



THE PARKHILL JUNIOR SCHOOL

Rights Respecting Behaviour Policy

(2018-19)

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Introduction

The measures set out in this policy aim to:

promote good behaviour, self-discipline and respect; prevent bullying; ensure that our children have full access to work they are given and the circumstances necessary to complete it. We aim to enable children to better understand themselves and to then develop strategies and learning behaviours that empower them to make positive choices. At Parkhill Junior, children enjoy the right to work, play and learn in a safe and happy school environment.

Article 3: The best interests of the child must be a top priority in all things that affect children.

(A) Responsibilities

Parkhill Parent/Carer responsibilities are:

- To be a positive role model
- To respect everyone, children and adults.
- To communicate with, and listen to, the adults in the school
- To listen to their children
- To ensure the children feel safe and are safe at all times
- To refrain from reprimanding/admonishing children who are not their own. (Refer to guidance for educational visits)
- Support the school's behaviour management systems and work in partnership with the school
- Set a good example by showing fairness, patience and consistency at home and at school

Parkhill Adult Team responsibilities are:

- To listen to everyone
- To respect everyone, pupils and adults
- To use rights respecting language with children at all times
- To be fair and consistent
- To be aware of the individual needs of all children across the school
- To be a positive role model
- To be trustful and trustworthy
- To ensure the children are safe and feel safe
- To encourage honesty at all times
- To communicate with others and act on information appropriately
- To encourage the children to be responsible for their own behaviour. – in keeping with the our set of valued behaviours - the 6Rs and our school rules. (See Appendices 1 and 2)
- To have high expectations of every child
- To work in partnership with parents, colleagues and outside agencies
- To provide a safe and happy wonderland of learning.
- To challenge stereotypes – reinforce gender equality



Parkhill Children responsibilities are:

- To be honest
- To behave safely at all times
- To tell an adult if they feel unsafe
- To respect everyone's rights and treat others as they wish to be treated
- To be a positive role model in all that they do.
- To practise and promote the school motto
- To follow the school rules and look after each other.
- To be responsible for their behaviour (6Rs)
- To speak to each other respectfully and kindly

All members of our school and wider community, children, staff and parents/carers, are role models and share the responsibility of promoting socially acceptable behaviour.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

(B) Rewards and Consequences

Standards for behaviour are very high and are promoted consistently across the school. We do not believe that children should be given extrinsic rewards for good behaviour as it is an expectation.

However, good and improved behaviour should be recognised and commended;
We praise and congratulate children for good and improved behaviour.

Rewards at Parkhill Junior School

- Star learner of the week
- Mathematician of the week certificate
- Writer of the week certificate
- Star of the day (RRS)
- Special book in Mrs Hughes's office showcasing excellent work and personal progress
- Attendance certificates (weekly – classes, termly – individuals)
- Punctuality certificates (weekly – classes)
- Health and Safety certificates
- Ready for Learning (weekly - walk wardens award)
- Mathletics certificates
- Golden letters

(See the draft *Rewards and Recognition Policy into Practice*, for details of our reward systems)

(C) Responding to Inappropriate Behaviour

Minor incidents:

Discussion with class teacher and firm reminder of home school agreement/class rights respecting charter/school rules.

Loss of part or full playtime or lunchtime to reflect on their behaviour

Loss of privileges eg having full access to playground equipment

Parents/carers are informed by the class teacher if there is persistent repetition of these behaviours.



Serious incidents: (such as being very aggressive, stealing, threatening behaviour, bullying, putting others and her/himself in danger, disobeying instructions, vandalism, racism)

The child is sent straight to a member of the Senior Leadership and Management Team ie the deputy headteacher, assistant head teacher or SENCo.

The senior leader will escalate the issue to the Headteacher if judged necessary.

Parents/carers being informed by the class teacher.

Consequences agreed with Senior Leaders, teacher and parents/carers.

A log is kept to track behaviours if they are persistent.

The Head teacher reserves the right to exclude, either internally or externally, a pupil for persistent or extreme inappropriate behaviour. See Redbridge guidance regarding school exclusions.

NB Time out must occur in the child's classroom. Children must not be sent to another class for time out.

Unacceptable behaviour in school may result in children not attending educational visits. (Parents should be advised of this.)

Inappropriate behaviour on **educational visits**, such as refusal to follow instructions, risking own or other's safety could result in missing future visits.

For a small number of children, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. An individual behaviour plan will be agreed between the pupil, staff and parents. The support from outside agencies will also be sought where appropriate.

Racism

Incidents of racism: We encourage children and adults to report any racist incident. A record is kept of racist incidents and the parents/carers of involved pupils are informed. We respond to racist incidents following the steps detailed in (C) above.

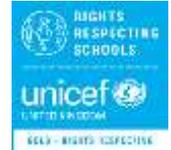
Malicious accusation against a member of staff by a pupil – If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

The Head teacher or a senior leader will discuss the content of the allegation with the LA Designated Officer. (**Helen Curtis**) 0208 708 5350 LADO@redbridge.gov.uk

Parents/carers will be informed by the class teacher if these events occur.

Consequences agreed by senior member of staff, teacher and parents.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Bullying

What is bullying?

Bullying is reoccurring, unfair, deliberate, and targeted behaviour that causes hurt to another person. Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racial	racist taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	using technology to carry out bullying behaviours

What is not bullying?

An accident. A disagreement. Occasional loss of temper or swearing.

Our school will comply with the current *Guidance for Safer Working Practice for Adults who Work with Children and Young People* and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Review date: November 2019



Appendix 1

The 6 Rs

We at Parkhill Junior School, constantly explore new boundaries. As a Rights-Respecting school, we actively promote a Rights-Respecting ethos. We follow our class charters every day and at the beginning of each term we reinforce our commitment by revisiting them. Whilst we continually develop our capacity to learn in new and challenging circumstances throughout our school life, we are currently in the process of developing and implementing a practical framework for fostering lifelong learning in our children.

In the developing field of learning to learn, research suggests that there are several broad characteristics that we need to develop in order to become successful learners. We have adapted these to fit the Rights respecting ethos and values at Parkhill Junior School and we practice them in our learning every day. We call our learning behaviours the six Rs:

- Rights-Respecting
- Ready for Learning
- Responsibility
- Resilience
- Reflection
- Risk-Taking

The teaching of positive learning behaviours is designed to maximise learning power; to help children learn how to learn. This involves building and developing particular habits of mind to enable children to face difficulties calmly, confidently, and creatively and so be better prepared as lifelong learners. Our framework encompasses, embeds and effectively contributes to our Rights respecting practice and ethos.

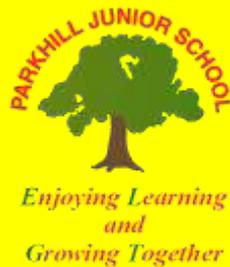
At Parkhill Junior School, everybody is encouraged to achieve their full potential. The six Rs allow us to nurture this ethos and build the children's learning power through a variety of strategies and techniques. The six Rs are beginning to allow us to develop a common language for learning across the school and embeds effectively the Rights respecting language too. The language is used in all classrooms, by all staff and with all children. This helps everyone talk about understanding learning to learn whilst respecting each other's rights to learn.

We focus on a different learning behaviour every half-term. Every half-term, a learning behaviour is split into 'learning skills'. We focus on a different learning skill every week (see weekly LBIs – Learning Behaviour Intention). Children are encouraged to model and practise these learning skills within their everyday lessons and activities and apply them to different aspects of their learning. We call these learning skills, the Parkhill Skills to Success. This approach reinforces positive beliefs, behaviours and language.



Appendix 2

Our School Rules



We listen carefully and do our best
So that we can be proud of ourselves and our work

We are respectful, caring and co-operative
So that our school is a safe and happy place

We move quietly and sensibly around the school
So others can work and to avoid accidents

We settle our disagreements peacefully by talking about them
So that we do not hurt each other

We look after the school and everybody's property
So that we have what we need to learn and our belongings are safe.





Week beginning: insert date.

Day	Playtime (15 minutes) Meet with Mrs Hughes-Mulhall every day.	Lunchtime Meet with Mrs Hughes-Mulhall every day.
Monday	With HT – reflection writing session.	Lunch with the HT – listening to younger children read; corridor duty.
Tuesday	With DHT - reflection writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Wednesday	With DHT- reflection writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Thursday	With SENCo - reflection writing session.	Lunch with the SENCo - hearing younger children read. Library tidy-up.
Friday	With AHT - reflection writing session.	Lunch with the AHT – Buddy Area duty.

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Thursday	With SENCo - reflection writing session.	Lunch with the SENCo - hearing younger children read. Library tidy-up.
Friday	With AHT - reflection writing session.	Lunch with the AHT – Corridor duty; Buddy Area duty

Corridor duty: tidying up the corridor from Year 3 to 6.

Listening to Year 3 readers

Buddy Area duty – helping middays to tidy up and organise.

Once the community service has been completed, the HT and class teacher will hold a review meeting with the child(ren).