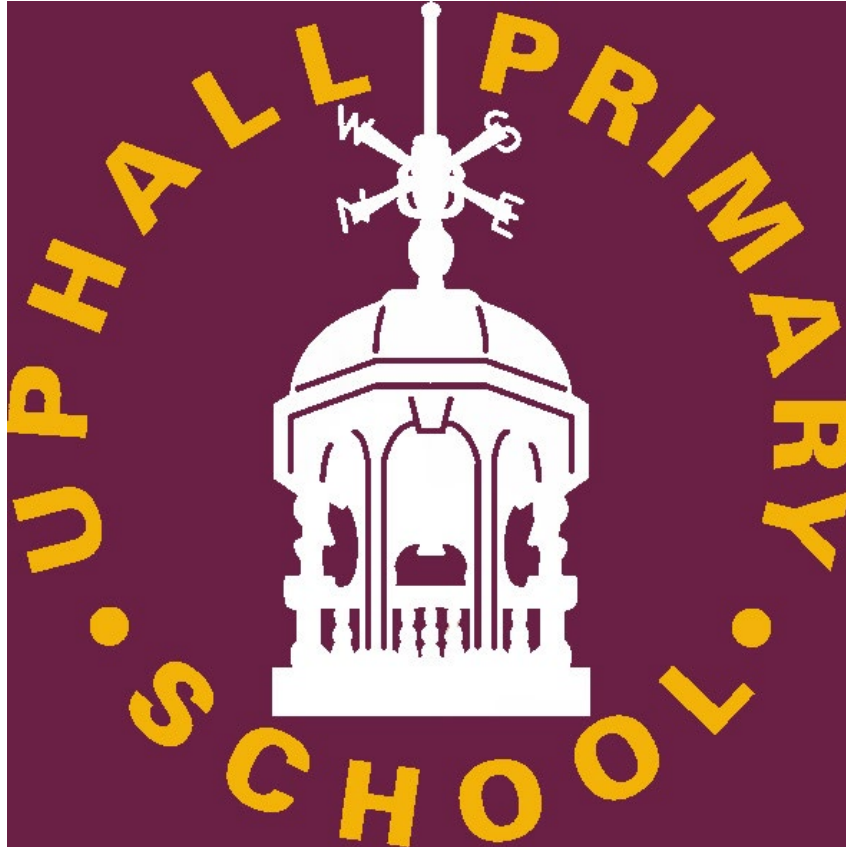


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UPHALL PRIMARY SCHOOL

RRS Behaviour for Learning Policy



Reviewed/Adopted: November 2023
Next Review Date: November 2024
Review Frequency: Annually
Reviewed By: Governing Body

Chair of Governors/Governing Body

NAME: Ayesha Khanom

SIGNATURE: _____

DATE: _____

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RRS Behaviour for Learning Policy

At Uphall Primary School, we believe that positive relationships are key to ensuring children develop positive learning behaviours and self-discipline. Our school motto is “Committed to Inclusion, Passionate about Learning” and our approach has been developed around this mission. As a Rights Respecting School, our policy is based upon clear rules, rights and responsibilities. Within our school children and adults work together to recognise and act upon the rights of the child, our local community and the wider world. We believe that by understanding their own rights, children learn to respect and value the rights of others.

Through the implementation of this policy, we will encourage our children to:

- Respect the rights of other people.
- Accept responsibility for their behaviour.
- Develop their self-esteem and self-worth.
- Build workable relationships with all stakeholders.
- Be aware of their personal safety and the safety of others.
- Begin to understand the impact of their behaviour and choices

We will achieve this by:

- Creating a learning environment conducive to the fostering of successful learning.
- Ensuring all pupils, staff and parents are aware of our Rights Respecting Policy and understand how it operates.
- The use of a values-based approach.

Children

- Pupils’ opinions and thoughts are sought, encouraged and respected in all aspects of the school’s work.
- Pupil leadership is an integral part of the school’s approach. Children are given opportunities to lead aspects of school life through a range of groups including the Rights Respecting Ambassadors.
- Pupils are encouraged to identify themselves as Global Citizens and given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Leadership

- Development as a Rights Respecting School is an integral part of strategic planning.
- All decisions are taken in the best interests of our children.
- As school policies are reviewed, links with the values and principles of the UNCRC are made explicit.
- Recruitment and induction practises reflect our Rights Respecting ethos.
- Refresher training takes place annually for all staff to ensure that knowledge and understanding remains relevant.

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Monitoring and Evaluation

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. We will continue to work together to embed Silver and our journey towards Gold.

How will we make this happen?

WITHIN EYFS

All staff will use specific praise and rewards to reinforce and celebrate positive behaviour. Staff will model positive behaviour within the environment and use language that will promote our school's Rights Respecting ethos. Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others. This learning will also be embedded through our Personal, Social and Emotional curriculum which is ongoing through daily activities which are indoor, outdoor, stories and songs. Through the year both Reception and Nursery classes will develop class charters showing the rights that they have and the things that they should do to respect these rights and the rights of others. A visual behaviour display representing a sad cloud, happy face and a rainbow signifies instant reward and sanctions and a thinking place to reflect adverse behaviour.

WITHIN KS1 AND KS2

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Within class, this is promoted by the creation of a class charter for each class throughout the school. Each charter is created by the children and staff within the class. All members sign, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

Whole School Charter

Our whole school charter reflects the principles for behaviour in the school which have been agreed by the whole school community. They currently are:

- To value our learning time (Article 28)
- To respect each other's safety by keeping our hands and feet to ourselves (Article 19)
- To listen and speak to each other with respect (Article 12)
- To respect our environment by looking after it (Article 24)
- To include everyone at all times and support each other (Article 31, 14)

This whole school charter is due to be reviewed by the RRS Steering Group during the Spring term 2023.

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What children can expect of staff

- 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 asked to share their reasons for their choices.
- 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 know they will 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 behaviour that has not met expectations will be clearly explained to the child and other strategies or solutions will be discussed so the child understands how to improve.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide Circle Time and a Personal, Social, Health, Communication and Emotional (PSHE) curriculum through RSHE that will be used to develop self- awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all forms of discrimination 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, several times on purpose (STOP).
- Consistent approach from all adults and a staff team that understand the importance of building a trusting and positive relationship between adults and children to support expected behaviour.

What adults in school expect of children

To follow the Whole School Behaviour and Class Charter and behave appropriately

Early Years

- To respond positively to boundaries that are set by staff, with support where needed.
- To listen actively.
- 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.

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KS1 and KS2

- To treat everyone within the school community with respect, dignity and to consider their rights, both as learners, teachers, adults and children.
- To know that reflections and an opportunity to learn from wrong choices 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.
- To learn and demonstrate empathy

	Opportunity to reflect	Staff
1 st opportunity to learn from behaviour	10 minutes slot in an agreed place, reflection discussion between child and teacher	Class Leader.
2 nd opportunity to learn from behaviour	Target / reward chart set up to support class charter/ appropriate behaviours, discussion with Parent/ Carer. Think about it sheet completed Logged on CPOMS	Class leader or agreed Leader that has an existing positive relationship with the child.
3 rd opportunity to learn from behaviour	Letter to Parent/Carer for an informal meeting to discuss support already offered and next steps, possibly internal exclusion Think about it sheet completed Logged on CPOMS	Class Leader Learning Leader
4 th opportunity to learn from behaviour	Letter sent (3 rd opportunity) and a formal meeting with Parent/Carer and Learning Leader to discuss next steps. Think about it sheet completed Logged on CPOMS External agencies contacted for guidance	Class Leader, Senior Learning Leader Deputy Head Learning Leader

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5 th opportunity to learn from behaviour	Parents to meet with Head Learning Leader to discuss a way forward for the child. Logged on CPOMS Individual Behavior protocol developed	Class Leader Head Learning Leader
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