observed behaviours	Interventions
1	<ul style="list-style-type: none"> Not on task Disrupting another child; chatting in class Distraction Interruption Answering back Not taking instruction Telling lies or getting others in trouble Verbal abuse, minor bad language Unsafe movement around classroom/ school Unsafe behaviour Careless damage Destruction of property Playtime incident Repeated entry into thinking time book (3+ time in a half term) Occasional exit from class(no more than once in a half term) Occasional yellow card at lunch 	<p>Children who are identified as a Level 1 will have a concern form completed, highlighting the key difficulties and interventions that will be implemented to address these issues.</p> <p>These are signed by parents</p>
2	<ul style="list-style-type: none"> Deliberate incomplete tasks Refusal to work Leaving lesson without consent Defiance Deliberate destruction of others' work Minor vandalism Stealing/ intent to steal Direct verbal/ racial abuse Threatening behaviour Isolated acts of violence Bullying/ persistent name calling Repeated yellow cards at lunch with occasional red card Repeated exits from class (2+ in a half term) 	<p>Teachers need to speak to parents if a child exhibits these behaviours as parents will want to know.</p> <p>Children who are highlighted as a Level 2 (or repeated Level 1) will have a Learning Plan completed outlining specific targets and support mechanisms. These will be signed by parents.</p>
3	<ul style="list-style-type: none"> Major disruption of class activity Vandalism of school and/ or buildings Stealing or intent to steal (persistent) Repeated incidents of bullying Persistent bad language and verbal/racial abuse Violent hitting, kicking and fighting Aggressive violent behaviour causing deliberate injury Abuse/ threatening behaviour towards staff/ parents Dangerous refusal to obey instruction Leaving school premises without consent Repeated exits from class 	<p>Level 3 behaviours are isolated.</p> <p>These children will have a Learning Plan and will need a positive handling individual behaviour plan.</p> <p>Children will have been assessed using the Boxhall profile.</p> <p>Parents will be heavily involved and there will have been a referral to behaviour support and possible referral to the Forward Centre.</p> <p>At this level, school will be looking at alternatives to permanent exclusion and fixed term exclusions may be necessary.</p>

As part of their Learning Plans, identified children may need extra incentives in addition to the whole school Dojo approach. Children may require an additional sticker chart or extra provision to encourage positive behaviour choices.

Physical Intervention

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. Children who are deemed at risk of violent outbursts or of putting themselves in unsafe situations, will have a Positive Handling Plan and Risk Assessment completed. (Appendices 9 and 10)

However, there may be situations where an unexpected response occurs that is likely to result in one of the following:

- Injury to a person
- Serious damage to property
- Serious breakdown of discipline

In these situations it may be necessary to use force to prevent the injury or serious damage to property. However, any use of force must only be by those authorised by the Executive Headteacher or Head of School and must comply with the above Dept for Education documents, this policy, the LA policy and behaviour support plans, and any other relevant school policies.

Authorised Staff

Staff will only be authorised by the Headteacher if they have completed a course of training that has been:

- Approved by the Governing Body.
- Considered and supported by the Local Education Authority.
- Considered and supported by Health and Social Services.
- Approved by the British Institute of Learning Difficulties.

The following training methods are currently acceptable.

- Team Teach Training.

Any staff who are unable to assist in emergency situations should advise the behaviour lead. (e.g. physical injuries, pregnancy etc)

Further information on reporting and monitoring is available and must be completed the same day.

Items that are not permitted in school

The following items are banned from school:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned:
 - mobile phones and tablets
 - audio recording devices
 - cameras

Searching pupils

With consent

Staff can search pupils with their consent for any item. The consent does not have to be in writing. If they suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can punish the pupil in accordance with their school policy.

Without consent

The Head of School or a member of staff authorised by the Head of School can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

Members of staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or notice a pupil behaving in a suspicious manner. The school can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the pupil.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the pupil e.g. on school trips in England or in training settings.

Pupils can only be required to remove 'outer clothing'. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes hats, shoes, boots, gloves and scarves. The power to search without consent permits a personal search involving the removal of outer clothing and searching of pockets. Staff cannot carry out an intimate search; this can only be carried out by the police.

A pupil's possessions will only be searched with the pupil and another member of staff present unless there is a risk of serious harm to a person if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff. 'Possessions' mean any goods over which the pupil has or appears to have control including desks, lockers and bags.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

[Section 91 Education and Inspections Act 2006](#) gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

Items confiscated pursuant to a 'with consent' search.

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

Items confiscated pursuant to a 'without consent' search.

A member of staff can seize anything that they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Alcohol

Any alcohol that is found may be kept or disposed of as the school considers appropriate but must not be returned to the pupil. Any controlled drugs found should be given to the police as soon as possible but can be disposed of if there is good reason to do so. Any other substances which, whilst not controlled drugs, are believed to be harmful or detrimental to good order or discipline, can be confiscated.

Stolen goods

Stolen items must be given to the police as soon as reasonably practicable although they can be returned to the owner (or kept or disposed of if returning them to the owner is not practicable) if there is a good reason to do so.

Tobacco, cigarette papers or fireworks

Tobacco, cigarette papers or fireworks may be kept or disposed of but should not be returned to the pupil.

Pornographic material

Any pornographic image may be destroyed unless its possession constitutes a specific offence in which case it must be given to the police as soon as reasonably practicable (images found on a mobile phone/tablet can be deleted unless it is necessary to pass them to the police).

Weapons

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Other items

Any item that has been or could be used to commit an offence, harm someone or damage property may be given to the police.

Any item which is banned under school rules can be dealt with as the member of staff in their professional judgment thinks fit.

What powers does a school have to examine electronic devices?

If an electronic device is found, the member of staff may examine any data or files on the device if they think there is good reason to do so.

Following an examination, if staff have decided to return, keep or dispose of the device, they may erase any data or files if they consider there is a good reason to do so. When determining a 'good reason' to examine or erase the data or files, staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break school rules.

Whenever inappropriate material is found, it is for the member of staff to decide if the material should be deleted, kept as evidence of an offence/ breach of school rules or passed to the police. Staff should take into account any guidance provided by the school policies.

Is there a duty to inform parents about a search?

There is no obligation on schools to inform or seek the consent of parents before a search. It is good practice for schools to inform a pupil's parents/guardians where alcohol, illegal or harmful substances are found, although there is no legal requirement to do so.

Schools do not have to make or keep a record of a search. Any complaints about screening or searching should be dealt with through the normal school complaints procedure.

