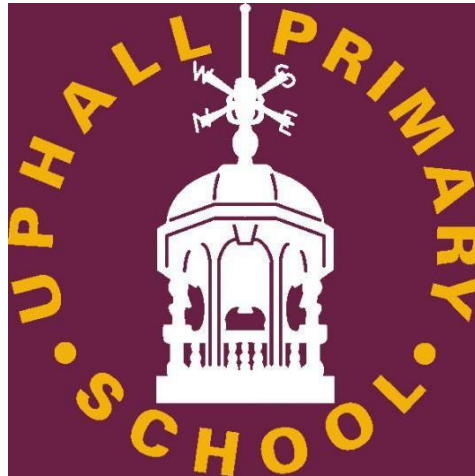


The Thinking Schools Federation

UPHALL PRIMARY SCHOOL

RRS Behaviour and Relationships 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:
Next Review Date:
Review Frequency: Annually
Reviewed By: Governing Body

Chair of Governors/Governing Body

NAME: Ayesha Khanom

SIGNATURE: _____

DATE: _____

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Members of Staff with Responsibility for Behaviour and Emotional Regulation

Dr K Atwal - Head Learning Leader- Rights Respecting School Lead

Mrs S Kaur - Director of Teaching and Learning - Responsibility for Behaviour for Learning

Ms S Lotay - Designated Mental Health Lead

Mrs S Hannan - Designated Safeguarding Lead

Mr W Jahedi - SEND Lead

Ms L Rice - Inclusion Lead

Year Group Learning Leaders (with responsibility for behaviour)

Ms Lily Rice - Learning Leader Years Nursery to Year 1

Mrs S Kaur - Learning Leader Year 2

Mrs L Matsell - Learning Leader Year 3

Mrs S Hannan - Learning Leader Years 4 & 5

Dr K Atwal - Learning Leader Year 6

Emotional Literacy Support Advisors

Ms S Lotay

Ms I Dreher



RRS Learning Behaviour Policy

Respect

Our vision is that we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives. Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting excellent behaviour in education. We believe that strong relationships build children's self-esteem which affects thinking and behaviour which in turn impacts on learning. Our policy aims to develop and promote positive focus on improving children's relationships, engagements, motivation and wellbeing. We aim to provide opportunities to the children to reflect and develop opportunities to the children to reflect and develop skills including communication, confidence, resilience and independence, and with a sense of belonging

UPHALL PRIMARY SCHOOL BEHAVIOUR PRINCIPLES

The aims of the school's Behaviour Policy are as follows:

- * to promote an awareness of everybody's individual needs, for all individuals to feel valued within the school community through nurturing relationships,
- * to promote an inclusive environment, where every child's needs including; SEND, trauma or SEMH are understood and met with reasonable adjustments.
- * to ensure that every child is aware of their rights and responsibilities and will have helped to produce their Class Charter,
- * teach children behaviour that is acceptable and appropriate; and subsequently encourage and maintain the highest standards of behaviour in children and respond to and discourage negative behaviours,
- * to expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues,
- * to expect all staff to treat children fairly, consistently and sensitively,
- * to celebrate and praise children's achievement and success,
- * to value parental support in working collaboratively to find solutions to behaviour management issues,
- * to teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- * to establish clear strategies for supporting and regulating conduct and promoting good behaviour, self-discipline self-regulation and respect, This may look different for vulnerable learners that require reasonable adjustments to support an equitable learning environment to grow and develop.
- * demonstrate that discipline in schools must respect children's human dignity (Article 28)

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.



GOLD – RIGHTS RESPECTING

To RESPECT the RIGHT to be safe

To RESPECT the RIGHT to have an education and that everyone comes to school to learn

To RESPECT the RIGHT to be an individual

To RESPECT the RIGHT to be listened to and heard

To RESPECT each other and the adults within school

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

How will we make this happen? Our Approach

WITHIN EARLY YEARS

In Early Years 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 a Personal, Social and Emotional curriculum that includes daily SEALS activities, 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

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 school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

Children will be taught the main elements of the behaviour policy (age appropriate at the beginning of every year.

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 are:

We have a right to an education and we value this by:

- being safe
- being respectful and
- ready to do our best
- **Article 28 (right to education) Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity and their rights.**

Class Charters

CLASS CHARTERS

Class charters make rights real and provide a framework for a positive environment where rights are respected, protected and promoted. Children develop a clear understanding of themselves as 'rights holders' and adults as 'duty bearers'.

At the beginning of every year all classes co-construct a RRS Behaviour Chart where the class explore and select which articles are the most relevant to them in their class context



Expectations 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 expected to explain their actions.
- * Expectations for behaviour are discussed with children in a manner appropriate to their stage of development, the behaviour policy and class charter are clearly understood and enforced.
- * 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.
- * Ensuring Diversity is celebrated and valued in every classroom and all children are nurtured with equitable learning experiences.
- * Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- * To provide Circle Time, RHE and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum that will be used to develop self-awareness (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 behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
 - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

All children have a bullying toolkit to support them in identifying bullying and the strategies used at the school. (See Anti Bullying Policy).

Senior Leadership of Behaviour and Emotional Regulation

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

- Mrs S Hannan: Designated Safeguarding Lead
- Mr W Jahedi: Lead for SEND
- Mrs S Kaur: Lead for Behaviour for Learning
- Ms S Lotay: Designated Mental Health Lead
- Dr K Atwal: Rights Respecting Schools Lead
- Ms S Lotay and Ms I Dreher: Emotional Literacy Support Advisors

Year group Learning Leaders support the behaviour and learning in their year groups (as noted on page 2).

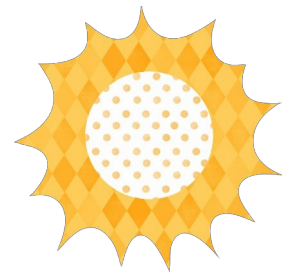
The joint capacity of this team means that children can access specific support pathways to help them regulate their behaviours and successfully access the curriculum. This could include:

- 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).

RRS is about equality and making sure everyone is treated equally and fairly. It is about respecting each other's rights and having our rights met. Leticia, Year 6





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.

We have 0 tolerance of child on child abuse

KS1 and KS2

- * 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 Class 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.
- * To take responsibility for behaviour in all communal areas of the school, online and when travelling outside of the school in school uniform.

Supporting behaviour

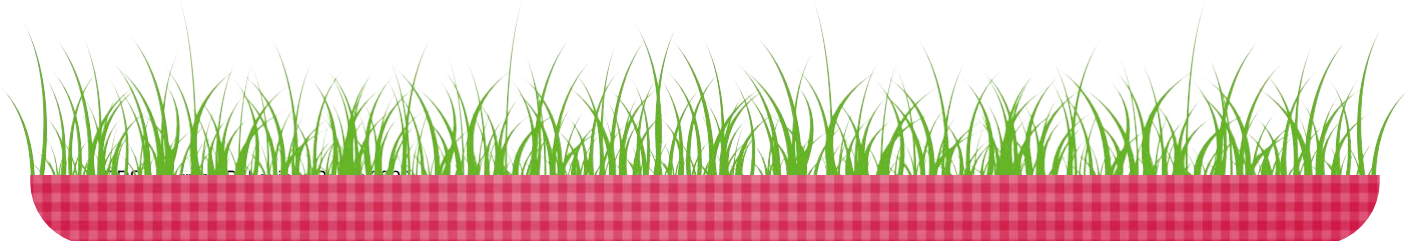
Validating and supporting emotional responses

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 conversation's children will be asked to think about the emotions they felt at the time and consider how these effected 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. Every classroom is equipped with an Emotional Regulation Zone to support the children to independently manage their emotions in a safe space.

Every classroom has a class worry box to enable children to share their worries with the teacher, in addition to the whole school worry box.



Outcomes for positive and negative behaviour

3 Step Approach

If a child needs to be reminded about the choices they are making, they will receive a verbal reminder of expectations.

1. If a child needs to be reminded about the choices they are making, they will receive a verbal reminder of expectations.
2. 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.
3. 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 with a Learning Leader. 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.

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.

Required Regulation approach for PLAYTIMES and LUNCHTIMES:

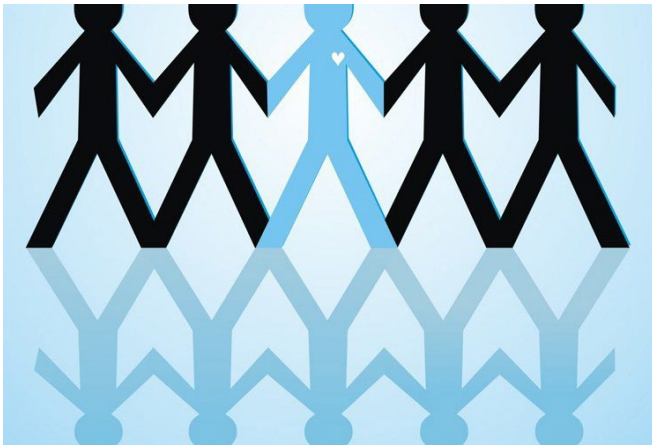
1. Emotion Coaching (encourage children to identify and share their feelings, facilitate "I feel ... because... conversations")
2. Reminder of Rights and Responsibilities
3. Reminder of School values
4. Breaktime behaviour regulation support with a member of SLT.

If children are involved in a physical fight or use abusive, derogatory language towards a peer or adult the child will immediately be taken to a Senior Member of Staff and complete a reflective conversation. The severity of the incident will determine whether there will be community service or more serious consequences, which can include suspension.



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. Excellent class behaviour at lunch times is celebrated as Lunch Time Super Start class of the week, where the class receive a trophy. Teachers are committed to making a weekly call home to at least one child per week to share excellent progress in learning and personal development.

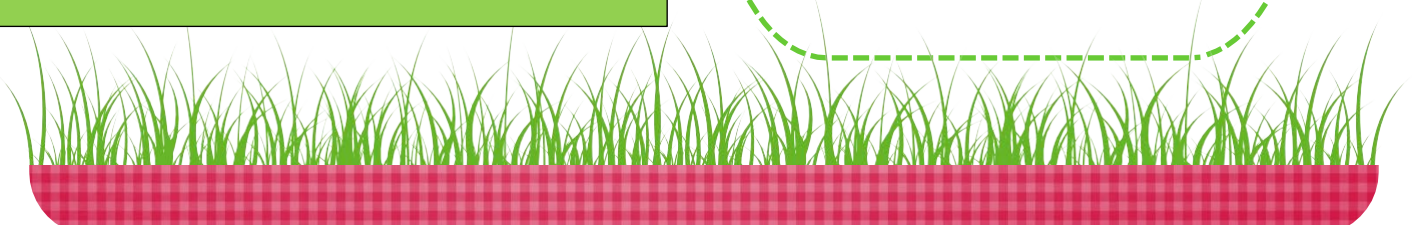


“RRS is about showing respect, care and courtesy towards anyone and everyone at any given time. It is about recognizing good deeds that spread positivity in and outside of Uphall Primary School. It makes me feel proud that we are rights respecting school that promotes us to make the world a better place with instilling these values within us”.-Aran



“RRS is all about the seven Uphall values: respect, kindness, responsibility, friendship, perseverance, empathy and justice. Uphall Primary School shines through these values that encourage others to achieve their best. These values are not only written but demonstrated through actions that influence the nature of our school. -Zoya

Children have the opportunity to become Rights Respecting Ambassadors or Wellbeing Committee Members to promote positive Behaviours for Learning and Citizenship.



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. Inclusion Support plans will always be in place before this sanction is considered.

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 Head Learning Leader or Director of Teaching and Learning.

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/Director of Teaching and Learning.

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 an 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.

The Head Learning Leader's powers to use exclusion.

Only the head learning leader can suspend or permanently exclude a pupil on disciplinary grounds.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Head Learning Leader, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Head Learning Leader must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head Learning Leader should accept that something happened if it is more likely that it happened than that it did not happen.

The Head Learning Leader will take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

Reasons and recording exclusions.

We will use our professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse relating to disability

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.

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

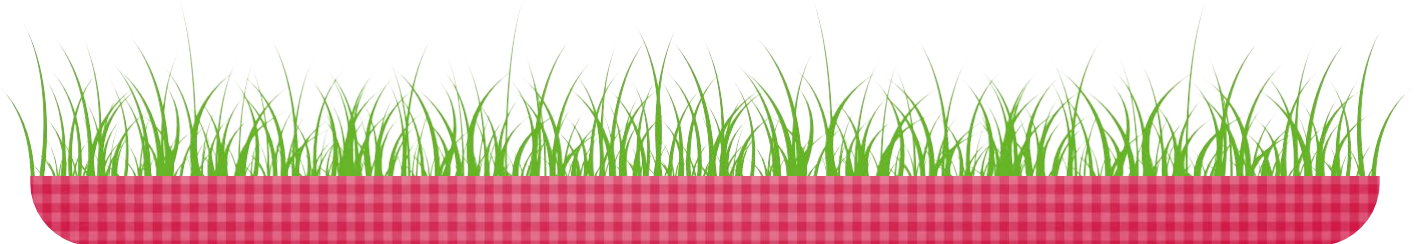
- a. Remove children to a quiet area and keep them isolated from each other.
- b. Check whether children need medical attention.
- c. Inform a member of SLT.

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.

Reasonable Force

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 Programme..

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.

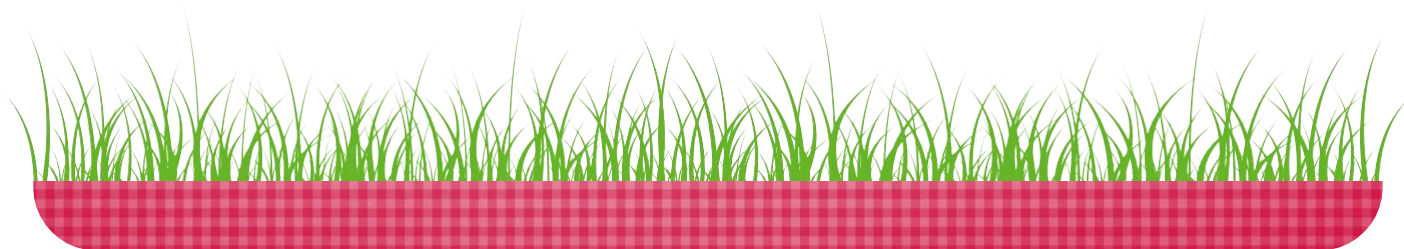
There is 0 tolerance of child on child abuse. Any incidents are taken very seriously and parents are informed at every stage. If this becomes repeated, we would classify this as bullying and would follow the procedures in the Anti Bullying policy.

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.



Mobile Phones

The use of mobile phones is prohibited in school. The Head Learning Leader, Associate Head Learning Leader or Learning Leaders, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item (mobile phone).

Stages of support

Stage	Action	By who
1	10-minute reflection followed by a discussion between the child and class leader. Follow up informal discussion with parent/carer to open home school communication.	Class leader
2	Phone call made to parent/carer to further inform them of inappropriate behaviour and inform them of next steps and expectations. This can be discussed over the phone or in a meeting.	Class leader Team leader
3	Meeting arranged with Class teacher, Learning Leader, and parent/carer to discuss support that has already been offered and next steps (inclusion support plan)	Class Leader Learning Leader
4	Meeting with Learning Leader, Director of Teaching and Learning and Parent/Carer to further review steps already taken.	Class Leader Learning Leader Director of Teaching & Learning (Mrs S Kaur)
5	Meeting with the Head Learning Leader to discuss a way forward in supporting the child with their behaviour.	Class Leader Head Learning Leader (Dr K Atwal)

Monitoring

This policy will be reviewed by the governing body every year. Throughout the year governors review data, trends and statistics to review the impact of the policy. This includes incidents of suspensions, bullying and prejudice related behaviours. The Chair of Governors is notified every time a suspension is issued.

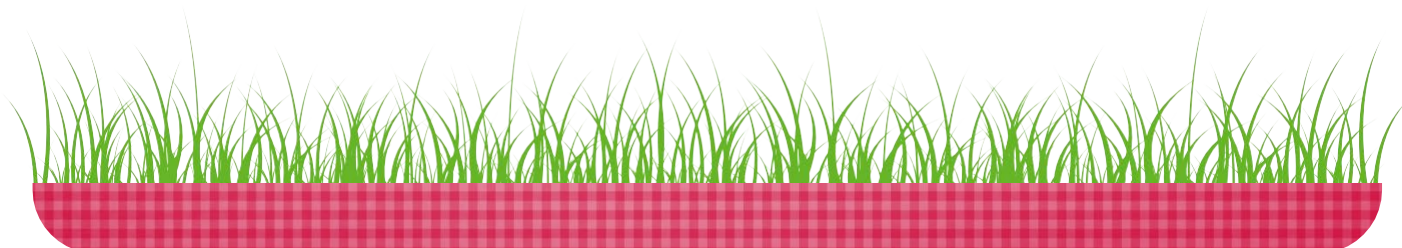
Appendix A

Behaviour examples and how to deal with them (this could be changed/added to just for staff)

Example	Potential strategy
A child is being disruptive during a whole class discussion.	<i>Ask them if they are okay. Remind them or the whole class of the expectations during this time.</i>
Two children have got into a disagreement at lunch time and have said some unkind things to each other.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel.</i>
A child has said something about another child's religion.	<i>Ensure this is recorded on CPOMS and that your Learning Leader has been informed so that this can be recorded as a racial incident.</i>
Two children have been physical with one another. They cannot agree with who started it.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel. Explain that regardless of how this started they have both made a wrong choice and will need to have a reflection period. Depending on the severity this may be an example of when immediate action may need to be taken under the guidance of a Learning Leader or Mrs Kaur.</i>

Rephrasing reflective conversations and behaviour management

Instead of using	Try using
Why did you do that?	<i>What were you feeling when you did that?</i>
Stop doing that!	<i>Are you okay?</i>
Calm down!	<i>I can see that you are feeling _____ right now. Take your time, I am here when you are ready.</i>
What did you do?	<i>Talk to me about your break/lunch time.</i>
What happened at break/lunch time today?	<i>How was your break/lunch time today?</i>
Name, stop talking!	<i>Thank you to everyone who is listening when someone else is speaking.</i>

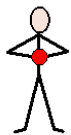




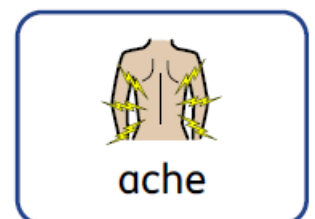
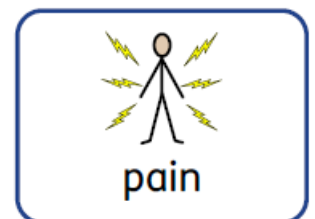
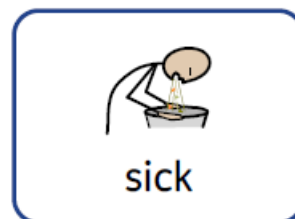
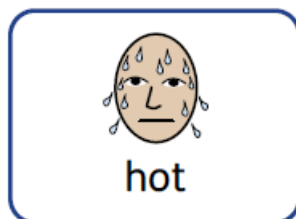
Appendix B

Behaviour Year R and 1- Think about it Sheet

1. I feel:



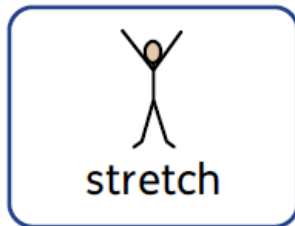
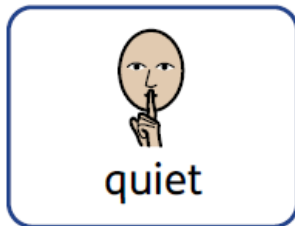
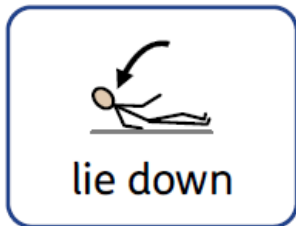
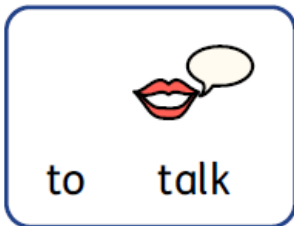
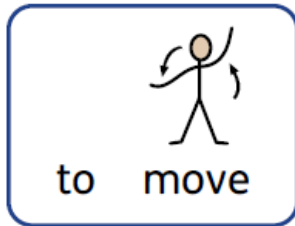
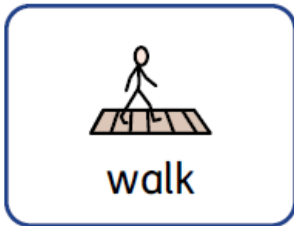
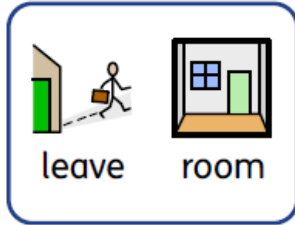
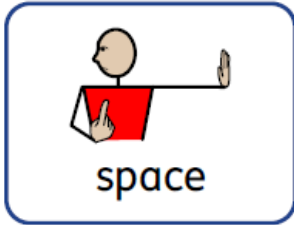
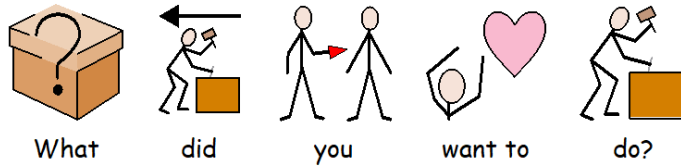
2.   
My body feels:



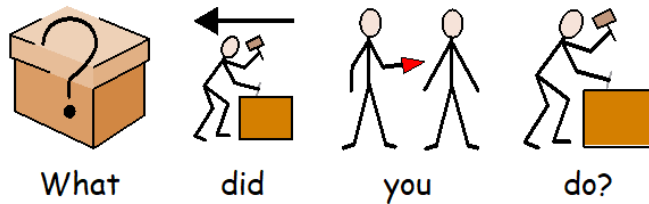

Article 28





Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.


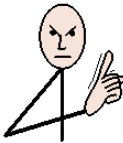



3.



4.



5.    
 What will help me?

6.     
 What should I do now?



Article 28
 Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Appendix C

Behaviour Key Stage 2 Think about it Sheet

Uphall Primary School

Behaviour Reflection Process

What Rights Respecting Value have you not followed?

-
-
-

What happened?

What happened?

Hints:
Who was involved?
What did you do?
What did other people do?

What were you thinking and feeling?



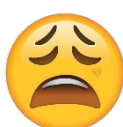
Sad



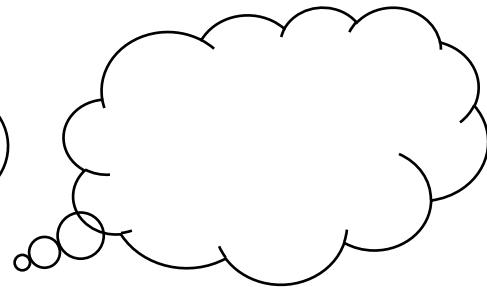
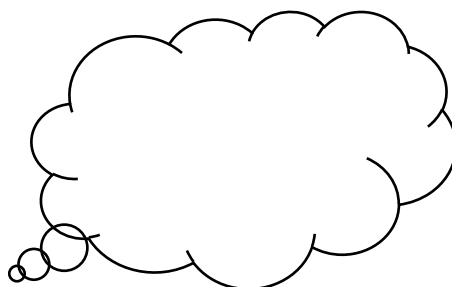
Angry



Worried



Stressed



What was the impact?

Who or what has been impacted by what's happened?

Hints:
How might the other person feel?
How would you feel?

What next?

How can you put things right?

Follow up

What learning will you take away from this?



Appendix D- Apology Letter

Dear

I am sorry for

It was wrong because

In the future I will

Please forgive me so we can go back to being friends?

From

2.

