



Templemoor Infant and Nursery School Rights Respecting Behaviour Policy



This policy has been developed following extensive consultation with children, parents, governors, teachers and support staff. Its procedures are designed to provide a consistent approach and clear understanding of behavioural expectations at our school. It reflects our commitment to the pastoral care and welfare of pupils.



Policy Adopted	Thursday 10 th October 2019
Committee	Teaching, Learning and Achievement Committee
Last Reviewed	Not Applicable
Next Review Date	10 th October 2020



Templemoor Infant and Nursery School

Rights Respecting Behaviour Policy

Introduction

The children, staff and governors are proud that Templemoor Infant and Nursery School is a UNICEF Silver 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 Templemoor Infant and Nursery School, both adults and pupils. It has been written following consultations with staff, pupils and parents 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 behaviour policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

Aims

Through this policy we will:

- Create an ethos of good behaviour in school where children are happy, secure and safe.
- Ensure that children are treated with dignity* at all times.
- Treat every child as an individual.
- Ensure that all children have a voice and the right to be heard.
- Promote, encourage and support the highest quality learning as the central purpose of our school and as an enjoyable life-long activity.
- Provide a stimulating, exciting indoor and outdoor environment and curriculum and excellent creative teaching in an atmosphere where everyone feels valued and safe, ideas can flourish and children can realise their full potential.
- Provide a caring, nurturing environment, one in which children are encouraged to develop self-discipline, self-control and respect.
- Build a school community where there is equality, and where children are developing responsible behaviours through respecting their rights and those of others.
- Recognise and celebrate all of our individual and collective achievements.
- Ensure that every child is aware of their rights and will have contributed to produce their class charter.
- Expect exemplary behaviour to be modelled by all adults in and around the school.
- Work in partnership with parents and carers in supporting children's social and emotional well-being.

* Treating children with dignity means treating them the way we'd like to be treated ourselves. The children at Templemoor have defined dignity as treating children fairly, with respect, nicely, equally, honestly (they want adults to tell the truth), and above all to treat them in a way that keeps them safe.

We have adopted a whole school approach in the belief that consistency and fairness is the key to fulfilling our aims.

The needs of children

At Templemoor 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.

Templemoor Learning Powers

Our school super learners help children when thinking about the qualities of a good person and being a good learner and they link very closely with the school Rights Respecting and Growth Mindset ethos.

Tough Tortoise – Helps us to persevere and to keep going.

Resourceful Squirrel – Helps us to try to find things out for ourselves and makes good use of the resources around us to support our learning.

Safe Spike – Helps us to know how to keep ourselves safe.

Healthy Henry – Helps us make the right choices with our food and exercise and NOT forgetting our mental state of mind.

Wise Owl – Helps us to think carefully about how to overcome obstacles in our learning.

Respectful Raccoon – Helps us with being respectful towards others at all times.

The Class Charter

All members of our school community have roles and responsibilities in promoting a rights respecting environment. Within each class this is supported by the creation of a Class Charter. A Charter aims to establish and build shared values and relationships for creating a rights respecting ethos in the classroom and across the school context. Each Charter is created by the children and staff within the class when actions are agreed for children as Rights Holders and adults as Duty Bearers. The children and adults based in that class sign the Charter to show their agreement. Class Charters are created and displayed in the classroom within the first three weeks of each new academic year, and are reviewed at the beginning of each new term. They are also published on our school website. Rights are unconditional but we hope that children will develop responsible behaviours through respecting their rights and those of others.

The Whole School Charter and Outdoor Charter

Our Whole School Charter and Outdoor Charter promotes a rights respecting ethos across the school and has been agreed by the whole school community including pupils, staff, parents and governors. These charters are also published on our school website. These are:

Article 12

I have the right to say what I think and to be listened to.

Article 19

I have the right to be protected from harm.

Article 24

I have the right to a clean and safe environment.

Article 24

I have the right to clean water and nutritious food.

Article 28

I have the right to learn.

Article 29

I have the right to be respected.

Article 31

I have the right to play and rest.

The Whole School Charter is displayed in all classrooms, the corridors and school hall and the Outdoor Charter is displayed outside. Both Charters act as a visual reminder for everyone working in the school environment both inside and outside.

What can children expect from staff

Adults in school are duty bearers and must ensure that children's rights are being upheld and respected.

- Children will know that they will be treated **fairly** and **consistently**. They will be listened to and expected to explain, reflect and learn from 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.
- 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.
- A Personal, Social and Health Education (PSHE) curriculum that will be used to develop core "Rights Respecting" Values and explicitly teach and explore social and emotional skills. These may take the form of Circle Time, PSHE lessons, My Happy Mind lessons or assemblies.
- To take all bullying, including (but not restricted to) sexism, racism, homophobia and abuse relating to being 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.
- 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 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 Charters, 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 and trying new approaches when needed.

- Staff must sign up to and follow the staff 'Code of Conduct'.

In order to implement these expectations, staff will be:

- Supported by peers and leaders.
- Listened to and given the 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 the school expect from Parents/ Carers?

- To support the school in its Rights Respecting 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, for example 'wow moments', swimming certificates or drama trophies.
- 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.
- 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 school regularly and on time.
- To support wider policies that can impact on behaviour such as sending children into school in full school uniform and supporting home learning.
- To ensure that children come to school ready to learn and have had a good night's sleep.

Promoting Desirable Behaviour

We believe that: desirable behaviour can be promoted through 'good practice' as outlined in the Teaching & Learning policy.

It is the responsibility of all members of the school community to manage pupil behaviour. High standards of behaviour are expected from children at Templemoor Infant and Nursery School at all times.

Good practice involves the following:

- Ensuring **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they engage, challenge and inspire all learners and meet their needs.
- Building positive, caring relationships with every child so that they feel valued, understood, safe and cared for.
- Maintaining a safe, organised and stimulating learning environment where children have access to appropriate and sufficient resources that support their learning.
- Ensuring that children know that their efforts, ideas, positive contributions, and work are valued.
- Ensuring that every child receives regular verbal praise as set out in the school 'Marking and Feedback Policy'.
- Creating opportunities for children to work alone or in a group or unsupervised by an adult, in order to develop self-discipline and independence.
- Ensuring that children have a voice, for example as being a member of the Rights Respecting School Council or Infant Leadership Team.
- Building and maintaining positive relationships with parents and carers.
- Promoting a sense of team spirit and belonging, encouraging kindness towards each other.
- Creating an atmosphere of respect for differences, whether by gender, religion, race and culture, abilities and disabilities.

- Providing a framework of rewards and sanctions which recognises teacher rewards and celebrates positive behaviour.

The Governing body will ensure that the behaviour policy designed to promote good behaviour and discipline is followed at school. They will bring to the attention of the Headteacher any measures that they consider she/he should have regard to, and offer guidance as appropriate

Children will be given the opportunity to share their views through the School Council, Rights Respecting School Council and Infant Leadership Team. Opportunities for pupils to discuss personal and social issues which may affect them will be addressed through PSHE lessons.

Rewards

Whole School rewards for positive behaviour

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. We believe that all adults must make and take opportunities to offer praise and encouragement. We believe that we should reward children for their social and academic achievements (and that rewards should be achievable by all children).

Rewards Systems

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise
- Learning power certificates and badges.
- Notes home (Nursery)
- Being sent to the Headteacher and other staff for praise
- Writing pencils
- A weekly Golden Book assembly where two children from each class are awarded with a 'Pupil of the Week' award certificate. The children then go and have a treat with the Headteacher, for example hot chocolate and marshmallows.
- Class marble jar - marbles are won by the class for whole class positive behaviour and learning. They are issued by all staff in school, and lead to what is known as a 'Marble Treat' for the whole class (e.g. 30 minutes of extra playtime, free choice activities, extra sports etc.).
- Lunchtime certificates. Each lunchtime assistant chooses one child per class each week for positive lunchtime behaviour. These certificates will be given out during Golden Book Assembly and children will eat at the Golden Table. A record will be kept of those children who have received the award.
- Reward charts. Each child in Reception to Year 2 will be issued with a Reward Chart. Teachers will give a 10p reward stamp for positive behaviour and learning. When children have reached 8 stamps (i.e. 80p), they can choose a prize or save up their stamps until they have gained 16 stamps (£1.60), 24 stamps (£2.40) or 32 stamps (£3.20). Each classroom will display a Class Reward Chart to track children's progress.
- Stamps in books.
- Special responsibilities/privileges (for example being a register monitor or a milk monitor).
- Engaging with parents before or after school.
- Children are encouraged to bring in 'out of school' achievements to show to others, certificates, medals, cups, trophies etc. (Monday assembly).

Rewards must never be taken away

Consequences for when the positive approach doesn't work

Sometimes children may need a consequence in the event of poor behaviour. This may be a simple reminder or warning, a short spell away from the group (this will never be unsupervised) or missing a short section of their playtime. On occasion they may need to visit the Deputy Headteacher or the Headteacher. The Deputy Headteacher or Headteacher may contact parents if this is appropriate. Individual Behaviour Plans may be created when required. In the case of repeated behaviour incidents, bullying or a racist incident parents/carers will be involved.

The following consequences for poor behaviour are inappropriate and unacceptable:

- Any physical contact that could be construed as harmful.
- Any practice which might put the child's safety or welfare at risk.
- Verbal abuse.
- Sending a child into an area which is unsupervised.
- Any actions which humiliate.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy
- Positive Handling Policy
- E Safety Policy
- Staff Code of Conduct

APPENDIX 1:

School Procedures (Children)

Children should:-

Walk around school in an orderly way. When going to and from assembly they should walk quietly.

Stop and listen immediately when:

- hearing the continuous fire bell.
- the command 'STOP' is used inside (children to raise both empty hands and look at the adult)
- a whistle is blown outside (except when a continuous whistle is blown for in evacuation).

PLAYGROUND

Children should:

- play on the playground, unless they have been given permission to go on the grass.
- walk or stand still when eating fruit and use the compost bins.
- Not play around the scooter rack.
- Not play on the classroom ramps or railings.
- stop and listen immediately when a whistle is blown, climbing down from logs and tyres and coming out of bushes (except when a continuous whistle is blown for in evacuation).
- walk to their class door and line up as instructed by the teacher on duty.

REGISTRATION

Children should:

- sit quietly,
- respond to their name being called by saying "yes Mrs/Mr....."

AT THE END OF THE SCHOOL DAY

At the end of the day children should:

- collect all their belongings – coats, bags, water bottles etc.,
- leave the building/premises in an orderly manner,

(If children are going to After School Clubs their names will be in a plastic wallet hanging on the door. Teachers will ask these children to sit together and wait quietly to be collected by a member of staff).

WET PLAY TIMES

Children must stay in their own classrooms – Teachers will provide a variety of 'things to do' and stay with the children.

Teaching Assistants on duty that day will ensure that all Teachers have a drink and a 'comfort break.'