

INTENT

We believe that our vision relies on the school being able to establish whole school cultures that promote mutual respect amongst us all; makes us feel safe in all situations and induces a lifelong love of learning.

We believe that our Rights Respecting Behaviour Policy is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of us all.

Valewood Primary School is a values-led, Rights Respecting School. Our values underpin our whole community's purpose and we always have the best interests of the child at the heart of everything we do.

Our Valewood Values:

At Valewood, we believe that children are at the heart of everything we do.

We believe in equality and diversity. We....

V – VALUE personal strengths

A – ASPIRE to reach our potential

L – LOVE learning and love challenges

U – UNDERSTAND one another

E – ENJOY what we do which helps us

S – SUCCEED in school and beyond

Valewood Primary School...where we bring out the best in everyone!

We believe that through these values we are able to ensure our commitment to UNCRC Rights Respecting School's work that forms the basis of whole school policies and practices to ensure that all the children's rights are an integral part of everyday life for all our children at Valewood Primary School.

After consultation with all stakeholders, these rights, in particular, will build a Whole School Charter where the Rights Holders and Duty Bearers will show their respect and commitment to the UNCRC and to encourage all children to learn, work and play together to maintain this rights respecting ethos.

Articles that underpin our Whole School Charter:

- The right to be listened to A12.
- The right to be safe A19.
- The right to be healthy A24.
- The right to an education A28.
- The right to become the best we can be A29.
- The right to relax and play A31.
- The right to be treated fairly A37.
- The right to be free from harm A19
- The right to privacy A16

We believe that, through our Rights Respecting Behaviour Policy, all our children will grow up aware of their rights and will learn to respect these rights for themselves and for others. Being a values-led and 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.

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 our school's values and their need to respect their rights and will have helped to produce their Class Charter and other charters within school
 - Expect good behaviour to be modelled by all adults in the school
 - Expect everyone to take pride in our school, class, learning, environment and their relationships with peers and colleagues
 - Expect all duty bearers 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 we can 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/carers in supporting positive behaviour
 - Work in partnership with parent/carers in supporting children's social and emotional development
 - Demonstrate that discipline in school must respect children's human dignity (Article 28)
 - Ensure that all staff and children develop a sense of responsibility with how they act and what they say.
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IMPLEMENTATION

What children can expect of staff to promote behaviour for respect

- 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 get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school. Therefore, children will always have the opportunity to repair any harm caused by reflecting on their behaviour.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide a comprehensive PSHCE curriculum that will be used to develop self-awareness (through our Zones of Regulation approach) as well as an awareness of others; self-reflection and self-esteem.
- To take all bullying, sexism, racism and homophobia very 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 which results in an imbalance of power; is repeated over a period of time and 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 adults in school expect of children to promote behaviour for respect

- To treat everyone within the school community with respect and consider their rights: as learners, children, teachers and adults.
- To follow the whole school Rights Respecting Behaviour Policy, Whole School Charter, personalised Class Charters 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 to understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.

Rewards & Consequences

Good behaviour is rewarded and praised at Valewood Primary School. We actively look for good behaviour and praise and reward children for this in a variety of ways; recognising that this raises pupils' sense of self-worth and their place within the school community.

We will strive to acknowledge all known efforts and achievements of children, both in and out of school.

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

Rewards for positive behaviour

- Immediate praise will be given for positive behaviours
- Visit to our Headteacher and other classes to celebrate achievements
- Staff will celebrate good behaviour through communication with parent/carers
- Class rewards (at age appropriate level) will be organised in conjunction with the children
- Class Dojo
- Half-termly Outstanding Achievement Awards: Yellow Star & Rights Respecting Citizen Award
- Letters and certificates posted home to children/parents/carers from the Headteacher.

Consequences for inappropriate behaviour

- Consequences are only given as a last resort; in most cases these can be avoided through adult support, interventions and good role modelling.
- Children will be given a clear explanation of the consequence that might happen if they continue with inappropriate behaviour.
- Children always have the opportunity to 'turn their behaviour round'.
- Consequences for our young children are immediate and relatively short; this could include reflection time in a quiet area. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done.
- If a child in the classroom has to be reminded about appropriate behaviour they will privately receive a verbal warning; that their behaviour may be preventing others from having the rights that are included in their Classroom Charter.
- If inappropriate behaviour continues, their name will be privately recorded and they will be asked to read the Class Charter to remind them of the rights of every child in their class.
- Should a child not respond positively to this and continue to behave inappropriately their name will be recorded for a second time and they will then have to complete 5 minutes reflection time.
- The class teacher will follow up the reflection time with the child as soon as possible; discussing why they received a reflection time, making clear the consequences, should inappropriate behaviour continue.
- Any child, who requires reflection time, will be recorded on the school online recording system.

- 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/carers, at the end of the day, to ensure that they are kept informed and can support their child with their behaviour.
 - When necessary personalised behaviour plans will be put in place in collaboration with the individual, the family and school team.
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IMPACT

Duty Bearers will understand and support the Rights Holders so that they will learn to live through our values by being:

- Respectful of themselves and others: **valuing** personal strengths and celebrating differences.
 - **Aspirational**: striving to be the best they can be by being ambitious in their learning and achievements.
 - Kind and friendly: looking after each other, **loving** their learning, challenges, each other and their world.
 - **Understanding** of one another: of differences and how equality and equity play an important role in the world.
 - Active learners: **enjoying** their learning in school and beyond by being inquisitive, enthusiastic and adventurous.
 - **Successful** in everything they do: persevering, being resilient and being courageous in standing up for their own and the rights of others.
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***Following Stakeholder Consultation
Reviewed January 2023***