

Rights Respecting Behaviour Policy 2020-2021

At Haveley Hey we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives.



Haveley Hey is a Rights Respecting School, based upon the U.N. 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 all children should grow up aware of these rights and respecting these rights for themselves and for others. In consultation with the children, staff, parents and governors at Haveley Hey Community 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 behaviour policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

OUR ETHOS

At Haveley Hey we will:

- ensure that every child is aware of their rights and how to respect them and ensure that positive behaviour is acknowledged and rewarded [Article 42 – You have the right to know about your rights.](#)
- Actively build respect for others and understanding that we are all different, but have the same rights [Articles 1 and 2 All children have these rights protected, no matter who you are](#)
- Ensure that adults are good role models for rights respecting behaviours, that expectations are consistent across the school and that children are given opportunities to learn about how to behave [Article 29 Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people](#)
- Listen to the views and experiences of children and use these when making decisions about behaviour [Articles 12 and 3 Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you](#)

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- Support children to make the right choices and provide additional support for this where needed [Articles 28 and 42](#) [You have the right to a good quality education and to know about your rights](#)
- Ensure consequences for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights respecting language when discussing behaviour [Article 37](#) [No one is allowed to punish you in a cruel or harmful way](#)
- Promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs and support these within our school community [Article 23](#) [You have the right to special education and care if you have additional needs](#)
- Be clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote good behaviour [Articles 42 and 9](#) [You have the right to know about your rights and the right to live with a family who cares for you](#)
- Encourage all to take pride in their school, class, learning and learning environment [Article 28](#) [Your right to a good quality education](#)

Class, School and Parent charters

Each class creates their own class charter that staff and pupils sign up to, agreeing to respect the chosen rights for themselves and others with their behaviour. Class charters are shared with parents at the beginning of the year in 'Meet the Teacher' meetings. The charters are used to promote and remind children of how they can show respect for their rights and for the rights of others so that all children can have the best chance to do well in school. Our whole school lunchtime, playground and parent charters reflect our ethos and the rights that are to be promoted and respected in and around our school. These rights are linked to the behaviours that will ensure our rights are respected and promoted.

At the beginning of our Rights Respecting journey these rights were agreed by the whole school community as our umbrella rights. They are:

To **respect** the right to be safe

To **respect** the right to have an education and to learn

To **respect** the right to be an individual and to be happy at school

To **respect** the right to be listened to and to be heard

To **respect** the right to be healthy

To **respect** the right to be treated fairly

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Behaviour for learning

At Haveley Hey we believe that when children behave positively they will achieve the best outcomes. All adults in school are committed to supporting children to have excellent behaviour and to following the school behaviour policy by:

- Modelling respectful behaviour at all times
- Praising and rewarding positive behaviour and sanctioning poor choices in line with school guidance and expectations.
- Building positive relationships with all children and their families and their wider support networks
- Creating an environment for learning with clear structures and routines

Behaviour at Lunchtimes

Lunchtimes are an essential part of the school day where children enjoy eating, socialising and relaxing and playing. Children are expected to follow the same high standards of behaviour at lunchtimes as they are in the rest of the school day. Staff are expected to role model the same high standards of rights respecting behaviours and the same fair consistent support for children to make positive choices.

Some children may find the unstructured aspects of lunchtime difficult, and so will access additional provision, such as lunchtime groups or eating in a smaller group with an adult. This provision will be coordinated by a member of SLT.

The consequences for positive and negative behaviours at lunchtime can be seen in the Consequences Ladder in Appendix 4.

Support for children with Special Educational Needs or disabilities

Some children have additional needs 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 our expectations for the majority of the children within school. Children may have the support for their additional needs set out within an Education, Health and Care Plan or a Statement or they may have personal targets developed in school. If a child's behaviour is thought to be due to particular needs the SENDCo will work with the adults supporting the child to ensure that proper assessment is undertaken and that the strategies and support are in place to allow them to succeed. A child with additional needs can expect that their progress is reviewed regularly and that they are given opportunities to develop and improve. Children with additional needs are expected to work towards following the expectations of behaviour for all children in school, though they may need more support in achieving these. Appropriate support for their behaviour will take into account the other children in school to ensure that everyone has their rights respected.

Children with Persistent Challenging Behaviour

Children with repeated inappropriate behaviour will be given opportunities and support to change their behaviour over a specific period of time. If their behaviour choices continue to

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be outside of our expectations then parents and carers will be asked to be involved in a Pastoral Support Plan to avoid more serious consequences such as fixed term or permanent exclusions. This may be done through a Team Around the Child meeting format which explore a child's experiences and support both inside school and at home. The details of this can be found in the Consequences Ladder in Appendix 4.

A Pastoral Support Plan (PSP)

- Is a way for school and home to work together
- Lasts for a short amount of time, approximately half a term
- Helps a child to become aware of their behaviour and then to make the right choices
- Sets targets with the child and parents / carers
- Targets need to be achieved and behaviour improved over the given time
- Targets will be reviewed every 2 weeks with the child, parent / carer and the Inclusion Lead to ensure progress is being made
- Therapeutic intervention may form part of this process, as will rewards for achieving targets
- May involve the use of part-time timetable agreements, which will be monitored weekly with the aim of moving back to full time provision as soon as possible
- The Local Authority will be informed that the child is at risk of exclusion and a copy of the PSP will be sent to them.

When all the targets set have been achieved the expectation is that the child will no longer need a PSP and can follow school expectations. Where this is not the case and behaviour continues to undermine safety, welfare or capacity to learn of the other children in school, other options will be explored, including off-site provision, fixed term or permanent exclusions.

This policy will be monitored by the Senior Leadership Team and the Governing Body and reviewed on an annual basis.

Date agreed by Governing Body:

Chair of Governor's signature:

Review date: June 2019

Appendix 1: Home School Agreement

Appendix 2: Parent charter

Appendix 3: Lunchtime charter

Appendix 4: Consequence Ladder

Appendix 5: Behaviour Monitoring Sheet

Appendix 6: Pupil report

Appendix 7: Letters to parents

Appendix 8: Team Around The Child meeting format

Appendix 9: Pastoral Support Plan

Appendix 10: Part time Timetable Agreement

Appendix 11: Report

Appendix 12: Behaviour Management Expectations/ Common Language

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