

Cadland Primary School



Rights, Respect and Responsibilities Policy (Revised July 2017)

Renewal Date: Summer Term 2020

Striving together to be super STAR learners

Cadland Primary School

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Aims:

At Cadland Primary School, we aim to provide a safe, secure and caring environment for all children, staff, and members of the school community. Good behaviour is a necessary condition for effective teaching and learning. Like all social organisations a school requires generally accepted codes of conduct and rules of procedure by which the school community abides.

We feel that it is important to develop a partnership between home and school to promote the agreed standards of good behaviour. The use of rewards and sanctions has been made consistent throughout the school, and it is important that both are shared with parents as appropriate. The school's focus is one of praising and rewarding children's achievements and positive efforts and we will encourage parents to support us in reinforcing a positive ethos.

At Cadland Primary School, all members of our school community value learning opportunities and respect the right of others to learn. All members of our school community are expected to comply with our whole school Rights and Responsibilities Charter, which is displayed throughout the school. This charter is based on 'The United Nations Convention on the Rights of the Child' and was developed by the children through our class and school council system. This charter will be reviewed by the school council every 2 years.

Children behave well in a secure environment where expectations of teachers are clearly understood and regular routines are established. A poster of the Rights and Responsibilities Charter will be displayed in every classroom. The Rights and Responsibilities Charters will be frequently referred to in class, in assemblies and in the playground.

RRR Charters:




Cadland Primary School



Rights & Responsibilities Charter



We have a right to:	We have a responsibility to:
A good quality education	<ul style="list-style-type: none">▪ Be a super STAR learner 
Feel safe at school	<ul style="list-style-type: none">▪ Be kind and tell the truth▪ Be respectful▪ Make safe choices
Have a clean and tidy school	<ul style="list-style-type: none">▪ Look after everything in and around our school



We have two 'No chance' rules which are:

- 1) No swearing
- 2) No Physical Violence



The Responsibilities of Staff:

All members of the school staff have a responsibility to promote the school's positive behaviour ethos and the Whole School Rights and Responsibilities Charter. This can be achieved by giving praise and encouragement to the children whenever it is merited. Staff should reinforce the importance of the Rights and Responsibilities Charter by modelling it for the children through their behaviour towards other staff members and between themselves and the children.

In addition, teaching staff should:

- Be available to greet their class at the beginning of every session.
- Offer children a balanced curriculum where work is differentiated appropriately.
- Provide lessons that are well paced, stimulating and motivating in a pleasant and attractive environment.
- Help children realise their own self worth in order to develop self-esteem and independence.
- Respect and tolerate similarities and differences in a multi-faith society, promoting British Values.
- Encourage and involve parents in the child's social, emotional and academic progress, communicating with them when their children are doing well as well as when there are issues to be addressed.
- Promote high expectations of behaviour and support children in their achievement of this.
- Be consistent and efficient in dealing with unacceptable behaviour and follow the school's systems of rewards and sanctions outlined in this document.
- Record under appropriate categories on CPOMS all racial, physical and verbal abuse behaviour incidents, including any incidents past Step 4 or incidents of a child repeatedly getting to Step 3.
- Record on CPOMS any other significant incidents of behaviour and contact the parents of all children involved including those who may have suffered as a result of the behaviour.
- Record on CPOMS any lunchtime incidents that have been passed on by SMSA, including details of sanctions and communication with parents.

- With support from the Leadership team, create individual behaviour systems for children with particularly challenging behaviour.
- Use non-verbal signs to communicate classroom actions where appropriate, remembering that voices are for teaching and learning not managing and directing.

The Responsibilities of Parents and Families:

All parents have a responsibility to enable children to take full advantage of learning opportunities offered to them, so they are expected to work in partnership with the school to:

- Ensure that children are punctual and attend school regularly - a minimum attendance of 96% is expected.
- Ensure that they come to school well rested, well fed, clean and tidy.
- Support the school's Rights and Responsibilities Charters as expressed in this document.
- Discuss any concerns about behaviour as soon as possible with the class teacher and to keep in regular contact with the school as necessary.
- Encourage children to deal with problems in school appropriately rather than resorting to physical violence or bad language.
- Treat all members of the school community with respect regardless of social background, age, faith or gender.
- Set a good example for children through their own behaviour and actions, especially when on the school site.

Home School Agreements:

Parents are asked to sign a home-school agreement when their child joins the school. This outlines the school's expectations of parental contributions.

The Responsibilities of the Children:

- The children at Cadland Primary School are expected to take responsibility for their actions outlined in the school Rights & Responsibilities Charter to ensure that no other member of the school community's rights is infringed.
- To strive to achieve the learning responsibilities appropriate for their year group as outlined later in this document.
- To support all members of the school community in achieving our shared rights and responsibilities.

Applying the RRR policy in class:

Each class will have its own Rights, Respect and Responsibilities area where the School Charter will be displayed and a six zone visual indicator of the children's learning behaviour for that day will be on display. The six zones will have the following meaning in each class but may be presented differently (e.g. coloured sections, smiley/frown faces, clouds/sun etc):

- +2) Excellent responsibility shown for learning all day
- +1) Very good or significantly improved responsibility shown for learning
- 0) Expected level of responsibility shown for learning
- 1) One example of irresponsible learning behaviour
- 2) Two or more examples of irresponsible learning behaviour

The sixth zone will be a 'no chance' zone. A child's name will be placed here for behaviour that is deemed totally unacceptable. Unacceptable behaviour consists of any physical violence or swearing.

Every child starts on 0 at beginning of every day, so they have a fresh start. Good learning behaviour can be shown by actions, verbal responses or work. Children move up and down the zones during the day and are rewarded for the zone they are in at the end of the day. Nonetheless, if a child reaches the -2 zone at any time during the day appropriate sanctions will be applied.

Defining the responsibility for learning:

Every child in the school is expected to adhere to the Rights and Responsibilities Charter. However, the key learning responsibility from our charter, "Join in all lessons enthusiastically and work hard" will have increasing expectations as the children move through the school.

In the Foundation Stage and Year 1, the following key learning behaviours will be taught and emphasised daily in order to support them in fulfilling this responsibility:

- I use my magnet eyes to help me learn
- I listen carefully so I can learn new things
- I really think about what I am learning and come up with ideas and questions
- I work really well with other children

In Year 2-6, the 4 key learning behaviours are multi-faceted and based on Guy Claxton's Learning Power Document:

Are you a **STAR** learner?

Do you . . .

- **S**tick with a task until you have achieved it? (Resilience)
- **T**ackle Challenges with the right resources? (Resourceful)

Are you . . .

- **A**ware of how your learning is progressing and if you need to make changes? (Reflective)
- **R**eady to learn alone and with others? (Reciprocity)

Reward Systems:

All members of the school community will pick out children who are setting a good example and demonstrating good learning behaviours and will use the school reward systems to motivate children to try their hardest. In this school, we have reward systems for individuals, whole classes and Tree Teams.

Rewarding Individuals:

The following hierarchy of rewards will be used to show children when they are fulfilling their responsibilities as a member of the Cadland Primary School community. All children aim to earn 10 stickers, which in turn earns them a leaf, which in turn earn them individual awards as detailed below.

Step	During Lesson Time		At Playtime / Lunchtime
	Year R, 1 & 2	Yrs 3, 4, 5 & 6	
1	Verbal or non-verbal praise (e.g. smile, thumbs up, whoosh)		
2	Tree team points awarded (see tree team point currency)		Tree Team Point awarded and/or Superstar behaviour card for children to move up into next zone in class.
	Name moved up to zone +1		
3	Name moved up to zone +2 Sticker on reward card if still there at end of day (Sticker can also be awarded for a particularly good piece of work - mark R in a circle on child's work)		Tree Team points awarded.
4	Full reward card + good learning behaviour bond achieved = leaf awarded in assembly and placed on team tree. Leaf to go home at end of $\frac{1}{2}$ term. (Aim is 1 leaf per $\frac{1}{2}$ term for average children. Class Teacher to set no' of stamps depending on own generosity/age of chn)		SMSA to give out 'Lunchtime Award' sticker to go on reward card.
5	5 leaves + STAR learning behaviour bond = Mole award presented in assembly	6 leaves + STAR learning behaviour bond = Green Tree award presented in assembly.	Senior Midday Supervisor note home.
6	10 leaves + STAR learning behaviour bond = Pony award presented in assembly	6 leaves + STAR learning behaviour bond = Bronze Tree award presented in assembly	

7	15 leaves + STAR learning behaviour bond = Woodpecker award presented in assembly. Parents invited to attend.	18 leaves + STAR learning behaviour bond = Silver Tree Award presented in assembly	
8	20 leaves + STAR learning behaviour bond = Owl award presented in assembly. Parents invited to attend. All children achieving a woodland creature award (e.g. steps 5 - 8) will have their name displayed in the school newsletter.	30 leaves + STAR learning behaviour bond = Gold Tree Award presented in assembly. Parents invited to attend.	
9		30 leaves + STAR learning behaviour bond = Platinum Tree Award presented in assembly. Parents invited to attend. All children achieving a tree award (e.g. steps 5 - 9) will have their name displayed in the school newsletter.	

- Teachers will keep a record of who has completed their reward card, and thus received a leaf (point) for their house, to ensure that no-one misses out completely. The rewards may be for work, effort, attitude or learning behaviour.
- When they have achieved all the leaves on their card, and they have proved that they can demonstrate the 4 STAR learner qualities (teacher needs to sign these off) they will take their card to the Headteacher who will sign the card and organise for a letter to go home inviting the parents to the next tree team assembly to see their child be awarded their badge.

Star of the Week:

- A Star of the Week from each class will be celebrated fortnightly in Wednesday's celebration assembly. This child will have been chosen by the teacher, for specific reasons linked to the Star Learner criteria . This can be shared with the children in class; the star pupil then takes it into assembly. In the Celebration Assembly the "Star of the Week" from each class will be praised and their STAR of the week card will be displayed outside the hall. The child will also receive a sticker to wear home that day. It will remain on display for everyone to see for a fortnight when it can be collected and returned to the class and displayed on the class STAR Learner display. Every "Star of the Week" will receive a sticker for their reward card.

Whole Class Reward:

- Each class teacher will devise their own system of enabling the whole class to achieve a reward together as a team. This may be gaining fish, stars etc which result in a $\frac{1}{2}$ hr period of golden time being achieved for everyone.
- The system should ensure that their class are likely to achieve this approximately twice a term. Golden Time activities should be selected by the class at the start of a $\frac{1}{2}$ term from a list provided by the teacher. The activities will have a clear educational benefit (e.g. art activities, physical activities etc)

Whole School Rewards:

- 'Striving together' assemblies will happen every other Wednesday and will focus on team achievements.
- When the children have filled up their class reward card, they are awarded a leaf for their tree team which they will bring to this assembly and put it on their tree. At the end of the half term, the leaves on the tree will be counted and the team with the most leaves will have extra play while the other Tree Teams remain in assembly.
- Children will be awarded tree team points over the fortnight. On the day of these assemblies, class teachers will fill in a slip with the totals for each tree team for that fortnight. Year 6 children will then go round to classes and collect these slips and then add these points (along with points earned in assemblies and at lunchtimes) to an Excel spread sheet. In the assembly, the totals will be announced and the winning tree team for that fortnight will be celebrated. The point-o-meter will then be used to announce the cumulative points total (Year 6 will have added this fortnight's points to the previous total). At the end of the term, the team with the most points will receive an afternoon of activities and their parents will be invited to join them. The rest of the school will have lessons as normal.

Sanctions:

When children infringe the rights of others and fail to achieve the school community's responsibilities, a sanction will be used.

- Silent disapproval, frowning and verbal encouragement all indicate to children that they are required to think about their behaviour.
- A pre-warning should always be used - give choice and reinforce right choice - before more serious action is taken.
- After a pupil has received a consequence, an opportunity must be found to praise the required or appropriate behaviour thus maintaining pupil self-esteem.
- A brief, informal chat over the phone or with a parent after school can be remarkably effective and need not be seen as an official sanction.

Teachers will record significant incidents of behaviour on CPOMS as outlined in (Responsibilities of teaching staff - page 5 of this document). It is important that at all times, it should be made clear to children which responsibility they are failing to meet through discussion with them.

The sanction hierarchy common to all classes is as follows:

Steps	Sanctions	Playground Sanctions
1	Non-verbal warning/prompt - (e.g. frown, teacher stops what s/he is saying and looks at child, teacher walks over towards child whilst continuing to teach, name is moved off zone 0)	
2	Verbal warning/prompt (e.g. name mentioned, teacher comments on the responsibility the child is not meeting, MSA talks to child about behaviour)	
3	Name moved down to -1 and teacher to explain to child asap which responsibility or learning behaviour they are failing to meet. If the child is in another group/set and needs to move their name up or down, the child will be given a +1 or -1 token to take back to their class. If the child is really well behaved they can move back up the chart. If the child is on -1 at a break time, child loses 5 mins of that break. If the child ends the day on -1, 5 minutes of the next break will be missed. Child to be supervised by class teacher.	Child has 5 minutes time out either sitting or standing near adult. Child has to give teacher yellow card and move name down on return to class and explain why to teacher at convenient time.

4	Name moved to -2 zone. Child sent to partner class for 30 minutes. Child loses all of the next break time. Parent informed by phone at end of day. CPOMS incident completed.	<p>Play: Teacher to record incident on report form and child must move name down on return to class.</p> <p>Lunch: Child taken to Senior MSA. Senior MSA to report incident to class teacher who will take appropriate action and record on CPOMS.</p>
5	If a child is moved to the 'no chance' zone for physical violence or swearing then they will receive an after school detention, details of which will be agreed with parents.	Any incidents at play or lunch which involve swearing or physical violence will be documented by an MSA and given to the class teacher. The class teacher will then arrange an after school detention and document on CPOMS.
6	<p>Following step 4 or following a major infringement of another member of the school community's rights, staff should select the most appropriate sanction/s from the list below:</p> <ol style="list-style-type: none"> 1) Child to see Phase Leader and be internally excluded e.g. removed from class for longer period 2) Lunch time or after school detention. 3) Parents contacted for formal meeting. 4) Meeting with SLT 5) Fixed Term Exclusion 6) Permanent Exclusion 	<p>Removed from playground immediately.</p> <p>Incident report completed by MSA/teacher. Senior Midday Supervisor or teacher to inform SLT, who take over supervision.</p> <p>Parents informed.</p> <hr/> <p>Internal lunchtime/playtime exclusion - Child kept inside during lunchtimes/playtimes for set period. Supervised by SLT.</p> <hr/> <p>Lunchtime debarment. Parent has to take child home for lunch for set period.</p>

This hierarchy is not to be entered into lightly and will only be used once all other techniques have failed. Staff will ensure that steps have been taken to make the activity / rule clear and to teach the expected behaviours: model, prompt, practice - rehearse.

Individual Behaviour Plans:

It is expected that very few children will require any sanctions past step 2. Any child regularly exceeding step 2 should have an individual behaviour support plan and the class teacher should keep a detailed CPOMS behaviour record for this child with the agreement of the Inclusion Manager.

In this situation, the usual rewards and sanctions may be amended to suit the needs of the child, but this must be agreed by a member of the Leadership Team and communicated clearly and sensitively to the child, parents and rest of the class.

These amendments may include the use of lunchtime or after-school detentions for outright refusal. Refusal constitutes a child choosing not to do what is reasonably asked of them by the third time of asking. Staff should ensure that 'thinking time' is built in to allow the child the time to make appropriate choices.

Monitoring and Evaluating the Behaviour Management initiatives:

This is to be ongoing. Opportunities are provided by:

- The staff maintenance of a record of rewards and sanctions used, which will be periodically reviewed.
- The facility to bring issues to the notice of the staff at the start of weekly staff meetings under A.O.B.
- The regular liaison with the Senior Midday Supervisor, by Phase Leaders and the Deputy and Headteachers, to check that procedures are working well and that they feel valued.
- The Headteacher to make use of the time on parents evening to see parents as appropriate. (In the week after each parents' evening there is an opportunity for staff to report back any parental concerns.)
- Review of Home School agreements as necessary.
- Maintenance and review of class records of incidents of racial, verbal and physical abuse.
- Monitoring of records of attendance by Deputy Head Curriculum & Inclusion.
- Monitoring of CPOMS record by Inclusion Manager.

This document reflects the commitment of Cadland Primary School to the Rights Respect and Responsibilities Agenda.

Amended July 2017

Agreed at the full governing body meeting on: 19/07/2017