



Pegasus Primary School
A NINESTILES ACADEMY

Rights Respecting Behaviour Policy

Draft Behaviour Policy

Ratified by Academy Council on _____

Reviewed annually on _____

Rights Respecting Behaviour Policy

Vision and Practice

At Pegasus Primary School we want to **secure pupil success** for all. We believe that every pupil has; the right to be an outstanding learner, the right to be safe, happy and healthy, the right to achieve economic well-being, the right to value their identity and the right to be able to contribute to society and the greater good.

RIGHTS (United Nations Convention on the Rights of the Child)

All members of the school community have rights. The fundamental rights of the child can be found in the Appendix to this policy but are based on the United Nations Convention on the Rights of the Child. Our **whole school Pegasus Family Charter** reflects the principles for behaviour in the school which have been agreed by the whole school community. They are:

- **Follow an instruction first time, every time (Article 28)**
- **Have kind hands and feet (Article 19)**
- **Polite and respectful to all (Article 28)**
- **Always let people join in (Articles 12,14,15, 23)**
- **Listen to others' opinions and ideas (Article 13)**
- **Never give up no matter what (Article 29)**
- **Find the courage to speak the truth (Article 13)**
- **Stop bullies together (Articles 28,19)**
- **Enjoy the challenge of learning (Article 28)**



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With every right comes **responsibility** and we believe that **all members of the school community should**, in their actions and behaviours, **respect this balance**.

Pegasus is striving to have a school culture based on respect. We believe all pupils should have:

Respect for themselves:

- + value themselves as an individual and within the community
- + demonstrate/display self-confidence and have respect for themselves
- + feel confident to always aspire to succeeding and know how to support others inside and outside of the classroom
- + be able to manage themselves and develop strategies to consistently manage behaviour
- + be sure of themselves, so they can adapt to different situations
- + in KS2 pupil begin to be self-motivated and driven by **intrinsic reward**
- + understand the consequences of mistakes and be able to put this in perspective
- + show genuine leadership (this could mean be confident to 'have the courage in one's convictions')
- + be willing to take a sensible risk and speak out
- + behave safely and feel safe
- + act humanely because it is the right thing to do, and think of others first

Respect each other:

- + treat others with dignity
- + display genuine empathy and tolerance towards others
- + be able to model positive behaviour to younger pupils

Respect for the environment/community:

- + show respect to the environment and have pride in their school
- + show natural appreciation of the environment and support of all others including other learners and teachers

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Aims of the Policy

- ✚ to realise the attitude and behaviours listed above, which in turn will lead to securing pupil success and outcomes
- ✚ to ensure our school policy and practice complies with legal and statutory requirements
- ✚ to ensure our Behaviour Policy and practice links with other policies, eg Safeguarding, where appropriate, to ensure a coherent approach
- ✚ Act as good ambassadors for the school at all times
- ✚ Show respect in all their actions in relation to the wider community for example beyond the school gates

Through our work as a Rights Respecting School and the implementation of this policy, we aim to realise this vision.

HOW WE WILL MAKE THIS HAPPEN?

WHOLE SCHOOL and CLASS CHARTERS

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Within class this is promoted by the creation of a **Class 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.

WHAT CHILDREN CAN EXPECT OF STAFF

- 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.

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- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide Circle Time and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self reflection and self esteem.
- A 'place2be', (Green Room) and a 'place2talk', The Hub, will be available for children who need a place to talk to someone who is not their teacher about things that may be worrying them.
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- **In consultation with the Pupil School Council the children have defined Bullying as;**
 - ✚ **repeated behaviour happening over time**
 - ✚ **it can happen to anyone**
 - ✚ **it can be physical. This means it hurts someone's body**
 - ✚ **it can be emotional. This means that words are used to hurt us inside. it may be about someone's appearance, their religion, their race, gender, personality**
 - ✚ **it can happen online, through texts, posting photos to make someone feel horrible about themselves.**
- That staff know and understand the Rights Respecting 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 treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- To follow the whole school Behaviour and Class 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.

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WHAT SCHOOL EXPECTS OF PARENT/ CARERS/FAMILIES

- To support the school in its Rights Respecting Behaviour Policy.
- To have high expectations of their children to achieve and succeed at school and talk to their children about the school expectations of learning and behaviour.
- To give specific praise when children do well at school and share with us any achievements outside of school,
- Take part in opportunities to celebrate success, such as assemblies, workshops and trips,
- To work with school if there are any concerns about their child's behaviour in school, working together can quickly make a difference,
- To encourage children to discuss problems and accept help when needed.
- To attend parents' evenings and any other meetings with school that will help their child,
- To tell school of any concerns, including medical concerns or issues which may affect their child's behaviour or learning. These concerns may stem from within school or beyond school.
- To ensure that your child attends school daily and on time.
- To support wider policies that can impact on behaviour such as, sending children into school in school uniform, supporting homework being completed and encouraging reading every day.

Home School Agreement

Every September a new agreement to parents and pupil. High expectations are held for all involved in the pupil's learning career and it is important that everyone commit to these.

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HOW WE WILL SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Article 23

Some of our children in school may have additional needs where their behaviour is 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.

Additional support for inappropriate behaviour as a result of additional needs is put in place through a graduated approach.

The Graduated Approach

- will include support that may have been identified by the class teacher, Special Educational Needs and Disabilities Coordinator (SENDSCO) or another agency eg Educational Psychologist.
- may include a therapeutic or nurture intervention to help them
 - become more confident
 - have an increased ability to work with others
 - have a quiet time to help them to remain calm
- may have some adult support identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress
- can last for a year or even longer

However, this does not mean that the child is unable to follow most of the school behaviour policy. They will be expected to try their best but individual needs will be taken into account whilst also considering the needs and safety of all the children in our school.

Challenging Behaviour

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

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to be outside of our expectations then a Personal Support Plan (PSP) will be put in place to support the child with the aim to prevent an exclusion. Where a PSP is needed, school will work closely with parent/carers to prevent a possible exclusion.

The Personal Support Plan (PSP)

- is a way for school and home to work together
- lasts for a short amount of time, approximately 6 weeks
- helps a child to become aware of their behaviour and then to make the right choices
- has targets set 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 SENDCO to ensure progress is being made
- therapeutic or nurture intervention may form part of this process, as will rewards for achieving targets
- 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

REWARDS AND CONSEQUENCES

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for their poor choices.

Rewards

A 'It's Good to be Green' system operates throughout school with a visible class chart. Each child will start each day on a GREEN card and if they remain on the GREEN card all day then it is a mark towards attaining a gold star at the end of the week. If they succeed in remaining on GREEN on all week for their excellent behaviour and attitude, then they will be awarded a

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gold star for their gold star chart. A full chart results in a corresponding colour wristband and for exceptional behaviour and attitude, the child might be awarded a special Principal's wristband.

See appendix for a visual reward guide.

Stickers and other positive rewards may be given including the Principal's and Vice Principals' stickers.

Marbles rewarded for collective rewards and given by all staff. A marble treat then selected by the whole class and taken on a pre-arranged Friday afternoon for half an hour.

Celebration assemblies each week will reward collective outstanding achievements for attendance, behaviour and learning (House Cup) and individual rewards for learning and behaviour will be given as 'Butterfly' rewards.

Consequences

The 'It's Good to be Green' system provides a holistic approach and, for the vast majority of pupils will support the behaviour choices they make.

Stage One:

Sometimes a child will move to a YELLOW card as the adult has given had to give a couple of verbal warnings yet the child has not adapted their behaviour. The teacher will have a discussion with the child, log the behaviour on the weekly class log and the child resets to GREEN.

A reset to green is always provided at the start of a new lesson, after lunch and the start of a new day.

Stage Two

'Yo-yoing' between GREEN and YELLOW is not permitted and occasionally a red card will be given. A child on RED has consistently failed to adjust their behaviour or attitudes. They may be disruptive. They will be breaking school rules having been given every chance to adjust their behaviour. The

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child is removed from class and may lose social time / other privileges and a detention during school hours in the Vice Principals' office may be given, (in line with Government guidance in Behaviour and discipline in schools, January 2016).

If a child has to be sent out of class – parents are informed and a Senior Teacher will be involved to develop an IEP as required.

Stage Three

A child will not be able to 'yo-yo' on RED and if they are repeatedly getting to red – more severe consequences will follow. A meeting with parents is very likely and the Vice Principal and Principal will be involved.

Stage Four

DARK RED card denotes severe behaviour and the immediate involvement of Principal or Vice Principal. Likely exclusion, (either fixed or in extreme cases, permanent), if a pupil poses a risk to their own safety or that of others.

The Principal's decision to exclude a pupil reflects the Government's guidance in 'Exclusion from maintained schools, Academies and pupil referral units in England', 'Government guidance in Behaviour and discipline in schools', January 2016 and due process aligned to the Local Authority's procedures.

Parents of the pupil permanently excluded have the right to appeal and a panel convened by the Trust will hear this appeal.

Other support strategies to support disruptive behaviour

Disruptive behaviour will sometimes require an adaptation of environment and the Vice Principals' office used as an 'Isolation Room' for 1:1 support to be given.

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Use of 'reasonable force' (as denoted in 'Behaviour and Discipline in Schools' section 38-41) may occasionally be required. All staff who are trained in 'Teach Team' and hold current certification may be asked to assist in the Principal or Vice Principal if the safety of the pupil or others would be compromised if the action not taken. The Principal or Vice Principals must record any use of 'reasonable force' in the Serious Incidents Reasonable Force' Book kept in the Principal's office.

Appendix

Sources or statutory guidance

'Exclusion from maintained schools, Academies and pupil referral units in England'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

'Government guidance in Behaviour and discipline in schools', January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.p](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

'child friendly rights of child' Unicef

<file:///C:/Users/Kate%20R/Desktop/2016-2017/RRS/uncrcchildfriendlylanguage.pdf>

Education and Inspection Act 2006 (section 89)



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Rewards

Start the day on **GREEN**.

All day on **GREEN** = mark towards
GOLD STAR.

All week on **GREEN** = **GOLD STAR**.

(Special **GOLD STARS** for excellent
behaviour & attitude.)





Chart full of **GOLD STARS** = wrist
band.

(Special **Principal's wrist band** for
exceptional behaviour & attitude.)



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It's Good to be Green! Consequences

1	Reminder of the rules & expectations – make a good choice, stay on green.
	
2	Warning – move to a yellow card for that session.
	New lesson, fresh start - back to green. Make better choices.
3	Time out & consequence. Grown-ups at home will be told.
	When you're are allowed back in the classroom - back to green. Make better choices.
4	You're not following rules or instructions at all. You may not be safe or others safe around you - serious consequences. Grown-ups will have a meeting with The Principal.
	After the meeting, when you're allowed back in the classroom, you'll be back to green. You will have targets to help you make good choices.





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Pegasus Family Charter

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- Listen to others' opinions and ideas (Article 13)
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This Charter respects the rights of every child



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Pegasus Primary School, A Ninestiles Academy
Home School Agreement based on Unicef's 50 Rights of a Child –
Spring Term 2017



Child's name	Year	Date
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Articles 28, 29, 23, 17 and 34, SCHOOL WILL:

- care for your child's safety and happiness
- ensure that your child achieves their full potential as a valued member of the school community
- achieve high standards of work and behaviour through maintaining high expectations, building good relationships and developing a sense of responsibility
- ensure your child receives a broad and balanced curriculum appropriate to their needs
- provide parents with information about the curriculum and termly feedback on your child's progress
- contact parents when there is a concern about your child's well-being and to celebrate success
- provide purposeful homework, making expectations clear to parents
- set targets for your child's attainment
- be open and welcoming, working in collaboration with you to meet the needs of your child
- create opportunities and encourage you to become involved in the daily life of the school

Class teacher Signature

Articles 9, 17, 18 and 34 PARENT(S)/CARER(S) WILL:

- contact school if there is a problem which might affect the child's behaviour or work in school
- talk to my child about their day at school
- provide encouragement and praise
- see that my child arrives at school on time, rested and having eaten breakfast
- see that my child goes to school every day
- phone school immediately if my child is not attending and always inform the school of the reason
- support the school's policies and guidelines for behaviour
- will attend parents' evenings, open evenings and workshops
- read with my child every day and record it in their Reading Record, and return it to school every day
- support my child in doing homework and other opportunities for home learning
- support my child by attending celebrations, special assemblies and presentations
- provide appropriate school uniform and PE kit
- ensure my child does not have access to any social media site that might compromise their safety ~~eg~~ Facebook

Signature(s)








AS A PUPIL I WILL:








- do my best in my class work, homework and with my behaviour, so that I can be proud of myself and my school
- read every day at home and record it in my Reading Record
- be kind, polite and helpful to everyone
- follow our school and class rules
- attend school on time, every day
- bring all the equipment I need every day
- wear the school uniform and be tidy
- take care of my school and the things in it
- let my teacher and parent/carer know if I have any worries

Signature



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1	2	3 	4	5
6	7	8	9	10 
11	12	13	14	15
My Star Chart, _____ wristband goal Name _____ Date started _____ Class _____ 				
16	17	18	19	20 
21 	22	23	24	25
26	27	28 	29	30 

1	2	3 	4	5
6	7	8	9	10 
11	12	13	14	15
My Star Chart _____ wristband goal Name _____ Date started _____ Class _____ 				
16	17	18	19	20 
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