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### Right Respecting Behaviour Policy

Version	Date created/amended	Completed / approved By	Remarks
V1.1	June 2015	Teaching Team, SENCo, Learning Mentor, Deputy Head, Head Teacher	
V1.2	June 2016	Teaching Team, SENCo, Learning Mentor, Deputy Head, Head Teacher	Now reflects Rights Respecting Award Status

This policy should be taken and used as part of St John's Church of England VC Infants School and Jumping Johns Nursery's overall strategy and implemented within the context of our vision, instrument of government aims and values as a church of England School.

# Rights Respecting Behaviour Policy

## Our Aims and expectations

St John's Infant School is working towards becoming a Rights Respecting School, based upon 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 all children should grow up aware of these rights and respecting these rights for themselves and for others.

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. It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

## Our Rationale

Children need to know and understand the boundaries of acceptable behaviour in order to be happy and reach their full potential.

## Our Main Purpose is:

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 every child is heard, as behaviour is a form of communication,
- ensure that every child is aware of their rights and responsibilities and will have helped to produce the School 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, from Breakfast Club to After School clubs
- 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)

## **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

### **KS1**

- 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 School 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.

## **WHAT SCHOOL EXPECTS OF PARENT/ CARERS**

- To support the school in its Behaviour Policy.
- To talk to their children about the school expectations of learning and behaviour.
- To give specific praise when children do well at school and share with us any achievements outside of school,
- Take part in opportunities to celebrate success,
- To work with school if there are any concerns about their child's behaviour in school, working together can quickly make a difference,
- To encourage children to discuss problems and accept help when needed.
- To attend parents' evenings 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 school.
- To ensure that your child attends school regularly and on time.

## How do we promote good behaviour?

We believe that praise is the most powerful tool in promoting and maintaining high standards of behaviour. All staff know that positive actions are more effective than negative ones and will take every opportunity to recognise, praise and/or reward good behaviour. All praise is given in a specific rather than a general manner, eg, 'I really liked the way you walked down the corridor,' rather than, 'Good boy, well done.'

We are committed to recognising and promoting good behaviour. This involves noticing it, commenting upon it and sharing it with others; such as:

'Look how well (name of child) is putting the things away.'

'Well done (name of child) for lining up so quietly and sensibly.'

'Thank you (name of child) for saying excuse me and for not pushing past.'

'Well done Owls Class - you are all being good listeners today.'

Each teacher will write down the names of children who have been particularly good learners, well behaved or helpful during the week into our 'Golden Assembly Book' and the names are announced in our 'Golden Assembly'. The parents of the children who are chosen are invited to the assembly to see their children receive their award.

## Talking things through

We talk with the children either individually, in a group or as a whole class about concerns over behaviour. The class will engage in discussion about types of behaviour which are causing difficulty for an individual child or group of children. Teachers and often our Learning Mentors, use these discussion times to teach children specific strategies for problem solving and managing conflict.

It is important that both children and adults show that there is respect for each other. Which can be fostered by the use of language.

We say:

'When you are here we.....'

'Here at school we.....'

'You have chosen to.....'

After a request, we finish off with 'Thank you' instead of 'Please' which implies an expectation of co-operation.

## Raising self-esteem

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Recognising and using individual strengths, abilities and skills.
- Making time to relax with and listen to individuals
- Ensuring that 'wrong choices' /mistakes, are dealt with and then forgotten
- Noticing and responding to a child in difficulty or with a difficulty

- Making sure all children are well cared for, safe and secure in school
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising when we make mistakes
- Planning group and class activities designed to promote self-esteem

## **Restorative Approaches**

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

## **The Role of the Learning Mentors**

At St John's, we have two Learning Mentors who are available to support children in overcoming barriers to their learning so they can achieve their full potential. Our Nurture Group, which runs every afternoon, offers a safe and calm environment where children can feel successful and good relationships are fostered. We recognise that we need to start from each child's previous knowledge and experience, and then build upon this foundation so as to ensure that all children are supported in a way that is right for them.

## **What kind of behaviour is not acceptable?**

Examples might be:

- Name calling including any racist, cultural, religious or disability name-calling
- Deliberate acts of aggression
- Destroying property
- Swearing or using offensive language
- Intentionally stopping others from learning or interfering with others' learning
- Refusing to follow a reasonable instruction

If a child's behaviour is proving to be a problem for themselves and for others we will take measures to observe and record the behaviour patterns in order to have an accurate and realistic picture of the problem. This will help to identify the reasons for the behaviour and possible solutions.

## What kind of Rewards and Sanctions do we use?

We believe that praise is the most powerful tool in maintaining high standards of behaviour. Therefore all children who behave well and appropriately are praised, even for the smallest of actions. Praise is freely given and is targeted to actions.

We praise and reward children in a variety of ways:

- Verbal praise.
- Golden Assembly.
- Stickers, stars and certificates.
- Sharing with another class or adult.
- Individual or class reward schemes.
- Sharing with families

All of these rewards are used according to the age, individual need and preference of the child/ren.

Sanctions:

When necessary we use the following sanctions:

- Verbal reprimand and reminder of appropriate behaviour
- Withdrawal from the group or the room for reflection for a few minutes
- Withdrawal from the class for a longer period of time
- Referral to another member of staff
- Loss of playtime
- Writing a letter of apology
- Asking the child to make up for wasted time. (eg. finishing learning at playtime)
- Meeting with parents

## 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 Pastoral Support Plan (PSP) will be put in place to support the child and so prevent an exclusion. Where a PSP is needed, school will work closely with parent/carers and Parent Family Support Advisor to prevent a possible exclusion.

The Pastoral 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.
- 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 SENCO to ensure progress is being made
- therapeutic intervention may form part of this process, as will rewards for achieving targets

- 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.

## Fixed Term and Permanent Exclusions

Very rarely it may be necessary to exclude a child. Exclusion from school may be for a fixed period, e.g. 3 days, or permanent. Parents are always notified of the reason for and the length of an exclusion, and have the right to appeal against the exclusion to the governing body.

The Head-teacher is responsible for decisions regarding exclusion from school.

A child who has been excluded for a period will be brought into school by their parent/carer to attend a re-integration meeting with the Head-teacher. The child will then be able to re-join the class.

The adults in the class will use their professional judgements as to when the consequence table will be implemented, dependent on the nature of the behavioural incidence.

	Consequence	Staff
1 <sup>st</sup> consequence	10 minutes slot in an agreed place, reflection discussion between child and teacher	Class teacher
2 <sup>nd</sup> consequence	Target / reward chart set up to support class charter/ appropriate behaviours, discussion with Parent/Carer	Class teacher
3 <sup>rd</sup> consequence	Letter to Parent/Carer for a meeting to discuss support already offered and next steps, possibly internal exclusion	Class teacher Deputy head
4 <sup>th</sup> consequence	Letter sent and meeting with Parent/Carer and Headteacher to discuss the possibility of external fixed term exclusion and setting up of PSP. Child identified as requiring specific support by SENCO for behaviour	Class teacher, Headteacher, SENCO
5 <sup>th</sup> consequence	Parents to meet with Headteacher to discuss a way forward for the child which could include a permanent exclusion.	Class teacher Headteacher

## Physical Intervention

Staff only intervene physically, if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. The emphasis is always on preventative measures; environmental management, diffusion and de-escalation.

## **Monitoring**

The Head teacher and SENCO monitor the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes the recommendations for further improvements.

The Head teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every year. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Date:**

