



Caring, Achieving, Making a Difference Together

Templemoor Infant and Nursery School

Rights Respecting Behaviour Policy



This policy has been developed following consultation with children, parents, governors, teachers and support staff. Its procedures are designed to provide a consistent approach and clear understanding of behavioural expectations at our school. It reflects our commitment to the pastoral care and welfare of pupils.



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Committee	Teaching, Learning and Achievement Committee
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Introduction

The children, staff and governors are proud that Templemoor Infant and Nursery School is a UNICEF Silver Rights Respecting School, based on the Convention for the Rights of the Child. The rights within this convention cover basic needs including education, health, being heard and experiencing a safe and secure childhood. We believe that children should grow up aware of these rights and respecting these rights for themselves and for others. The purpose of this policy is to give a clear code for the use of all at Templemoor Infant and Nursery School, both adults and pupils. It has been written following consultations with staff, pupils and parents and reflects the values and principles that we consider to be important for our school which aims to encourage children to learn, work and play together to maintain our rights respecting ethos. Being a Rights Respecting School underpins this whole school behaviour policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

Aims

At Templemoor Infant and Nursery School, we have an expectation that children are caring and compassionate friends who are respectful, tolerant and kind towards others. We do not leave this to chance and the aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

It is our aim that the approach to managing behaviour at Templemoor Infant and Nursery School is both positive and restorative with positive relationships at the centre of the work we do. We want to develop a culture of intrinsic motivators whereby children make positive behaviour choices because it is important to them rather than because of the rewards they receive. We recognise children may make poor choices at times, but we aim to utilise these as a learning experience for the child so that they grow up understanding the impact of their behaviour on others.

Through this policy we will:

- Create an ethos of good behaviour in school where children are happy, secure and safe.
- Ensure that children are treated with dignity* at all times.
- Treat every child as an individual.
- Ensure that all children have a voice and the right to be heard.
- Promote, encourage and support the highest quality learning as the central purpose of our school and as an enjoyable life-long activity.
- Provide a stimulating, exciting indoor and outdoor environment and curriculum and excellent creative teaching in an atmosphere where everyone feels valued and safe, ideas can flourish and children can realise their full potential.

- Provide a caring, nurturing environment, one in which children are encouraged to develop self-discipline, self-control and respect.
- Build a school community where there is equality, and where children are developing responsible behaviours through respecting their rights and those of others.
- Recognise and celebrate all of our individual and collective achievements.
- Ensure that every child is aware of their rights and will have contributed to produce their class charter.
- Expect exemplary consistent behaviour to be modelled by all adults in and around the school.
- Work in partnership with parents and carers in supporting children’s social and emotional well-being.

* Treating children with dignity means treating them the way we’d like to be treated ourselves. The children at Templemoor have defined dignity as treating children fairly, with respect, nicely, equally, honestly (they want adults to tell the truth), and above all to treat them in a way that keeps them safe.

We have adopted a whole school approach in the belief that consistency and fairness is the key to fulfilling our aims.

Our 3 School Rules

There are three very simple rules which apply at Templemoor Infant and Nursery School. These are designed with the philosophy of:

“Treat other people as you would like to be treated yourself”

Our Rules		
Ready	Respectful	Safe
<p>We need to show everyone that we are ready to learn or start the next part of our day. We can do this by:</p> <ul style="list-style-type: none"> • looking at the person helping us • being quiet • sitting or standing still 	<p>Respect means being kind, treating everyone the same and looking after our things. We can show that we are being respectful by:</p> <ul style="list-style-type: none"> • showing that we are ready to learn • saying please and thank you • looking after the world around us • putting our hand up when we want to say something in class • holding doors open for people to walk through • helping children and adults • standing in lovely lines • using kind words 	<p>It is important to keep ourselves and others safe so that people don’t get hurt or upset. We can help keep everyone safe by:</p> <ul style="list-style-type: none"> • using wonderful walking when moving around school • keeping our hands and feet to ourselves • listening to the adults looking after us

All aspects of our behaviour expectations are encompassed by these three rules. These can also be used as question prompts to scaffold children’s understanding of positive behaviour choices, e.g.:

- Are you ready to learn?

- Are you being respectful?
- Are you being safe?






However, our approach to behaviour management at Templemoor Infant and Nursery School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by our core values –

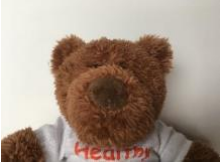


‘Caring, Achieving and Making a Difference Together’.

All school staff (teaching and non-teaching) are responsible for ensuring that the children understand and follow the school’s rules. Individual teachers are responsible for the behaviour of the children in their care.

Templemoor Learning Powers

Our school super learners help children when thinking about the qualities of a good person and being a good learner and they link very closely with the school Rights Respecting and Growth Mindset ethos.

Templemoor Learning Powers	
	<p>Ready Rex</p> <p>I am ready to learn. I have got everything ready that I need. I will try my best.</p>
	<p>Respectful Raccoon</p> <p>I have lovely manners. I treat everyone with kindness. I respect other people’s differences. I look after our school environment. I listen carefully to others.</p>
	<p>Safe Spike</p> <p>I use kind words and actions. I tell a trusted adult if something is worrying me. I keep our school environment tidy and safe.</p>
	<p>Tough Tortoise</p> <p>I won’t give up. I can do it! I keep going even when things are tricky.</p>
	<p>Resourceful Squirrel</p> <p>I know who to ask for help. I use the resources around me. I know where to find things that will help me when I’m learning and playing.</p>

	<p>Healthy Henry</p> <p>I eat healthily and drink lots of water. I like to exercise. I get lots of sleep.</p>
	<p>Wise Owl</p> <p>I ask lots of questions. I love to learn new things. I learn from my mistakes.</p>
	<p>Eco Elephant</p> <p>I reuse. I recycle. I reduce.</p>

Expectations of Staff

Adults in school are duty bearers and must ensure that children's rights are being upheld and respected. We expect every adult in school to:

- Smile. Greet the children.
- Always refer back to the rules – Ready, respectful, safe. It should be a mantra, it should cascade through every sentence you speak!
- Treat children **fairly** and **consistently*** with **respect** and **dignity**.
- Find out what makes our children feel important, valued, like they belong.
- Reward children for going 'over and above' expectations not simply meeting them.
- Show children their actions, ideas and experiences have real value. 'Catch the good'.
- Celebrate achievement.
- Make children feel important for the behaviours that they show and not for the behaviours that they can't.
- You can never, ever give enough positive praise, yes, it is hard work, but it makes us all feel very happy.
- Have fun with your children – make them feel loved and cared for by you.
- Plan lessons that engage, challenge and meet the needs of all children.
- Display consistent, calm adult behaviour.
- **Look beyond the behaviour** and view it as communication; there will always be an underlying reason. Appropriate ways of communication can be taught, but it takes time – be patient.
- Give 'take up time' when going through the sanctions. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective, restorative dialogue with children.
- Never ignore or walk past children who are behaving badly. **"The standard you walk past is the standard you accept!"**
- A Personal, Social and Health Education (PSHE) curriculum that will be used to develop core "Rights Respecting" Values and explicitly teach and explore social and emotional skills. These may take the form of Circle Time, PSHE lessons or assemblies.
- To take all bullying, including (but not restricted to) sexism, racism, homophobia and abuse relating to being transgender very seriously. These incidents will not be tolerated and will be investigated fully in line with the school's anti bullying policy and procedures for reporting discriminatory remarks.
- That all staff will know, understand and uphold the Rights Respecting Behaviour Policy and new staff will receive induction to make sure that behaviour is treated consistently throughout school.

- To support our children (not just those in our own class) in the upholding of our shared Charters, in order for the children to understand that we are all working towards the same goal; a well ordered, positive environment, where children have a respect for others' rights and accountability for their own behaviour.

***Consistencies**

- Consistent language, consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: never 'pass' problems up the line of management, teachers take responsibility for behaviour interventions. Teachers may seek support but never delegate.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating positive behaviour.
- Consistent consequences: defined, agreed and implemented at classroom level as well as established structures for more serious behaviour.
- Consistent, simple rules promoting positive behaviour.
- Consistent respect from adults: even when faced with disrespectful learners.
- Consistent models of emotional control: staff to model emotional restraint, not just teach it. Teachers are to be role models for learning; learning alongside pupils.
- Consistently reinforced routines for behaviour around the school site.
- Consistent environment: display consistent visual messages.

Our Templemoor Consistencies
<p>Daily 'Meet and Greet'</p> <p>In the morning the teacher or teaching assistant stands at the door to greet the children into the classroom with a smile to show kindness.</p>
<p>Lovely Lines</p> <p>At any times of the day where the children are required to line up, they should stand one behind the other in alphabetical order, facing forwards, quietly. Staff are to encourage and praise children for their 'lovely line' and use the term as a prompt.</p>
<p>Wonderful Walking</p> <p>Everyone in school is expected to walk in school. Staff are to encourage and praise children for their 'wonderful walking'.</p>
<p>Quiet Corridors</p> <p>When children are moving around school, staff are to use the term 'quiet corridors' to remind children to be respectful to others who may be working nearby.</p>
<p>Terrific Transitions</p> <p>When children transition between lessons or activities within the classroom, they should do so quickly yet calmly. Staff will remind pupils of this using, 'Let me see a terrific transition'.</p>
<p>5, 4, 3, 2, 1, Show Me That You're Ready</p> <p>When staff want the children's attention, they are to count down from five while wiggling their fingers as the children copy, then fold their arms on 'show me that you're ready'.</p>

Expectations of Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. We expect senior leaders to:

- Meet and greet children at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage positive communication with parents.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing children with more complex or entrenched challenging behaviours.
- Regularly review provision for children who fall beyond the range of written policies.

Expectations of Parents

We expect every parent/carer to:

- Support the school in ensuring excellent behaviour in school is a shared expectation.
- Maintain open lines of communication with the school.
- Support the school in its use of 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Attend parent meetings at school.
- Tell the school of any concerns, including medical concerns or issues, which may affect your child's behaviour or learning. These concerns may stem from within school or beyond school.
- Ensure that your child attends school regularly and on time.
- Support wider policies that can impact on behaviour such as sending children into school in full school uniform and supporting home learning.
- Ensure that children come to school ready to learn and have had a good night's sleep.

The Class Charter

All members of our school community have roles and responsibilities in promoting a rights respecting environment. Within each class this is supported by the creation of a Class Charter. Each Class Charter is based around the three school rules 'Ready, Respectful, Safe'. A Charter aims to establish and build shared values and relationships for creating a rights respecting ethos in the classroom. Each Charter is created by the children and staff within the class when actions are agreed for children as Rights Holders and adults as Duty Bearers. The children and adults based in that class sign the Charter to show their agreement. Class Charters are created and displayed in the classroom within the first three weeks of each new academic year and are reviewed at the beginning of each new term. Rights are unconditional but we hope that children will develop responsible behaviours through respecting their rights and those of others.

The Whole School Charter and Outdoor Charter

Our Whole School Charter and Outdoor Charter is based around the school rules 'Ready, Respectful, Safe' and promotes a rights respecting ethos across the school. These charters are published on our school website.

The Whole School Charter is displayed in all classrooms, the corridors and school hall and the Outdoor Charter is displayed outside. Both Charters act as a visual reminder for everyone working in the school environment both inside and outside. Please see Appendix 1.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the system of rewards that are in place across the school. Achievement is celebrated in every classroom and **all** efforts are valued. We believe that all adults must make and take opportunities to offer praise and encouragement. We also believe that rewards should be achievable by all children.

Forms of Reward

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise is given regularly by all teachers, teaching assistants, middays, breakfast club and after school club staff and other members of the Templemoor Team. We aim for verbal praise to be clear and sincere.
- Learning power badges.
- A Star Table.
- Being sent to the Headteacher and other staff for praise
- Writing pencils
- A weekly Golden Book assembly where two children from each class are awarded with a 'Pupil of the Week' award certificate. The children then go and have a treat with the Headteacher, for example hot chocolate and marshmallows.
- Class marble jar - marbles are won by the class for whole class positive behaviour and learning. They are issued by all staff in school, and lead to what is known as a 'Marble Treat' for the whole class (e.g. 30 minutes of extra playtime, free choice activities, extra sports etc.).
- Lunchtime certificates. Each lunchtime assistant chooses one child per class each week for positive lunchtime behaviour. These certificates will be given out during Golden Book Assembly and children will eat at the Golden Table. A record will be kept of those children who have received the award.
- Reward charts. Each child in Reception to Year 2 will be issued with a Reward Chart. Teachers will give a 10p reward stamp for positive behaviour and learning. When children have reached 8 stamps (i.e. 80p), they can choose a prize or save up their stamps until they have gained 16 stamps (£1.60), 24 stamps (£2.40) or 32 stamps (£3.20). Each classroom will display a Class Reward Chart to track children's progress.
- Stamps in books.
- Special responsibilities/privileges (for example being a register monitor or a milk monitor).
- Positively engaging with parents before or after school.

Rewards must never be taken away

Stepped Sanctions

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stepped sanctions below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The 7 stepped sanctions are used to provide children with seven progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'

The steps below will always be delivered calmly by staff members.

Children should be given 'take up time' (processing time) between each step to provide the chance for them to amend their behaviour. **It is not possible to leap or accelerate steps for repeated low-level disruption.**

Staff will use the steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Sanction	Action
1. Gentle Reminders (2 to 3)	We expect everyone to be on step 1 and while on step 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour. We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules. This will be in the form of a gentle encouragement in the right direction. A reminder of our three simple rules – 'Ready, Respect, Safe' delivered privately wherever possible. Repeat reminders, if necessary, de-escalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise to be given if the child is able to model good behaviour as a result of the reminder.
2. Warning	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outline the consequences if they continue. Remind the pupil of positive behaviours they have displayed in the past to prove they can make good choices.
3. Calming Time within the classroom	Ask the child to move spaces within the classroom. Speak to the child away from others, reset the boundaries, ask the pupil to reflect on their next step, pupil is given the opportunity to make the correct choice.
4. Calming Time Out	Time out away from the distraction is necessary. The child will miss 5 minutes of playtime/ lunchtime/ corridor. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. Using your professional judgement, a conversation with parents via phone call may be necessary after this step. e.g. I noticed you chose to... You need to have thinking time. I will come and speak to you in 5 minutes. (If outside, stand next to a member of staff/ sit on a bench) Example – 'I have noticed that you chose to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time. I will come and speak to you in 5 minutes. Thank you for listening.'
5. Follow Up/ Repair	Following Time Out a restorative conversation must take place with the member of staff involved. Time should be given for the child to calm down and 'reset' before the

	conversation takes place. All staff will have the 'script' available on a lanyard. See Appendix 2.
6. Escalation of Time Out	Headteachers Office.
7. Restorative Conversation	Headteacher/ SLT to use restorative conversation.

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- A pastoral support programme.
- Individual Behaviour Plan (IBP).
- Home/ School Communication Book
- Exclusion from Class
- Exclusion from School (LA guidelines to be followed for either fixed term or permanent exclusions). Please see our Exclusion Policy for further information.

Each day is a new day with a new start especially for young children. It is essential to stay positive and for children not to get labelled.

Before and After-School Club

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Thinking Time'. During this time, pupils sit within the room, but not partaking in activities. Inappropriate behaviour will be shared with parents and carers at pick up time.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. There are many ways to do this such as distraction, humour, change of task or person. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person.

Unacceptable behaviour, which may result in an instant Time Out includes:

Please note that this list is not exhaustive.

- Hurting another child physically.
- Persistently goading another child.
- Using inappropriate language.
- Taking property that does not belong to them.
- Showing threatening behaviour.
- Throwing equipment at another child or adult.
- Not telling the truth straight away or at all.
- Damaging property, including defacing property
- Stealing, including hiding another person's property
- Racist or derogatory comments that cause offence (racist comments will be recorded and shared with the Local Authority)

The needs of individual children

Some children may require additional support to meet the school's behaviour expectations. This support should be given consistently, applied fairly and only when necessary.

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the SENDCO and SLT so that all pupils have a specific system that is motivational, realistic and achievable.

We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Exclusions

In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusion Policy for further information.

Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately. See Positive Handling Policy.

The following sanctions for behaviour management are unacceptable:

- Any physical contact that could be construed as harmful.
- Any practice which might put the child's safety or welfare at risk.
- Verbal abuse.
- Sending a child into an area which is unsupervised.
- Any actions which humiliate.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Online Safety Policy
- Staff Code of Conduct