



Rights Respecting Positive Behaviour Policy

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Introduction

Our school policy is based on **Rights, Respect and Responsibilities**. We are actively pursuing recognition as a UN Rights Respecting school. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

Rights

At Burdett-Coutts school, all staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place.

Staff enable children to fulfil their role as responsible citizens now and in the future by developing skills of independence, creativity and teamwork. As part of thinking independently, we seek to develop each child's ability to make informed choices; recognising that their actions contribute towards ensuring that the rights of all are respected.

Our curriculum is founded upon the explicit development of these skills.

We aim to:

- Build good relationships amongst the teachers, pupils and parents.
- Have high expectations of all our pupils.
- Offer a broad and balanced curriculum with activities appropriate to the age and ability of the pupils.
- Create an environment which supports and stimulates learning.
- Differentiate the learning for pupils of different abilities.



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- Offer our pupils an opportunity to influence their learning by providing opportunities to contribute ideas and work collaboratively.
- Encourage pupils to be actively involved in their learning and in the wider opportunities that the school offers.
- Demonstrate good role models of adult behaviour with excellent co-operation and support of all members.
- Adhere to the School Charter which was agreed by pupils and staff.
- Emphasise praise and rewards rather than sanctions and punishments.

Respect

The children follow the golden rules:

1. **We listen to each other and to adults:** we follow instructions.
2. **We work hard:** we do not disturb others or waste our learning time.
3. **We behave sensibly** in school and out on school trips.
4. **We are gentle, kind and helpful:** we do not hurt each other's feelings or hurt each other physically.
5. **We are honest:** we do not cover up the truth.
6. **We look after school property, the school building and all equipment:** we do not waste or damage things.

Responsibilities

Class charter:

A sense of responsibility and self-discipline is encouraged amongst all our pupils to aid their development as good citizens. Pupils in each class formulate and agree a **Class Charter** at the beginning of each academic year, which outlines expectations for their behaviour. The **Class Charter** is then displayed in the classroom.

The children play an active part in the running of the school through their contributions to the **School Council**, as **Playground leaders**, as **House Captains** and as **Choristers** in the school choir.

It is expected that staff, both teaching and non-teaching, set the standards of good behaviour and are positive role models in our school. We encourage our children to take responsibility for their



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actions, whilst being given the opportunity to act as class helpers, monitors, school council members or house captains.

The responsibility for Burdett-Coutts being a rights respecting school lies with every member of the community. The main responsibility rests with adults.

Rewards:

Burdett-Coutts acknowledges and rewards Good Behaviour by the following:

Stickers and Certificates:

- Rewarding children by giving them additional responsibility and/or stickers.
- Staff celebrate good behaviour by informing parents verbally or with notes home in the book bag, reading journal or homework diary.
- Children are given house points and reward cards (**green card**). These cards are awarded for work and behaviour, which is exemplary, and therefore deserving of special recognition. Children who receive green cards visit the Headteacher and receive a prize.
- Staff work as a team by adhering to our behaviour management system as explained below.
- Children at our school are also given various 'immediate' rewards for good behaviour. These include verbal praise, stickers, sharing work and talking to parents.

House Points:

- All children from Nursery to Year 6 are assigned team houses. The houses are named after the famous explorers: Livingstone, Cook, Shackleton and Raleigh.
- Children are given house points for a variety of reasons for example; good work, being helpful and showing nice behaviour. Each classroom has a house point board where the points are tracked. If a child receives 10 house points in one week, they are given an orange '10 point' card to take home in acknowledgement for their efforts.
- House points are added up weekly. Every Friday, the house point trackers are taken down and the points totalled. In Monday's assembly, the house with the most points for the previous week will be celebrated and their house team colour will be put on our cup.
- At the end of the term, the house team that has received the most points will be celebrated and the team colour put onto our special cup for the entire term.
- In Thursday's Collective Worship, each class teacher awards one certificate to acknowledge good work and efforts. Every week, one child from each class also receives a Headteacher/ Deputy Head teacher award.



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We believe that good behaviour usually results in children achieving higher academic standards and enjoying school more. In this way, we are able to not only acknowledge, but also reward the great behaviour we see every day in every classroom.

Sanctions:

If a child breaks the golden rule or exhibits other low level inappropriate behaviour in the first instance, they will be given a verbal warning. They may also be required to:

- Sit quietly in another place where they may regain self-control.
- Work alone at a table in the class.
- Work in class with another teacher.
- Miss playtime to 'catch-up'.
- 'Stand on the wall' during part of a lunchtime play or break time (usually 5-10 minutes).

In order to keep parents informed about the choices their children make in school, there are also two cards linked to inappropriate or negative behaviour. These enable us to effectively record the exact nature of a child's behaviour

The cards used for inappropriate behaviour/misconduct/breaking school rules are Yellow and Red cards.

- **Yellow cards** are issued for three consecutive minor behaviour incidents or for more serious incidents. Again the sanction is at the discretion of the class teacher and it is the responsibility of the class teacher to administer any sanctions. (N.B: Children completing work in class should always be supervised by an adult) Yellow cards need to be signed by the parent or carer and returned to school.
- **Red cards** are issued for serious breaches of the school code of conduct, or if a child has received three consecutive yellow cards in one term. The child should attend detention in the head teacher's office where any further sanctions will be discussed. Again, red cards need to be signed by the parent or carer and returned to school.

When a KS2 child receives a **yellow** card, they will be given a detention during the school time. This detention is supervised by the class teacher.

If a child is given a **red** card, they will be given a lunchtime detention on Friday. This will be supervised by Mr P. Murphy (Assistant Head Teacher).



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Health & Safety on Educational Visits

In consultation with the Headteacher, a child may not be able to attend an Educational Visit if the child's behaviour is exhibiting dangerous behaviour that is a safety risk

If any of these situations arise, the Assistant Head Teacher will notify the family as soon as possible after the incident.

Working with parents

If inappropriate behaviour continues, the class teacher will contact the family to discuss the matter in school or over the phone. The primary reason for this is to inform the family of the behaviour so that school and home may work together for the benefit of the child.

On occasion the school may set up **home/school behaviour programmes** which may include a behaviour book/card, where parents and school may communicate on a more frequent basis. This is particularly useful when dealing with disruptive behaviour.

If a child has vandalised something, the child will be expected to rectify the situation and the family would be expected to pay for the repairs. In the event of children producing graffiti, they would be expected to clean it off under supervision of the site manager or other member of staff.

Exclusions

Temporary and permanent exclusions in primary schools are rare events. A fixed term or permanent exclusion may occur for the following reasons:

- Physically assaulting a member of staff (or a pupil).
- Swearing directly at a member of staff.
- Refusing to behave appropriately.
- Bullying.

If a child is temporarily excluded, the family has the option of attending another local school as part of the City of Westminster's programme for supporting excluded pupils. Parents and carers would need to discuss this with the Headteacher.



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In the event of exclusion, the Local Education Authority and Chair of Governors will be notified in writing. On returning to school, the family and school are required to have a meeting with the Headteacher, Deputy or SENco to discuss reintegrating the children.

If a family is unhappy about a temporary or permanent exclusion, there is an appeal procedure, which is issued on request and/or following exclusion.

Home School Agreement

The school also has a Home School Agreement which outlines expectations for parents, children and the school (see attached). An important part of our work together (parents, staff and children) is for us all to be working towards a common direction.

Monitoring

Mr P. Murphy (Assistant Head Teacher) monitors behaviour every week. He analyses incidents in terms of rates of types of behaviour and also to see if there is a pattern of behaviour by groups e.g.: ethnicity or gender.

In producing this policy, the school has used the Department for Education guidance documents.