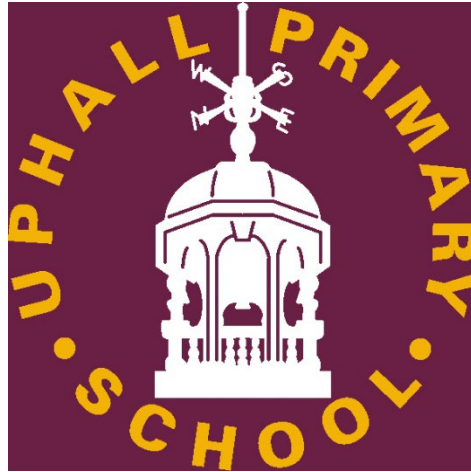


# The Thinking Schools Federation

## UPHALL PRIMARY SCHOOL

### RRS Behaviour for Learning Policy



**ARTICLE 3** *(best interests of the child)*

*The best interests of the child must be a top priority in all decisions and actions that affect children.*

**ARTICLE 28** *(right to education)*

*Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

**ARTICLE 29** *(goals of education)*

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

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:** \_\_\_\_\_

# The Thinking Schools Federation

## RRS Behaviour for Learning Policy

### RESPECT

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. Our behaviour policy is based on building effective relationships across our school community. **Relationships build our self-esteem and develop our sense of belonging. Our policy will promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.**

**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.

**This policy applies in the school building, on school trips and at all times when pupils are wearing their uniform, including travelling to and from school.**

#### **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.

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## 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.

## 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 upon 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:

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- 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.

## **Class Charters**

At the beginning of every year all classes co-construct a RRS Behaviour Chart, ensuring all children understand how their rights and responsibilities inform the class rules. This is regularly referred to throughout the year to reinforce positive learning behaviours. The power of this system of co creating rules is that it is informed by the language that all pupils can access. See stages of support in Section 8 for Consequences Chain.

## **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

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of building a trusting and positive relationship between adults and children to support expected behaviour.

- Ensuring Diversity is celebrated and valued in every classroom and all children are nurtured with equitable learning experiences.

## Senior Leadership of Behaviour and Emotional Regulation

The following staff team have responsibility for Behaviour and Mental Health and Wellbeing of all children:

- Mr W Jahedi: Lead for SEND and Inclusion
- Mrs S Hannan: Safeguarding Lead
- Mrs S Kaur: Designated Social and Emotional Health Lead
- Miss S Lotay: Deputy Safeguarding Lead and School Councillor
- Dr K Atwal: Rights Respecting Schools Lead

The joint capacity of this team means that children can access specific support pathways to help them regulate their behaviours and successfully access the curriculum. This could include:

- Referrals to SEATTS team for specialist SEND guidance
- Referrals to Behaviour and Inclusion Hub to support regulation
- Referral to counselling sessions
- 1:1 Mentoring
- Access to mental health specialists
- Parent and family support.

**Staff have annual training on the signs and impact of child on child abuse (KCSIE).**

## 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.

### KS1 and KS2

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- 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

**We have 0 tolerance of child on child abuse**

## Supporting behaviour

### Validating and supporting emotional responses

At Uphall, we want children to understand that we validate and acknowledge **all** emotions and that it is okay for them to feel whatever emotion they may be feeling. However, we also want them to understand that actions or behaviours they may display as part of a reaction to an emotion they are feeling that are against our Rights Respecting school values will still be reflected upon as mistakes.

Therefore, as part of our reflective conversations children will be asked to think about the emotions they felt at the time and consider how these affected their actions. If children are involved in several incidents whereby, they have acted on their feelings and emotions and are finding this challenging to control, they will be given the opportunity to talk to an adult and learn strategies to help them understand and further support them in managing this.

If children are displaying heightened emotions, then they will be given some time to regulate these feelings, so they are able to when ready, engage in a reflection conversation.

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## Inclusion support plans

Children who repeatedly display behaviours which are against our school values and charter will always be given the opportunity to make the right choices and learn what it means to be Rights Respecting. If they require further support to understand what is expected of them then an Inclusion Support Plan will be put in place to support the child with short term targets to be met over a specified period. A team around the child approach will be taken and the school will work closely with the child and family to ensure that the needs can be met and that support is agreed upon by all parties. The ISP will be reviewed each term.

## **Outcomes for positive and negative behaviour**

### Reminders

If a child needs to be reminded about the choices they are making, they will receive a verbal reminder of expectations. If this behaviour continues then they will receive a further verbal reminder identifying and explaining how their behaviour is not reflecting their class or whole school charter.

### Opportunity to reflect

Should a child not respond positively to these reminders and continues to make the same choices they will be asked to complete a 10-minute reflection time either within an area of their classroom or in a partner classroom. Any reflection periods will be appropriate to the **age and ability** of the child. The class teacher will follow up the reflection time with the child as soon as possible, discussing why the reflection time has taken place and reinforcing expectations. Where possible this reflection period **will not** happen during break or lunch time as we value this as a time for children to regulate their emotions which may lead to certain behaviours.

Any time a child has a reflection period, this will be recorded on CPOMS. At the end of each half term CPOMS is screened by the learning leader for that year group to identify any patterns or next steps to further support class leaders with individual children and on a whole class level.

## Required Regulation approach for PLAYTIMES and LUNCHTIMES:

1. Emotion Coaching (encourage children to identify and share their feelings, facilitate "I feel ... because... conversations")
2. Reminder of Rights and Responsibilities
3. Reminder of School values
4. Breaktime behaviour regulation support with a member of SLT.

*I am a*  *respectful*  *responsible*  *safe learner.*



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## Celebrating positive behaviour

For **all** behaviour to be supported and acknowledged it is important that we celebrate children who demonstrate the Rights Respecting school values. Each term class leaders will select one child from their class to be the Rights Respecting Citizen for the term. This child will be commended in a whole school assembly and will receive a certificate to commemorate their achievement and will be celebrated in the newsletter. Fortnightly, children will have the opportunity to take part in a commendation assembly which shares these achievements more frequently throughout the term. Daily strategies to further support positive behaviour include purposeful verbal praise and recognition and discussions with parents and carers. Children will also be awarded house points for demonstrating the school values. **Best attendance classes each week have an extra break time.**

## **Fixed Term Suspensions and Permanent Exclusions**

At Uphall we maintain a presumption against fixed-term suspensions and permanent exclusions, recognising that pupils should be in school. Continue learning, and undertake work designed to alter their behaviour. However, this sanction does remain for exceptional circumstances, such as when the safety and education of other children is at risk.

When deciding on the implementation of a fixed term suspension, the existing record of the child and the exact circumstances of the incident will be taken into account. Fixed term suspensions may be carried out across partnership school sites where it is felt to be more appropriate to the child's learning needs. All decisions on an exclusion can only be taken by the Headteacher or Associate Head Teacher.

A letter will be sent to the parent/carer on the day it is decided to implement a fixed term suspension. The letter will set out the reasons for the sanction, the date of the child's return to class, and an invitation to a re-integration meeting with the Head Learning Leader/Associate Head Learning Leader.

Similarly, at Uphall we maintain a presumption against permanent exclusions for challenging behaviours. This would be in exceptional circumstances.

If a parent or carer wishes to appeal against a permanent exclusion they would need to contact the Chair of Governors. In the case of a permanent exclusion the school would work in partnership with the Local Authority to help ensure we find a suitable alternative provision for the child in question.

## **Violent Behaviour and Physical Intervention**

Uphall Primary School will not tolerate the use of physical violence in any circumstances, regardless of provocation. We do not anticipate that there will be severe incidents of violence. However, we wish to protect children at all times and will also discourage play-fighting. If physical intervention is required, all procedures will be followed according to the Physical Intervention section of this document.



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Any member of staff seeing a physical confrontation or similar incident must:

- a. Remove children to a quiet area and keep them isolated from each other.
- b. Check whether children need medical attention.
- c. Inform a member of the Leadership Team.

The parent/carers of children involved in violent incidents should always be informed, either by telephone or in-person. The seriousness of the violent incident may lead to a fixed-term suspension.

## Physical Intervention

The Education Act 2006 enables school staff to use “such force as is reasonable in the circumstances to prevent a child from doing or continuing to do” any of the following:

- a. Hurting themselves or others (including staff)
- b. Damaging property
- c. Causing disorder (including absconding and disrupting a safe learning environment).

The use of restraint should always be a last resort. It is unlikely to be used unless one or more of the above criteria are met. Before taking action that may involve physical restraint, a member of staff should, where possible attempt to:

- a. Offer the child help. ‘How can I help you?’ followed by calm, clear instructions to the pupil as to what is required of them and encourage them to change their course of action.
- b. Warn the child as to the consequences of failure to comply, e.g “if you carry on doing that, I will have to stop you”. Whatever warning is used must not contain any threat of physical assault.
- c. Make the space safe and monitor the situation. If possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provide a witness.

When using restraint, staff must be careful to use reasonable force necessary to achieve the end goal of protecting the pupil, other pupils, or other staff members. Acceptable forms of physical intervention are set by our Team Teach Training.

Physical Intervention must always be recorded on CPOMS as soon after the event as possible. The incident must be dated, logged and shared with our Designated Safeguarding Lead.

## Staff Induction

All staff have annual training on the Behaviour Policy and Safeguarding Policy to ensure all systems, routines and expectations are understood.

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There is zero tolerance of child on child abuse. Any incidents are taken very seriously and parents are informed at every stage. If this becomes repeated, we would classify this as bullying and would follow the procedures in the Anti Bullying policy.

## **Banned Items and Searches**

The following items are noted as banned at Uphall Primary School:

- Weapons
- Alcohol
- Illegal drugs including vapes
- Stolen goods
- Tobacco products
- Fireworks
- Anything that is likely to cause injury or offence

If staff feel there is a high likelihood that a child could be carrying a banned item they will carry out a search, but must ensure the search is carried out by a staff member that is the same sex as the child with a second adult present. Parents will be informed in every case of a search.

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	Opportunity to reflect	Staff
1 <sup>st</sup> opportunity to learn from behaviour	10 minutes slot in an agreed place, reflection discussion between child and teacher	Class Leader.
2 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> opportunity to learn from behaviour	Letter sent (3 <sup>rd</sup> 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
5 <sup>th</sup> 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