

# Rights Respecting Schools Positive Behaviour Policy

St Joseph's Primary School



Reviewed  
November 2022

## **RRS Positive Behaviour Policy**

### **Respect**

We started on our journey as a RRS in September 2019 and received our Silver Award in November 2021. We believe that our vision relies on the school being able to establish whole school cultures that promote mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning.

We believe that our Rights Respecting Behaviour Policy (RRBP) is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of every member of our school community.

### **Our Ethos**

St Joseph's Primary School through our vision of becoming a Rights Respecting School have developed a set of 6 core values shared among our school community. They are to be:

Courageous  
Friendly  
Caring  
Ambitious  
Enthusiastic  
Respectful

\*The introduction of the Barnardos PATHS programme also lends itself to the promotion of positive behaviour as it teaches children Social and Emotional Literacy from FS through to KS2. \*

The above 6 core values have now become our official whole school values underpinning all we do and who we are. We believe that through these values we can ensure our commitment to UNCRC Rights Respecting School's work that form the basis of whole school policy and practice to ensure that all the children's rights with the convention form part of everyday life for all our children in St Joseph's Primary School. These are:

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

We believe that through our RRBP 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 in St Joseph's 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 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.

## **How we devised our Positive Behaviour Ethos**

We have divided our RRS Behaviour Policy into three areas:

1. Behaviour for Learning.
2. Behaviour for Safety.
3. Behaviour for Respect.

Through this policy we will create an ethos that will promote an awareness of everybody's individual needs and aim that all are valued within the school community. We will:

- 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 other charters within school.
- 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, from coming into school at 8:40am in the morning to After School clubs cease
- 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

## 1. Behaviour for learning

In St Joseph's Primary School, we believe that our RRBP forms an integral part in enabling all children to make the most of all the opportunities provided here by making them feel safe and valued at all times.

Children are encouraged to always 'Have a go!' and take greater ownership of their own learning by knowing how to improve and get from A to B, closing the gap in their learning and supporting them in their next steps learning journey, through effective feedback. This will be further developed in 2019-20 by embedding pertinent elements of Visible Learning. We want our children to strive to develop a love of learning that makes them enthusiastic about 'wanting to know more'.

We believe that our RRBP is crucial in enabling the school to develop the inclusive learning environment that inspires 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 within the Foundation Stage.**

In Foundation Stage 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 PDMU curriculum through stories and songs. During our first school term children in Foundation Stage are introduced to our school values and explore their meaning through social stories. They also develop class charters showing the rights that they have and the way they should behave to respect these rights and the rights of others.

### **How we will make this happen within KS1 and KS2**

#### **Whole School and Class Charters**

All members of the school community have roles and responsibilities in promoting and following these principles. Within class this is promoted by the creation of a **class charter (derived from the whole school 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.

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

<b>Adults respect this by...</b>	<b>WE ALL HAVE THE RIGHT TO...</b>	<b>Children respect this by...</b>
Listening to, valuing and respecting each other's ideas Caring for everyone and everything at school	<b>be listened to</b> <i>A10, 12, 13, 14, 15</i> (respectful) <b>be safe</b> <i>A6,9,10,11,16,17,19,21,25, 26,27,32,33,34, 35,36,37,38,39</i> (caring)	Listening to, valuing and respecting each other's ideas Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	<b>be healthy</b> <i>A6,24,26,27,31,32,33,39</i> (self-respect and respecting others)	Making healthy choices
Providing us with all that we need to learn	<b>an education</b> <i>A17,28,29,30,31,34</i> (ambitious, enthusiastic and ready to learn)	Being enthusiastic and ready to learn.
Being ambitious for us in all that we do	<b>become the best we can be</b> <i>A29</i> (ambitious)	To be ambitious in all that we do
Providing a time to play and relax	<b>relax and play</b> <i>A31</i> (friendly)	Being friendly towards each other when relaxing and playing.
Treating each other fairly and having the courage to stand up for what you feel is right.	<b>be treated fairly</b> <i>A2,7,8,14,15,20,22, 23,25,30,37,40</i> (friendly and courageous)	Treating each other fairly and having the courage to stand up for what you feel is right.

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

- To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them.
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school. Therefore, children will always have the opportunity to repair any harm caused by reflecting on their behaviour and completing a 'Think Sheet' where it is deemed necessary to do so.
- All staff have received training from EA BST (Behaviour Support Team) on Post Incident Learning and employ these scripts with children when necessary.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school. (The Beanstalk Book for use in the playground and around the school)
- To provide Circle Time and a Personal, Development and Mutual Understanding (PDMU) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- Feelings Boards and Worry Monsters/boxes are used within each classroom to deal with issues sensitively and respectfully.
- To take all bullying behaviour very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying behaviour of any form.
- Bullying behaviour is defined as "(1) In this Act "bullying" includes (but is not limited to) the repeated use of -

a) Any verbal, written or electronic communication

b) Any other act, or

c) Any combination of those,

by a pupil or group of pupils against another pupil or group of pupils, with the **intention** of causing physical or emotional **harm** to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes **omission**".

- That all staff will know and understand the Rights Respecting Positive Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school.

## What adults in school expect of children to promote behaviour for respect

### Foundation Stage

- 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.

### **KS1 and KS2**

- 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, lunch/playtime charters and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.

### **The school will:**

- ensure children have access to a broad, balanced and exciting curriculum which develops the whole child.
- care for children's happiness, wellbeing and safety and supporting each child's every need.
- inform parents and children about the planned work to be covered so that parents can support learning at home.
- inform parents and children of their progress at parent teacher consultations in October. Further meetings can be arranged throughout the year at the parents' request.
- encourage children to develop a high level of self-esteem and be ambitious in their learning.

### **The children will learn to live through our values by being:**

- friendly, kind and looking after each other.
- Ambitious and enthusiastic in their learning and achievements.
- courageous in standing up for their own and each other's rights.
- respectful for themselves and each other.
- respectful and taking care of their own belongings and the school environment.

### **Together we will:**

- support all needs and care for each other.
- communicate honestly and openly, telling each other of any significant changes that are affecting the child.
- support the children's learning to help them achieve their full potential.
- discuss any problems or barriers to children's learning at the earliest opportunity.

## **How we will support children with Additional Educational Needs or Disabilities**

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. 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 may have specific needs that preclude them from accessing our RRS Behaviour Policy in the same way as the rest of the school. Children with these needs may be supported by an Adult Assistant who is able to implement personalised rewards and sanctions as part of a Behaviour Plan, through their IEP. This ensures that they continue to learn about making the right choices and the consequences of their actions in a manner which they understand. All children will be expected to try their best to follow our behaviour charter, while individual needs will be taken into account where appropriate, in considering the needs of all children in our school community.

## **2. Behaviour for Safety**

### **Challenging Behaviour**

**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 some 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 a Behaviour Plan will be put in place to support the child. Where a Behaviour Plan is needed, the school will work closely with parent/carers to prevent future inappropriate behaviour taking place. It will be a way for school and home to work together and lasts for a short amount of time, approximately 6 weeks. The plan will:

- help a child to become aware of their behaviour and then to make the right choices
- have targets set with the child and parents/carers

It is anticipated that the targets will be achieved and behaviour will improve over the given time (the time between incidents will get longer)

- targets will be reviewed every 2 weeks with the child, parent/carer to ensure progress is being made

When all the targets set have been achieved the expectation is that the child will no longer need a Behaviour Plan and can follow school expectations.

### **REWARDS AND CONSEQUENCES**

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

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

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Pupil of the Week and monthly Principal's Award will focus half-termly on 1 or more of our 6 core values. Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for their poor choices.



### **Rewards for positive behaviour at whole school level**

- Immediate praise will be given for positive behaviours
- Stickers and notes home are used to give immediate praise for positive behaviour
- The Beanstalk Book is used to record incidents of positive behaviour outside of the classroom.
- Whole class reward system. Children are rewarded for their good behaviour by putting pompoms (FS) and marbles/pebbles (KS1/2) in a jar. When the jar is full a reward is organised for the whole class.
- Pompoms, marbles or pebbles will be given to reinforce positive behaviours that demonstrate our school values such as - making good choices, sharing, cooperating with others, using gentle hands and kind words, being helpful to others and using good manners
- Staff will celebrate good behaviour through communication with parent/carers each day.
- Our use of the See Saw App will celebrate children's work with parents frequently.

### **Consequences for inappropriate behaviour in Foundation Stage**

- Consequences are only given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling.
- Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour.
- Children always have the opportunity to 'turn' their behaviour round.
- Consequences for our young children are immediate and relatively short, this could include time out with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the child's age and needs. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done through the completion of a Think Sheet. AEN children may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where inappropriate behaviour choices become dangerous or creates a barrier to learning of the child, or others, a stepped intervention approach may be taken to help the child understand and learn that there are consequences for all their behaviour choices. If this happens, parent/carers will be informed and the teacher will record the incident in the class Behaviour Folder.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.

### **Consequences for inappropriate behaviour in KS1/2**

- If a child in the classroom has to be reminded about appropriate behaviour they will receive a verbal warning explaining that their behaviour may be preventing others from having the rights that are included in their classroom charter.
- If such behaviour continues they will be asked to read the class charter to remind them of the rights of every child in their class.
- Should a child not respond positively to this and continue to behave inappropriately they will then have to complete 5 minutes reflection time either in an area within the classroom, in a partner classroom or at break/lunch time with the class teacher. The class teacher will follow up the reflection time with the child as soon as possible discussing why they received a reflection time, completing a Think Sheet with the child making clear the consequences should inappropriate behaviour continue.
- Where inappropriate behaviour choices become dangerous or creates a barrier to learning of the child, or others, a stepped intervention approach may be taken to help the child understand and learn that there are consequences for all their behaviour choices. If this

happens, parent/carers will be informed and the teacher will record the incident in the class Behaviour Folder.

- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.

If minor low level behaviour presents itself this will be dealt with using individual classroom strategies to support good choices and prevent children from constantly requiring reflection time. Class teachers will have their own behaviour management system in place (if required) such as Little Rays of Sunshine (FS), Traffic Lights (KS1) and Good To Be Green (KS2). There will be ongoing dialogue with parents to ensure that they are kept informed and can support their child with their behaviour.

### **Behaviour: Hierarchy of seriousness**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Not staying in seat	Arguing back	Hitting back
Fidgeting	Throwing things	Kicking
Teasing	Rudeness to peers	Fighting
Telling tales	Rudeness to staff	Swearing at staff
Pushing in class	Swearing at peers	Lying
Interrupting the teacher	Defiance	Stealing
Name calling	Spitting	Physical abuse, including the use, or threat of weapons against staff or pupils
Sulking	Destroying own work	Verbal abuse – staff
Inappropriate questions	Destroying others work	Vandalism
Answering back		Extortion
Hiding work		Bullying
		Running out of school

Level 1 behaviour should be managed by the class teacher.

Level 2 behaviour may require referral to the Principal and communication with parents.

Level 3 behaviour will be managed by the Principal (in her absence the DT for CP) and will always be reported to parents and may result in the completion of a Behaviour Plan and in some cases, referral to external agencies, depending on the circumstances surrounding such behaviours and the severity of the behaviour. (See Behaviour for Safety (No.2)).

Level 3 behaviours will be brought to the attention of the BOG.

Repetition of Level 3 behaviours and non-compliance with a Behaviour Plan may also result in suspension or exclusion. (Liaison with appropriate support in EA)

Every case will be reviewed on an individual basis.

## **Jargon Buster**

**RRS: Rights Respecting School**

**RRSBP: Rights Respecting School Behaviour Policy**

**AEN: Additional Educational Needs**

**IEP: Individual Education Plan**

**EA: Education Authority**

**BST: Behaviour Support Team**

**BOG: Board of Governors**

**FS: Foundation Stage (P1/2)**

**KS1: Key Stage 1 (P3/4)**

**KS2 (P5/6/7)**

**UNCRC: United Nation Convention on the Rights of the Child**

This policy has been reviewed in November 2022.

Signed: \_\_\_\_\_ (Principal)

Signed: \_\_\_\_\_ (Chair of BOG)







