
Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

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'Together, we believe, achieve & succeed'



Rights Respecting Behaviour Policy 2023/24

Signed: 
Date: 05.10.23
Review Date: Autumn '24



Rights Respecting School Behaviour Policy

Our Vision

At Blaenbaglan Primary School, we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We believe that education should take place in a fully inclusive environment with equal opportunities for all. Our school strives to be at the centre of the local community with positive and effective links to wider and global communities.

Our Values

*Ambition *Responsibility *Independence *Enthusiasm *Resilience

Ethos

Blaenbaglan is an English medium primary school. Through careful organisation, the school attempts to give to the children what is best in education. In all our activities we try to work as a family, where members have a sense of purpose, a sense of belonging and a feeling of being responsible to the school and to the community. We aim to provide work each day that is balanced, varied and suitable to the child's ability and development. These experiences will help each child to learn and to become self-reliant and responsible members of the community. We aim to create a happy, caring environment with an emphasis on making learning fun where positive relationships are seen as being vital to our success.

School Aims

- To create a warm, caring, happy, safe and secure environment where our children can achieve their full potential.
- To ensure that our children have access to their curriculum entitlement according to the requirements of the Curriculum for Wales. To provide our children with appropriate teaching and learning activities which cater for the individual needs and abilities.
- To help our children learn that courtesy, good manners and consideration for others are very important qualities.
- To help our children develop enquiring minds and positive attitudes to learning.
- To provide experiences that will enrich our children's education.
- To encourage parents to play a supportive role in their children's learning.
- To make school a welcoming place where children want to be.
- To equip our children with the necessary skills to prepare them for life in a complex and technological world.

At Blaenbaglan Primary School, we have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences is an integral part of successful pupil management and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and children themselves are essential in ensuring that this is understood and maintained.

We believe that through our vision, values, ethos and aims we are able to ensure our commitment to UNCRC Rights Respecting School's work and ensure that all the children's rights form part of everyday life for all our children at Blaenbaglan Primary School.

Following our duties as set out in the Equalities Act 2010 we believe that being fair is not about everyone getting the same (equality) but about everyone getting what they need. (equity)

Our School Charters

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



Blaenbaglan Whole School Charter

31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities
12	Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously
28	Every child has the right to an education no matter who they are: regardless of race, gender or disability
29	Education must develop every child's personality, talents and abilities to the full. It should help them live peacefully, protect the environment and respect other people
19	Every child has the right to be protected from being hurt or mistreated, physically or mentally
15	Every child has the right to meet with other children and join groups and <u>organisations</u>
24	Every child has the right to the best possible health care, clean water, nutritious food, and a safe environment

Children will respect this right...	We have the right...	Duty-bearers will respect this right...
<ul style="list-style-type: none"> We will be kind to others in our words and actions. We will treat other how we wish to be treated. 	<ul style="list-style-type: none"> Article 19 and 24 We have the right to be protected from being hurt and mistreated. 	<ul style="list-style-type: none"> We respect this right by teaching children how to be respectful. We listen to all children and take their views and opinions into account, helping them solve any problems.
<ul style="list-style-type: none"> We respect this right by trying our best in all that we do and respecting differences. 	<ul style="list-style-type: none"> Article 28, 29 We have the right to a good quality education and to develop our talents and abilities 	<ul style="list-style-type: none"> We respect this right by helping children learn new things that are interesting and exciting. We will praise and encourage different talents.
<ul style="list-style-type: none"> We respect this right by having a positive attitude to all that we do and making sure we do not interrupt others when they are learning. 	<ul style="list-style-type: none"> Article 29, Article 31 We have the right to learn using a range of different styles 	<ul style="list-style-type: none"> We respect this right by finding out how children learn best and providing a range of exciting learning opportunities.
<ul style="list-style-type: none"> We respect this right by listening to other people even if we don't agree and sharing our own ideas 	<ul style="list-style-type: none"> Article 12 We have the right to be listened to and to have our opinions heard. 	<ul style="list-style-type: none"> We respect this right by listening to children and acting upon what they say. We will help children see when their opinions might stop us being safe.
<ul style="list-style-type: none"> We respect this right by looking after our school and the resources in it. 	<ul style="list-style-type: none"> Article 24 We have the right to a safe and clean environment. 	<ul style="list-style-type: none"> We respect this right by keeping the school clean and providing learning equipment for children to use.
<ul style="list-style-type: none"> We respect this right by participating fully in school activities and enjoying opportunities to meet with friends, join school clubs and allow everyone to feel involved 	<ul style="list-style-type: none"> Article 15 We have the right to meet with other children and join groups and <u>organisations</u> 	<ul style="list-style-type: none"> We respect this right by encouraging children to join in with school activities. We provide them with opportunities to play with friend, develop their talents and feel part of a community/group or club.

We believe that through our Rights Respecting Behaviour Policy all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

In consultation with the children, staff, parents and governors at Blaenbaglan Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

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 a learning environment 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 the whole school values, their rights and responsibilities and will have helped to produce their Class Charter and our Whole School Charter
- expect good behaviour to be modelled by all adults in the school
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues
- expect all staff 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 have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day and encourage this to start during breakfast club and continue into afterschool club
- 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 in supporting positive behaviour
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools 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

We believe that our Rights Respecting Behaviour Policy (RRBP) is crucial in enabling the school to develop the inclusive learning environments that inspire all our children to be successful as learners, develop a high level of self-esteem and ultimately maximise their full potential, whatever this may be.

How we will make this happen

In Blaenbaglan, 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 values and 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 health and wellbeing curriculum. We develop class charters showing the rights that they have and the way they should behave to respect these rights and the rights of others. Pupil voice groups play a key role in shaping a rights-respecting environment within the school.

Whole School and Class Charters

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

What children can expect of staff to promote behaviour for respect -

- To know that they will be treated fairly and consistently
- They will be listened to and their views will be taken into consideration
- 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 and why.
- Consequences are age appropriate.
- To know that they can inform staff of how they are feeling at different points during the day – in Foundation Phase this is encouraged through visual check-ins such as the colour monster; in Key Stage 2 this is encouraged through discussions with a familiar member of staff
- To be given a chance to get their behaviour right.
- 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. For more serious breaches, children will have the opportunity to complete a reflection activity to be completed during non-teaching time (e.g. reflection time, play time, “Golden Time”). At Blaenbaglan we believe in a restorative approach to resolving conflict and staff are encouraged to use restorative language when dealing with incidents between children. These principles promote telling the truth, taking responsibility, acknowledging harm as appropriate to the conflict and, in doing so, create accountability. These approaches allow incidents to be resolved in a fair and supportive framework enabling children to talk about their feelings and behaviour and to repair any harm done.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide curriculum 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 bullying or other discrimination very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form.
- 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

- 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
- 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, Class Charter and behave appropriately. These are based on the Whole School Charter.

- 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, not just their own.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.

How parents can support this at home - what do we want from parents to support us in behaviour management?

- Ensure children arrive at school on time and enter school ready to learn
- Provide children with appropriate clothing and equipment
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable and fair sanctions in response to an incident, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Deputy Headteacher and finally the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Our Home School Agreement

Home School Agreements have been signed by the school, parents and pupils. This agreement outlines what is expected by each party and focuses mainly on ensuring our school is a warm and caring place where children feel valued and happy and are always encouraged to do their best.

See appendix A

How we will support children with Additional Learning Needs

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. We follow the ALN Code of Practice document which lays out the graduated approach to support children effectively and as such we recognise that we need to differentiate support according to our children's needs. We use different levels and waves of intervention and ensure that expectations are appropriate and monitored alongside the assess-plan-do-review cycle of process.

There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our RRS Behaviour Policy in the same way as the rest of the school are considered to be 'children beyond' (a term used by Jenny Mosley). Children with these needs may be supported by a key member of staff who is able to implement personalised rewards and sanctions as part of an Individual Development Plan (IDP), Individual Behaviour Plan (IBP) or One Page Profile (OPP). This ensures that they continue to learn about

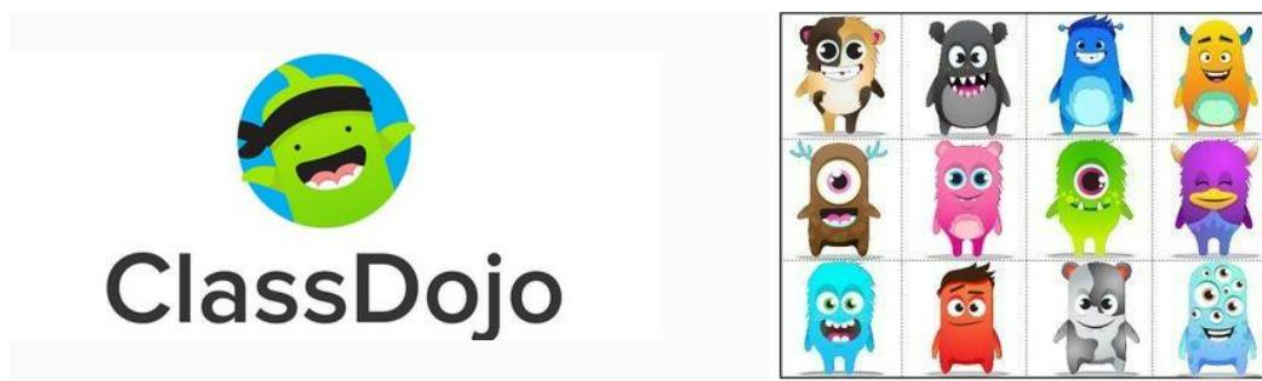
making the right choices and the consequences of their actions but also allows them to be included during the whole school celebration assemblies each week. As mentioned above, support for children who are struggling to make good choices as a result of additional needs is put in place through individualised child centred plans.

These individual plans will include; support that may have been identified by the class teacher, ALNCo or another agency e.g. Educational Psychologist. They may include a therapeutic intervention to help them become; more confident, feel safe, have a quiet time to help them to remain calm, have an increased ability to learn with others, have quiet time to help them remain calm (this may include sensory breaks). It may also include some adult support from key staff members throughout the day in order for them to succeed. Plans will be tailored to an individual's needs and will be reviewed at regular intervals to make sure that they are making progress.

However, this does not mean that the child is unable to follow most of the school Behaviour Policy. They will be expected to try their best but individual needs will be taken into account whilst also considering the needs of all the children in our school.

The school has set up provision for ALN and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult.

Class Dojo's



At Blaenbaglan, we use 'Class Dojo', a behaviour management system that fosters positive pupil behaviours and classroom culture. Children will earn 'Dojo points' based on their classroom conduct eg. Being helpful, being kind to others, completing work, showing resilience. Dojo prizes and/or rewards are awarded to pupils when they reach key prize 'checkpoints'.

Positive behaviours are praised and rewarded to promote more positive behaviours. This is far more powerful than noticing and punishing negative behaviours.

However, in instances where class or school rules are breached, pupils will be expected to complete an age-appropriate reflection task during play time. In such circumstances, behaviour will be recorded on sims and parents/carers will be informed. Regular breaches will result in more formal sanctions.

Supervision of children who are having reflection time during playtime will be by the class teacher or member of staff on duty.

The maximum loss of playtime in any one day will not exceed 30 minutes. On occasions where a pupil fails to complete their work as a result of their behaviour, they will be expected to complete this during non-teaching time.

KS2

Class Dojo is used across KS2 to reward pupils for helping others, exceptional behaviour, participating in various classroom tasks including group work, reading, teamwork and other areas where children are demonstrating resilience and a hard-working attitude towards their learning.

Low level disruption, talking, running inside, being off task, rudeness, breaking class rules, not telling the truth will result in the child receiving a verbal warning. If this behaviour is repeated despite the verbal warning the children will receive a “Needs work” dojo. This dojo is not removed from the overall positive total, it highlights behaviour that needs improving and areas the child may need to work on. These “Needs work” points will be kept and monitored so that if a child receives three “Needs work” points in the same area, the teacher will contact the parents.

If children demonstrate more serious behaviours including, fighting, deliberately hurting others, stealing, spitting, biting, lying to hurt others, damage to property they will instantly receive a “Needs work” point and the parents will be contacted about this straight away. In this case, the child will carry out a reflection task during their play time in order to address the behaviour. This behaviour will also be recorded on SIMS.

Non-Completion of Work

Step 1 – Set Expectation

Teacher explains how much work must be completed by the end of the lesson. This may be differentiated for different learners

Step 2 – Monitor

Teacher to monitor how the class is finding the work and provide support where needed. Teacher to ascertain whether the expectation is still realistic for all children

Step 3 – Amend expectations if needed

Based on monitoring, teacher may amend expectation if original is not realistic in the given time frame (may be amended for specific learners if needed)

Step 4 – End of session

If a child has not completed the work set, remain in from play until it is completed

Behaviour Management Plans

We believe that challenging behaviour can lead to children and staff not feeling safe in school.

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then an Individual Behaviour Plan (IBP) will be put in place to support the child and so prevent exclusion. Where an IBP is needed, the school will work closely with parent/carers to prevent a possible exclusion.

Behaviour Plan:

- is a way for school and home to work together
- lasts for a short amount of time, approximately six (6) weeks
- helps a child to become aware of their behaviour and then to make the right choices
- has targets set with the child and parents/carers
- targets need to be achieved and behaviour improved over the given time
- targets will be reviewed to ensure progress is being made
- the Local Authority will be informed that the child is at risk of exclusion and a copy of the BP will be sent to them

- When all the targets set have been achieved the expectation is that the child will no longer need a BP and can follow school expectations. If targets are not met, further assessment of need will be explored.
- Further Procedures - If, after 6 weeks the behaviour plan doesn't work the school will seek support from the Wellbeing team within the LA and the possible implementation of the school Exclusion Policy.

Fixed-term and Permanent Exclusions

Exclusion from Blaenbaglan Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. Only the Headteacher (or the Deputy Headteacher in their absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher and governing body must take account of their statutory duties in relation to special educational needs (ALN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. After a child has been excluded, the child and parents/carers are asked to attend a re-entry interview.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. For all other exclusions the Headteacher must notify the local authority and governing body once a term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 section 6.1 (Responsibility of Governing Body and Headteacher for discipline), to implement the school RRS Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including- contacting parents and possible fixed term exclusion. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening behaviour.

Physical Intervention

In acknowledgement of guidance issued from the LA, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Physical intervention is only used when children are putting themselves, other children or staff in danger of harm, but is only used as a last resort and by a member of staff who has received appropriate training i.e. Positive handling, when all other options have been exhausted.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Parents will be informed of serious incidents involving the use of reasonable force.

We aim for each child to have a fresh start each day.

Monitoring and Evaluation

All staff have a responsibility for monitoring behaviour at Blaenbaglan Primary School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, ALN, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal.

See appendix A

HOME SCHOOL AGREEMENT

Our Mission Statement

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Our Vision

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The School will aim to:-

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- To encourage parents to play a supportive role in their children's learning.
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- To equip our children with the necessary skills to prepare them for life in a complex and technological world.

SIGNED:



(HEADTEACHER)

DATE: **July 2021**

THE PARENTS/GUARDIANS

I/We shall aim to:-

- Ensure my/our child attends school regularly and inform the school about any reason for absence.
- Ensure my/our child is punctual and wearing school uniform.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.

- Encourage and support my child's learning.
- Ensure that homework is completed, is well presented and submitted to school promptly.
- Support the school's policies and guidelines for behaviour.
- Attend parent's open evenings and discussions about my child's progress.
- Ensure my child takes responsibility for bringing the correct equipment, e.g P.E kit.
- Support the school in encouraging pupils to care for school, other pupils and personal property.
- Ensure dinner money is paid promptly.
- Return Parental Consent Forms promptly.
- Become part of the school's community by supporting events when possible.

SIGNED: (PARENT/GUARDIAN) DATE:

THE PUPIL

I shall try to:-

- Come to school every day and on time.
- Bring all the equipment I need every day.
- Wear school uniform and be tidy in appearance – no jewellery for P.E/Games lessons.
- Always work as hard as I can.
- Ensure homework is completed, is well presented and returned to school promptly.
- Be polite, helpful and respectful to all school staff and other pupils.
- Become involved in school activities.
- Only bring healthy snacks for break-times.
- Care for the school environment.
-

SIGNED: (PUPIL) DATE: