

# Rights Respecting School Behaviour Policy



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## Rights Respecting School Behaviour Policy

### What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is a list of agreements (articles) made by almost all countries in the world. They are about how to treat children and what children are entitled to. These agreements apply in almost all countries in the world. They are about school, housing, health, religion, parents and friends. But also, about child abuse, child labour and war.

*Please refer to Appendix A of this policy to read what these agreements are.*

### Castilion Primary School is a Rights Respecting School, based upon the U.N. Convention for the Rights of the Child.

At Castilion Primary School, we believe that every child has rights and this includes the right to an education (article 28). The rights within this convention cover basic needs, including education, health, being heard, and experiencing a safe and secure childhood. All children should grow up aware of these rights and respecting these rights for themselves as well as for others. This policy aims to encourage children to learn, work and play together to maintain this Rights Respecting ethos. We believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

At Castilion Primary School, our vision is that 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.

### Through this Rights Respecting School Behaviour Policy, we will create an ethos that will:

- promote an awareness of everybody's individual needs and aim that all are valued within the school community,
- ensure that every child is aware of their rights and responsibilities and will have helped to produce their **Class Charter**,
- expect good behaviour to be modelled by all adults in the school,
- expect everyone to take pride in their school, class, learning, environment,
- expect all staff to treat children fairly, consistently and sensitively and ensure a consistent, positive approach to behaviour management,
- celebrate and praise children's achievement and success,
- value parental support in working collaboratively to find solutions to behaviour management issues,
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights,
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate,
- establish clear procedures for dealing with and managing unacceptable behaviour,
- encourage the active and early involvement of parents in supporting positive behaviour,
- work in partnership with parent/carers in supporting children's social and emotional development.

## How will we make this happen?

### Within Early Years Foundation Stage

- Through the year both Reception and Nursery classes will develop **Class Charters** showing the rights that they have and the things that they should do to respect these rights and the rights of others.
- In Early Years all staff will use specific praise and rewards to reinforce and celebrate positive behaviour.
- Staff will model positive behaviour within the environment and use language that will promote our school's **Rights Respecting** ethos.
- Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others.

### Within KS1 AND KS2

- 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 the 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.

### Whole School Charter

Our **Whole School Charter** reflects the principles for behaviour in the school and are as follows:

- To RESPECT the RIGHT to be safe - **article 19**
- To RESPECT the RIGHT to have an education and that everyone comes to school to learn – **article 28**
- To RESPECT the RIGHT to be an individual - **article 8**
- To RESPECT the RIGHT to be listened to and heard - **article 13**
- To RESPECT each other and the adults within school – **article 4**
- To RESPECT the RIGHT to be healthy - **article 6 and 24**



### What children can expect of staff

- To know they will be treated fairly and consistently when they have not behaved according to expectations or **Class Charter / Whole School Charter agreements**. They will be listened to and expected to explain their actions.
- To have expectations for behaviour discussed with them in a manner appropriate to their stage of development so that they know and understand what is expected of them.
- To be given a chance to reflect on their behaviour choices. *We are all capable of making mistakes and all children will be given reminders and support to make the right choices.*
- To have good work, behaviour, and attitudes praised and rewarded, both in the classroom and around the school.
- To be provided with Circle Time, SRE and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum to develop self-awareness, awareness of others, self-reflection and self-esteem.
- To have all bullying, sexism, racism, and homophobia taken very seriously. To 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 on three separate occasions.*

### What adults in school expect of children

#### Within Early Years Foundation Stage

- To follow the **Class Charter / Whole School Charter agreements** and respond positively to boundaries that are set by staff, with support where needed.
- To listen to adults and to each other.
- To take part in activities that will help them understand their own needs and those of others.
- To begin to think about others and show a developing awareness of other peoples' needs.
- To play safely – indoors and outdoors.
- To show kindness towards others and always use gentle hands.

#### Within KS1 AND KS2

- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.

- To follow the **Class Charter / Whole School Charter agreements** 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, line up calmly, and enter school ready to learn.
- To participate and play an active role within school.

### Supporting behaviour

### Validating and supporting emotional responses

At Castillon Primary School, we want children to understand that we validate and acknowledge all emotions and that it is okay for them to feel whatever emotion they may be experiencing. However, we also want them to understand that actions or behaviours they may display as part of a reaction to an emotion they are feeling that are against our Rights Respecting School values will still be reflected upon.

Therefore, as part of our reflective conversations children will be asked to think about the emotions they felt at the time and consider how these affected their actions. If children are involved in several incidents whereby, they have acted on their feelings and emotions and are finding this challenging to control, they will be given the opportunity to talk to an adult and learn strategies to help them understand and further support them in managing this.

If children are displaying heightened emotions, then they will be given some time to regulate these feelings, so they are able to when ready, engage in a reflection conversation.

### Inclusion Support Report

Children who repeatedly display behaviours, which are against our school values and **Class Charters / Whole School Charter**, will always be given the opportunity to make the right choices and learn what it means to be rights respecting. If they require further support to understand what is expected of them, then an **Inclusion Support Report** will be put in place to support the child with short term targets to be met over a specified period. A team around the child approach will be taken and the school will work closely with the child and family to ensure that the needs can be met and that support is agreed upon by all parties. The **Inclusion Support Report** will be reviewed at least termly.

### Outcomes for positive and negative behaviour

#### Celebrating positive behaviour

For all behaviour to be supported and acknowledged it is important that we celebrate children who demonstrate the **Rights Respecting School Values**.

#### ClassDojo points as rewards for meeting aspects of the Rights Respecting Class Charter / Whole School Charter agreements

- Daily: children may be awarded 1 **ClassDojo** point for each positive **Rights Respecting Learning Behaviour** they have demonstrated.
- Weekly: **Rights Respecting School Values** met shown by the number of **ClassDojo** points collected that week (1<sup>st</sup> & 2<sup>nd</sup>) awarded each Friday in class with a certificate.

- Half-Termly: if 40 **ClassDojo** points are gathered as an average within a class group, then that class group is considered to be working as a **Rights Respecting Class** and achieves a class reward. The reward will be a free lesson where the class can vote for their choice of activity. Examples of activities are: watching a film, playing with toys, board games, extra play time with equipment, or free time in the ICT suite.

## Rights Respecting Citizen

Every Half term, class teachers will select one child from their class to be the **Rights Respecting Citizen**. This child will be commended in a Whole School Assembly and will receive a certificate to commemorate their achievement and will be celebrated in the newsletter.

## Supporting negative behaviour

Stage	Action	Staff
1st opportunity to learn from behaviour	<ul style="list-style-type: none"> <li>● Verbally given a chance to make suitable behaviour choices and be reminded to make the right choices based on the <b>Class Charter / Whole School Charter</b> agreements</li> </ul>	Class Teacher / Teaching Assistant
2nd opportunity to learn from behaviour	<ul style="list-style-type: none"> <li>● 10-minute slot in the YG partner class followed by a reflection discussion between child and teacher based on the <b>Class Charter / Whole School Charter agreements</b> and recorded on a <b>'Think About It Reflection'</b> sheet.</li> <li>● Uploaded onto CPOMS under <b>'Think About It Reflection'</b> sheet.</li> <li>● Follow up informal discussion with parent/carer to open home school communication.</li> </ul>	Class Teacher / Teaching Assistant
3rd opportunity to learn from behaviour	<ul style="list-style-type: none"> <li>● <b>'Think About It Reflection'</b> sheet.</li> <li>● Meeting with Parent/Carer, Class Teacher and Phase Leader, with minutes, to discuss support already offered, the child's response on their <b>'Think About It Reflection'</b> sheet and the child being placed on an <b>Inclusion Support Report</b>.</li> <li>● Minutes uploaded onto CPOMS under <b>'PL Inclusion Support Report Meeting'</b>.</li> </ul>	Class Teacher and Phase Leader
4th opportunity to learn from behaviour	<ul style="list-style-type: none"> <li>● Meeting with Parent/Carer, Class Teacher, Phase Leader and Assistant Principal, to discuss support already offered, the child's response on their <b>'Think About It Reflection'</b> sheet and the child's <b>'Inclusion Support Report'</b> is reviewed.</li> <li>● Minutes uploaded onto CPOMS under <b>'AP Inclusion Support Report Meeting'</b>.</li> </ul>	Class Teacher, Phase Leader and Assistant Principal
5th opportunity to learn from behaviour	<ul style="list-style-type: none"> <li>● Meeting with Parent/Carer, Class Teacher, Phase Leader, Assistant Principal and Principal to discuss the way forward in making positive changes to behaviours.</li> <li>● Minutes uploaded onto CPOMS under <b>'P Inclusion Support Report Meeting'</b>.</li> </ul>	Class Teacher, Phase Leader, Assistant Principal and Principal - as agreed

## Supporting negative and positive behaviour at lunch time.

Lunch time staff are expected to follow the system above. If an incident occurs, children must fill in **'Think About It Reflection'** sheet. All forms must be taken to the office and place in the relevant folder the end of lunch time. Forms will be placed in registers for the teacher to scan and upload to CPOMS.

Any behaviour that has caused a member of staff at Castilion Primary School to have concerns over the impact on other children's right to an education must be recorded on CPOMS under the following tabs:

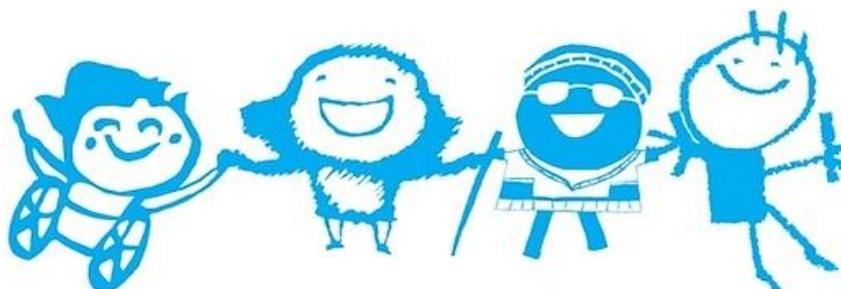
- Negative behaviour in the classroom
- Negative behaviour on the playground
- Negative behaviour at lunchtime
- Negative behaviour peer on peer
- Racist behaviour
- Bullying
- Homophobic behaviour
- Internal exclusion
- External exclusion

Positive dojo cards will be issued by MDS. Any child who receives a warning will be on time out in the designated area.



### Behaviour on the playground

Children who do not display positive behaviour during playtime to stand against the fence for time out where a reflection form must be filled in; this will result in an automatic loss of playtime. Those whose behaviour is deemed dangerous on the playground will not be allowed to return for a period of time set by the behaviour lead. Children must remain in their designated zones during playtime. Those who cross their zone will result in a instant loss of playtime.



unite for  
children unicef 

## Supporting low level disruption in the classroom

All teachers are expected to follow the system above but use further strategies agreed below to minimise low level disruption

- At the start of each lesson/session, draw a happy and sad face on the board.
- Throughout the lesson, write the names of children doing the right thing underneath the happy face.
- Throughout the lesson/session, write the names of children doing the wrong thing underneath the sad face.
- At the end of the lesson/session, praise the 'happy' children and offer Dojos as appropriate.
- At the end of the lesson/session, address the 'sad' children pointing out they have not done the right thing and will miss the whole of their playtime as a consequence. (This is a blanket rule at this time)
- Phase Leaders will agree across the phase who will supervise those children who are not going out to playtime.
- Children missing playtime should be seated away from other children and should not have anything to amuse them.

### Lower level classroom disruption consequence

Any children whose name are on the sad face during learning time misses their play; please use the table below to clarify what behaviour account for loss of play.

<b>Total loss of play</b>	<b>Verbal warning</b>
<ul style="list-style-type: none"> <li>o Physically hurting others</li> <li>o Using derogatory language (including personal insults)</li> <li>o Preventing others from learning/ disruptive behaviours</li> <li>o Talking over the teacher</li> <li>o Continually not following instructions</li> <li>o Continually fiddling with equipment</li> <li>o Continually not listening to the teacher</li> <li>o insufficient/inadequate work</li> </ul>	<ul style="list-style-type: none"> <li>o Fiddling with equipment</li> <li>o Moving about</li> <li>o Not undertaking the task when first asked</li> <li>o Not listening the first time</li> </ul>

Children who miss their play are to line up by the edge of the field, slightly spaced apart without talking; any child who speaks to those children lined up will also miss their play so let your children know. It is important for all adults to follow this rule to ensure that there is consistency across the school and that children receive the same message.

**Only children who are on report sit along the corridor.**

## **Suspension and permanent exclusion (DfE Guidance)**

**All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.** Headteachers/Principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

### **Suspension and permanent exclusion**

In certain instances, depending on the nature of the behaviour, immediate action may be warranted and consequences such as internal or external exclusions may be used if a child's actions are considered to be a serious breach of the **Class Charters / Whole School Charter agreements**.

### **Types of exclusion (DfE Guidance)**

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

#### **Fixed period exclusion (DfE Guidance)**

A fixed period exclusion is where your child is temporarily removed from the school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, the school will set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

#### **Permanent exclusion (DfE Guidance)**

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

### **What happens when your child is excluded? (DfE Guidance)**

Your child's school will let you know about an exclusion as soon as possible. They'll follow up with a letter telling you how long your child is excluded for and why.

### **The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. (DfE Guidance)**

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND) including those with Education, Health and Care plans (EHC plans) (DfE Guidance)**

The Equality Act 2010 requires schools to make **reasonable adjustments** for disabled pupils. This duty can apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed.

At Castilion Primary School, each child identified with Special Educational Needs and/or Disability (SEND) including those with Education, Health and Care plans (EHC plans), with a recognised difficulty managing their emotions and resulting behaviours, has a personalised reasonable adjustments Risk Assessment. We engage proactively with parents in supporting the behaviour of pupils with additional needs through the application and review of the Risk Assessment.

### **Supporting pupils following a sanction (DfE Guidance)**

The school should also consider whether any **reasonable adjustments** need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents/carers;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate.

## Behaviour examples and how to deal with them

Example	Potential strategy
A child is being disruptive during a whole class discussion.	<i>Ask them if they are okay. Remind them or the whole class of the expectations during this time.</i>
Two children have got into a disagreement at lunch time and have said some unkind things to each other.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel.</i>
A child has said something about another child's religion.	<i>Ensure this is recorded on CPOMS and that your Phase Leader has been informed so that this can be recorded as a racial incident.</i>
Two children have been physical with one another. They cannot agree with who started it.	<i>Talk to both children individually and then facilitate a discussion together to explain how they made the other feel. Explain that regardless of how this started they have both made a wrong choice and will need to have a reflection period. Depending on the severity this may be an example of when immediate action may need to be taken by the Aps or P.</i>

## Rephrasing reflective conversations and behaviour management

Instead of using	Try using
Why did you do that?	<i>What were you feeling when you did that?</i>
Stop doing that!	<i>Are you okay?</i>
Calm down!	<i>I can see that you are feeling _____ right now. Take your time, I am here when you are ready.</i>
What did you do?	<i>Talk to me about your break/lunch time.</i>
What happened at break/lunch time today?	<i>How was your break/lunch time today?</i>
Name, stop talking!	<i>Thank you to everyone who is listening when someone else is speaking.</i>

## Appendix A: U.N. Convention for the Rights of the Child.

## Appendix B: Think About It Reflection

### Appendix A: U.N. Convention for the Rights of the Child.



#### Article 1 - Definition of a child

A child is any person under the age of 18.

#### Article 2 - No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

#### Article 3 - Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



#### Article 4 - Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

#### Article 5 - Family guidance as children develop

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

## Article 6 - Life, survival and development

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



## Article 7 - Name and nationality

Children must be registered when they are born and given a name which is officially recognized by the government.

Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

## Article 8 - Identity

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

## Article 9 - Keeping families together

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



## Article 10 - Contact with parents across countries

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

## Article 11 - Protection from kidnapping

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

## Article 12 - Respect for children's views

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



### Article 13 - Sharing thoughts freely

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

### Article 14 - Freedom of thought and religion

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

### Article 15 - Setting up or joining groups

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



### Article 16 - Protection of privacy

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

### Article 17 - Access to information

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

### Article 18 - Responsibility of parents

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



### Article 19 - Protection from violence

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

### Article 20 - Children without families

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

### Article 21 - Children who are adopted

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



### Article 22 - Refugee children

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

### Article 23 - Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

### Article 24 - Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



### Article 25 - Review of a child's placement

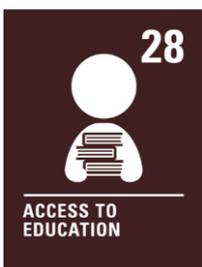
Every child who has been placed somewhere away from home - for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

### Article 26 - Social and economic help

Governments should provide money or other support to help children from poor families.

### Article 27 - Food, clothing, a safe home

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



### Article 28 - Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

### Article 29 - Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

### Article 30 - Minority culture, language and religion

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



### Article 31 - Rest, play, culture, arts

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

### Article 32 - Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

### Article 33 - Protection from harmful drugs

Governments must protect children from taking, making, carrying or selling harmful drugs.



### Article 34 - Protection from sexual abuse

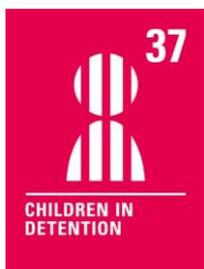
The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

### Article 35 - Prevention of sale and trafficking

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

### Article 36 - Protection from exploitation

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



### Article 37 - Children in detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

### Article 38 - Protection in war

Children have the right to be protected during war. No child under 15 can join the army or take part in war.



### Article 39 - Recovery and reintegration

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

### Article 40 - Children who break the law

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

### Article 41 - Best law for children applies

If the laws of a country protect children's rights better than this Convention, then those laws should be used.



### Article 42 - Everyone must know children's rights

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

### Articles 43-54 - How the Convention works

These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

Appendix B: Think About It Reflection

# THINK ABOUT IT

Full Name -----

Class -----

Date -----



**Rights Respecting.**

**The United Nations Convention on the Rights of the Child (UNCRC)**

- I have the right to be listened to and taken seriously - Article 12
- I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance - Article 14
- I have the right to meet with friends and to join groups - Article 15
- I have the right to keep some things private - Article 16
- I have the right to be protected from being hurt or badly treated - Article 19

- If I have a disability, I have the right to special care and education - Article 23
- I have the right to an education - Article 28
- I have a right to relax and play - Article 31

1. Why I have received a 'Think About It' form - what was I doing?

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2. What choices will I make next time?

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3. What consequence should I receive for my choices? (loss of playtime/lunchtime play)

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Behaviour during the discussion and completion of the form.



Comments:

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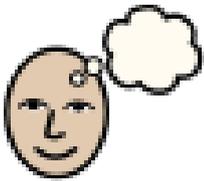
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Signed by child-----

Signed by adult-----

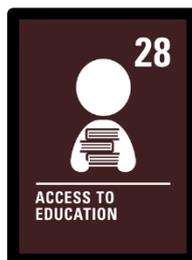


# THINK ABOUT IT

Full Name -----

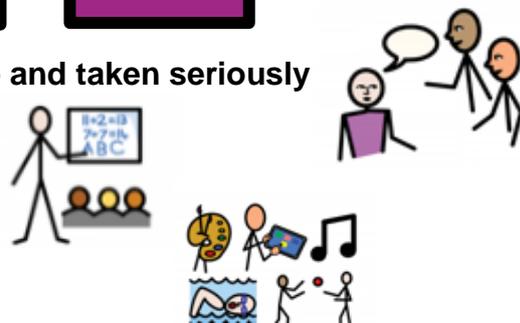
Class -----

Date -----



- Article 12: I have the right to be listened to and taken seriously

- Article 28: I have the right to an education



● Article 31: I have a right to relax and play



Tick the box

<p>I hurt someone.</p>	<p>I upset someone.</p>	<p>I stopped others from learning.</p>
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Other

	<p>When it happened I felt.</p>	
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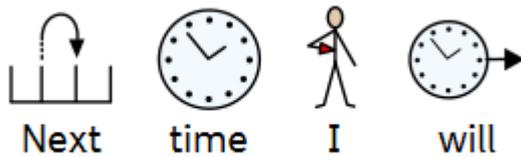


What consequence should I receive for my choices?

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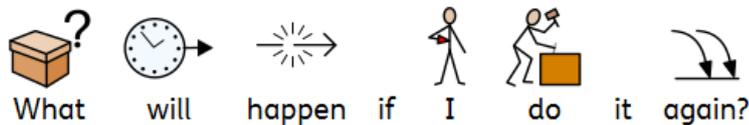



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Discuss:




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Comments:

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Signed by child-----

Signed by adult-----

[Appendix C: Inclusion Support Report](#)

# Home School Inclusion Support Report

**Name:**

**Class:**



Date:

Please indicate if target was met or not and make a judgement A-E about attitude and approach to learning.

	Monday	Tuesday
Session 1	1. 2. 3.	1. 2. 3.
Session 2	1. 2. 3.	1. 2. 3.
Play time	1. 2. 3.	1. 2. 3.

Session 3	1. 2. 3.	1. 2. 3.
Lunch time	1. 2. 3.	1. 2. 3.
Session 4	1. 2. 3.	1. 2. 3.
Session 5	1. 2. 3.	1. 2. 3.
Parents' comments and signature		

Date

Please indicate if target was met or not and make a judgement A-E about attitude and approach to learning.

	Wednesday	Thursday	Friday
Session 1	1. 2. 3.	1. 2. 3.	1. 2. 3.
Session 2	1. 2. 3.	1. 2. 3.	1. 2. 3.
Play time	1. 2. 3.	1. 2. 3.	1. 2. 3.

Session 3	1. 2. 3.	1. 2. 3.	1. 2. 3.
Lunch time	1. 2. 3.	1. 2. 3.	1. 2. 3.
Session 4	1. 2. 3.	1. 2. 3.	1. 2. 3.
Session 5	1. 2. 3.	1. 2. 3.	1. 2. 3.
Parents' comments and signature			

Level	Positive Growth Mindset Descriptors
A	I have been presented with a challenging task and <b>tried my absolute best</b> with it. I have taken <b>full responsibility</b> for my own learning and been <b>actively engaged</b> . I have demonstrated <b>excellent effort</b> in my lesson, which allowed me to activate my ability
B	I have been well motivated in my lesson. I <b>tried hard</b> to complete my tasks as well as I possibly could, displaying <b>good effort</b> levels. I have <b>taken responsibility</b> for my own learning. This allowed me to activate my ability.
C	I tried to improve my work but <b>wasn't as consistent with my effort</b> as I should have been. This impacted how well I was able to complete my work. I <b>took some responsibility</b> for my learning. I didn't give myself the best possible chance of activating my ability.
D	I underachieved today due to a <b>lack of effort</b> which gave me <b>little chance of fulfilling my potential</b> . I took <b>minimal responsibility</b> for my learning, therefore I did not allow myself to activate my ability. <b>I may be subject to detention including missing my playtime or lunchtime play.</b>
E	I severely underachieved today, due to a <b>complete lack of effort</b> . I took <b>no responsibility</b> for my learning, which gave me no chance of activating my ability. <b>I may be subject to detention including missing my playtime or lunchtime play.</b>

### Suspension and permanent exclusion

In certain instances, depending on the nature of the behaviour, immediate action may be warranted and consequences such as internal or external exclusions may be used if a child's actions are considered to be a serious breach of the [Class/ Whole School Charter agreements](#).

**The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. (DfE Guidance)**

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

#### TARGETS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Agreed and signed by:

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Pupil

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Class Teacher

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Parent