



Rights Respecting Behaviour Policy

Head Teacher	H Sarai
Chair of Governors	N Round
Approved Date	27.6.13/26.11.15/15.6.17/14.6.18/20.6.19/24.6.20/23.6.21/22.6.22/28.6.23

School Ethos

At Bantock Primary we believe that **all** children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child **SHINE**.

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff e.g. in relation to a bullying or racist incident.

SUCCEED

We provide a balanced curriculum so that children develop skills which will lead them to achieve their full potential

HAPPY

We are a school where individual children are valued and their achievements celebrated

INSPIRE

We aim to provide a culture where excellent attitudes to learning are recognised and rewarded

NURTURE

We provide a safe environment for the children and support children in learning to be reflective on the choices they make

EDUCATE

We aim to help our children become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others

Introduction

Aims, Expectations and Principles

Relationships and behaviour are integral to our happy, healthy and safe learning community.

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The school has three school values for its pupils. However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well.

It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour. Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings).

There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;

- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to ‘catch’ good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become ‘invisible’.

Roles, Rights and Responsibilities

Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the school’s three simple values to avoid bad choices:

- **Ready** (Meaning : Being ready to take part)
- **Respectful** (Meaning : Considering the feelings, wishes and rights of others)
- **Responsible** (Meaning : Doing what is expected and accepting the consequences of your actions)

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships - ‘catching’ pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record serious incidents
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record if a child misbehaves and / or receives a warning using Arbor to log incidents
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Leadership Team) if a child is still demonstrating unwanted behaviours.
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with a social worker or LA behaviour support service
- report to parents about the child’s social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of teaching assistants, office staff, lunchtime supervisors and all other adults in school to support the Head Teacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school values) and positive relationships. All staff should be proactive in ‘catching’ pupils behaving well and exclaiming about how well a pupil has behaved.

Head Teacher

In addition to the above, it is the responsibility of the Head Teacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)

- ensure the health, safety and welfare of all children in the school
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child; both these actions are only taken after the school governors have been notified (see appendix)

Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- be aware that we have school values (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Positive Behaviour Strategies

Hands Up

This is a strategy to focus children on the leading adult. The adult will raise their hand and children will respond by mirroring the action. Children will be expected to raise their hand, stop what they are doing and wait silently. When the adult has the FULL attention of all the children, children may put their hand down and listen for instructions. For this to succeed the strategy must always be used consistently and relentlessly by ALL staff.

Dojo Points

Dojo points are given to children, within class, for good choices in class expectations and school rules, such as their learning, responsibility, participation, readiness to learn - linked to the green aspects of attitude to learning. Dojo Points can be awarded to groups. They are used across school from Nursery to Year 6 and parents can engage in the learning and behaviour rewards of their child. Dojo Points are reset at the start of each week, with the winner for each week being praised at the start of the following week.

House Points

At Bantock all adults will recognise and reward key personal attributes in pupils. The aim is to develop the whole individual by encouraging and recognising growth in key life skills involving:

- Leadership - becoming more successful at directing/managing groups or individuals
- Organisation - demonstrates self-organisation and the ability to bring ideas or people together for a planned activity
- Resilience - successfully achieve sustained personal growth towards a goal
- Initiative - willingness to generate and action new ideas
- Communication - successfully choose the correct form of communication dependent upon context/audience

A “house” system operates at Bantock with pupils belonging to either: Phoenix (green), Griffin (blue), Hippogriff (red) or Dragon (yellow). House points are awarded by staff when recognising the above key life skills - YR and Y1 Children add housepoints (coins) to the housepoint collector within their classroom. Y2 - Y6 Children add housepoints to their corresponding charts by tallying them up.

Stickers

Stickers are awarded acknowledging the effort of a child. Smiley faces are awarded for good effort. Star stickers are for outstanding effort. A Gold Award is awarded for producing a tremendous example of the desired outcome.

Attitude is Everything

From Reception onwards, children will collect stickers when positive attitudes to learning are demonstrated in their personal “Attitude is Everything” booklet. These are:

- Interested and enthusiastic about learning
- Working well independently
- Co-operating productively and respecting the rights of others
- Setting goals and keep trying, even when tasks are difficult
- Showing confidence in making positive choices
- Presenting work carefully

When each child has collected twenty stickers, they will receive an additional reward (see appendix). Once each booklet is completed there will be an opportunity to gain further rewards with the next. Each booklet contains sixty stickers and there are five booklets in total. A child can only earn 1 sticker per day.

Once a child has completed all 5 books and received all their rewards, they will then be presented with a “VIP” badge and card highlighting that they have achieved an outstanding attitude to learning.

Celebration Assemblies

Assemblies, especially our Celebration Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing, which consists of:

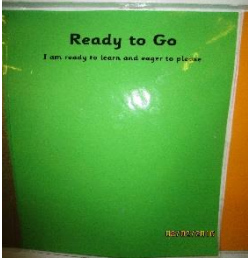
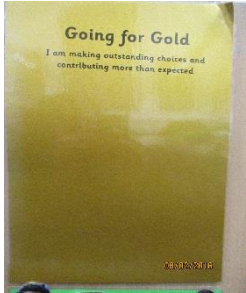
- House Points
- Attitude is Everything Booklets
- Attendance
- 55 Club Certificates
- Reading Around the World Certificates

In addition to this “Wondrous Writing” certificates are awarded and handed out in classes weekly.

The class with the best weekly attendance receives a certificate and attendance cup and at the end of each term/year there is a special prize for all children who have attained outstanding attendance.

Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

In addition, we also have a visual system of reflective strategies to manage pupil’s attitudes to learning:

<p style="text-align: center;">Ready to Go</p> <p>At the start of every school day, all pupils' names begin on this board displayed in the classroom. Pupils are ready to learn, demonstrate a good attitude and are consistently positive.</p> <p style="text-align: center;">(photos of all pupils are on here at the start of a new day)</p>	
<p style="text-align: center;">Going for Gold</p> <p>Pupils are recognised for demonstrating excellent attitudes to learning which have a positive impact on their progress.</p> <p>*When a child gets put on this board, they also get a sticker to put in their "Attitude is Everything" booklet. Each child can collect one sticker per day.</p>	
<p style="text-align: center;">Thinking about it</p> <p>Pupils reach this stage if they need to reflect on the responsible choices they need to be making. This will be carried out VERBALLY and DISCRETELY to the pupil concerned using the maxim;</p> <p style="text-align: center;"><i>"Praise in public, reprimand in private"</i></p> <p>*A follow up discussion needs to be had between the pupil and adult identifying what bad choices were made and the choices they now need to make.</p>	
<p style="text-align: center;">Time Out</p> <p>Pupils reach this stage if they demonstrate persistent poor behaviour and repeatedly ignore or rebut requests from staff to moderate their behaviour. Again this is done verbally and discretely to the pupil concerned. In the first instance, pupils go into a designated quiet corner of the classroom for 5 minutes in order to "cool off" and reflect further.</p> <p>If this still does not have the desired effect the following consequences are to be strictly adhered to if a pupil continues to make wrong choices:</p> <ol style="list-style-type: none"> 1. Child has time out of class for ten minutes in the other year group classroom. 2. Child has further time out of class for 10 minutes with Phase Manager/Member of LT. 3. Child is sent to the Deputy Head or Headteacher. <p>If appropriate for the child, the Hub can be used as a way to cool off and reflect. Careful consideration will need to be given by the class teacher as to how this is supervised and managed. Parents/carers must be informed by the pupil, with the class teacher at the end of the school day in person. This must include what consequences the child will have as a result of their choices. If they are not collected by parents class teacher to telephone the same day.</p>	

Serious misbehaviour (e.g. disrespect to staff, fighting) is rare at Bantock. Such behaviour would mean warnings are automatically by-passed and may even result in the pupil being sent directly to the Deputy or Headteacher and parents informed immediately.

Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

School Values

Staff at Bantock employ, consistently and clearly, a hierarchy of consequences (our 'warnings') if a child breaks a school value. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have 3 school values: (see appendix)

- **Ready**
- **Respectful**
- **Responsible**

Consequences

If children are showing low-level inappropriate behaviour around school, to raise their awareness of pupil's actions, all staff to ask the following:

- **Were you ready to learn/play/line up? etc**
- **Were you respectful?**
- **Were you responsible? / Did you make responsible choices?**
- **What are your consequences going to be?**

Strategies for Dealing with Serious Inappropriate Behaviour (Class Teacher/Phase Manager)

- Question the pupil about their inappropriate behaviour. If more than one pupil is involved they need to be questioned separately. These questions need to be asked after the pupil/s have calmed down/had a time out and are ready to discuss their actions
 - Are you ready to talk about the problem?
 - Tell me about the problem (Where/What/Who/When)
 - On a scale of 1 - 10 how big is the problem?
 - Did your choices make the problem bigger or smaller?
 - Could you have made the problem smaller?
 - Tell me how
 - What are your consequences?
- Where accounts differ, analyse statements from all pupils and look for the similarities and differences between all statements.
- Pupils to share statements together and agree on consequences
 - **Who was responsible?**
 - **What good choices were made?**
 - **What good choices were not made?**
 - **What will you do differently next time?**
 - **What should the consequences be for the choices made? (To be identified through discussion)**

Consequences can include:

- Apology to all concerned stating what the apology is for
- Apology to parents
- Reflection letters
- Miss part/all of their playtime or lunchtime

The majority of “low-level” poor behaviours will be managed by the class teacher, (with support from Teaching Assistants), through the initial steps outlined in this policy, i.e. verbal warning, time out in class, time out in another class, which links with Teacher Standard 7: *Manage behaviour effectively to ensure a good and safe learning environment*.

However, in a minority of cases there may be occasions where these sanctions are not effective and the next stage of contacting a member of the Leadership Team, or Head or Deputy may have to be implemented. In such cases a behaviour incident form (see appendix) will be completed by the class teacher or adult who dealt with the incident and uploaded to the school learning platform (Behaviour>Incident Reports). The incident form must include the date, time and location of incident, pupils involved, type of incident and a narrative of events as well as agreed consequences. This may also be the case for a serious “one off” incident which the school has a zero tolerance stance on, such as the use of racist/homophobic language.

The Headteacher & Deputy Head will receive an email notification when a member of staff uploads a behaviour incident. The Deputy Head will monitor all incidents and through discussion with the class teacher may implement additional strategies. The Deputy Head will also log the incident on the pupil's individual profile on Arbor.

Occasionally, the class teacher may be asked to "log" poor behaviour on a weekly record (see appendix) and uploaded onto the learning platform in an attempt to identify patterns or trends in poor behaviour. This will be done through consultation with the Deputy Head.

Children with additional needs

Communication between teacher, child and parent of pupils with additional needs will meet regularly to discuss and devise strategies or possible interventions for behaviour. Parents will be informed at every step of their child's behaviour.

The strategies will be fairly and consistently applied. Systems are in place to support teachers, especially those with less experience. We are alert to the fact that some behaviour results from unmet additional educational needs, such as emotional and behavioural problems.

Pastoral support programmes

For those pupils that find it difficult to maintain positive behaviour and are at serious risk of exclusion, we work together with the parents and other relevant services. A pastoral support programme will be drawn up. This may include use of a "Strengths & Difficulties" questionnaire or completion of "The Boxall Profile" which helps to develop a precise and accurate understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities to address these. The school supports fully the LA guidance and policy on Social Inclusion. *Pupils may be referred to the MASH for further support.*

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part until they can display the appropriate behaviour to re-join the group

The class teacher discusses the school values with each class, and also creates a Classroom Charter as part of their PSHE work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children. Where physical restraint is deemed necessary a "Record of Restraint" will be completed by any staff involved and given to the Head Teacher.

One Page Profiles

For a small minority of pupils, consistent use of the school's behaviour policy still might not have the desired impact. In this instance it is the responsibility of the class teacher, with support from the Deputy Head if required, to draw up a "One Page Profile" (see appendix). This will detail what provision the pupil would like to help support them, what good choices they will be able to make because of it as well as what their consequences will be if they make any wrong choices. This will be signed and agreed by the pupil, class teacher and parent and reviewed regularly.

Behaviour Cards

Pupils who persistently display low level disruption (and where preventative strategies listed above have not worked) may have their behaviour monitored on a weekly behaviour card (see appendix). This will have to be agreed by the Deputy Head following discussions with the class teacher and other adults involved in the child's learning. The aim of this is to look for trends or reasons when poor behaviour may

be occurring as well as “catching” good behaviour. Any pupil on a behaviour card will have to get it signed by a member of the Leadership Team every day and the class teacher will inform parents regarding their progress whilst on it.

Home - School Collaboration

If the behaviour card is not having the desired impact it might be necessary to implement a “Home - School Collaboration” book. This aims to promote open communication between teacher, child and parent. The home school book is to be completed daily by class teacher of achievements and incidents during the school day and parents are invited to express their own views.

Pupil Reflection Cards (see appendix)

These can either be used as an alternative to a behaviour card, or for the pupil to fill in simultaneously. The purpose of a pupil reflection card is for the child to show an awareness of and a responsibility for their attitude to learning and the choices they make. They may be able to identify why they sometimes find it difficult to manage their behaviour and suggest reasons why as well as identifying steps they or the class teacher can put into place to prevent it from occurring in the future.

Suspensions and Permanent Exclusions

At Bantock, we are aware that disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil’s behaviour we will endeavour to identify whether there are any casual factors and intervene early in order to reduce the need for suspension or a subsequent exclusion. We will give consideration to a multi-agency assessment that goes beyond the pupil’s educational needs.

The Government supports head teachers in using suspension as a sanction where it is warranted. The decision to suspend or permanently exclude a pupil must be lawful, reasonable and fair.

Only the head teacher (or the acting head teacher) has the power to suspend or permanently exclude a pupil from school and this must be 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 suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion.

A decision to exclude a pupil **permanently** should only be taken:

- In response to a serious breach, or persistent breaches, of the school’s behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The head teacher must report any suspensions or permanent exclusions to the Chair of Governors and notify the LA by completing the online form which can be found [here](#) and a copy of the parental letter (see appendix) to Sarah Rennison at the LA attendanceandexclusions@wolverhampton.gov.uk

Whenever the head teacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension and the reasons for it. They must also, without delay, provide parents with the following information in writing (see appendix):

- The reasons for the suspension/permanent exclusion;
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents’ right to make representations about the suspension/permanent exclusion to the governing body and how the pupil may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the governing body to consider the suspension/permanent exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend (see appendix 9)

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the head teacher’s duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The written notification of this information can be provided: by delivering it directly to the parents; leaving it at their last known address; or by posting it to this address.

Where a suspended pupil is of compulsory school age the head teacher must also notify parents without delay, and by the end of the afternoon session:

That for the first five school days of a suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a pupil has received multiple suspensions or is approaching the legal limit of 45 school days of suspension in an academic year, head teachers should consider whether suspension is providing an effective sanction. It is recommended that before a child approaches the legal limit then the school should consider exploring alternative provision and/or an EHC plan depending on the issues.

SPLP (Modified Timetable)

Pupils may also be put on a Specialised Personal Learning Plan (SPLP) which may involve a modified timetable. In all instances, safeguarding and the impact on the child will be the school's first consideration and the LA will be informed using the online form which can be found [here](#)

Alternative Provision

If a pupil is placed with an alternative provision provider, Bantock continues to be responsible for the safeguarding of the pupil. We will ensure that written confirmation is obtained from the provider confirming that appropriate safeguarding checks have been carried out in individuals working at the establishment, (i.e. those checks that the school would otherwise perform in respect of its own staff).

Monitoring

The Head Teacher and Deputy Head Teacher monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of serious incidents of misbehaviour. The adult who initially observes or responds to a serious incident of behaviour will log the incident on Arbor on the child's individual profile. This is monitored regularly by the Deputy Head. The Head Teacher keeps a record of any pupil who is suspended, or who is permanently excluded.

Racial incidents must be reported to the local authority; homophobic incidents are also recorded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Policies

For further information, please refer to the following policies:

Physical Restraint & Safer Handling

PHSE

Equality, Diversion & Cohesion

E-safety

SEND

Safeguarding & Child Protection

Health & Wellbeing

Anti-bullying