

Dean Valley Community Primary School



Dean Valley
Community Primary

Rights Respecting Behaviour Policy

Person responsible for Policy

Vicky McPherson, Alex Fisher, Rights Respecting
Rangers

Written/Reviewed

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Vision, Ethos & Foundational Principles

Dean Valley Primary School is a Rights Respecting School grounded in the United Nations Convention on the Rights of the Child (UNICEF UNCRC). The rights within this convention cover fundamental needs including education, health, being heard, and experiencing a safe, secure childhood. We believe that all children should grow up aware of these rights and respecting them for themselves and for others.

In full consultation with children, staff, parents, carers, and governors at Dean Valley Primary School, we have integrated our Rights Respecting ethos with our school-wide BRIGHT framework. Together, these principles encourage children to learn, work, and play in a positive, inclusive, and nurturing environment.

The BRIGHT Framework – Our Core Values



School Aims & Core Beliefs

At Dean Valley Primary School, we aim to:

- Provide stimulating and challenging learning experiences through a broad, balanced curriculum designed to meet individual needs and talents.
- Create a secure, happy, and caring atmosphere where all pupils can work effectively, develop responsibility, and build independence.
- Ensure a safe, varied, and stimulating environment that fosters learning through both work and structured play.
- Value parents, carers, and the wider community as genuine partners in the education process.
- Develop mutual respect and understanding for ourselves, each other, and society as a whole.

WHAT WE BELIEVE

We believe that **good behaviour is essential to achieving success** and should be developed by **children, parents & carers, staff and all members of the school's community**.

Clarity: We believe that children learn best when they are *CLEAR* about what is expected of them.

Positive Reinforcement: We believe that children respond best to *REWARDS* and *PRAISE*, rather than punishments and sanctions.

Consistency: We believe that there should be a *CONSISTENT* approach to behaviour from everybody.

Pupil Voice: We believe that children should **PARTICIPATE** in creating the school's expectations.

Inclusivity & Equality: We adhere strictly to the Equality Act 2010, ensuring Protection across all nine protected characteristics.

Whole-School Expectations & Routines

When children start in Reception, it is often their first introduction to life outside their immediate family. We guide children to understand that school expectations exist to help everyone enjoy a safe and fulfilling education.

The 'High Five' Whole-School Routine

To gain the attention of a class or the whole school consistently from Reception to Year 6, all staff use the 'High Five' routine:

- **1. STOP:** Stop what you are doing immediately.
- **2. DROP:** Put down carefully anything held in your hands.
- **3. LOOK:** Look directly at the person asking for your attention.
- **4. LISTEN:** Stop talking to others and prepare to listen.
- **5. READY:** Show through body language that you are ready.

Around the School & Playground

Children and adults demonstrate rights-respecting and BRIGHT behaviour at all times. When moving around corridors and cloakrooms, pupils walk quietly to avoid disturbing lessons. Visitors are welcomed politely and warmly.

In the playground, children follow the Playground Charter. Midday assistants, teachers, and teaching assistants lead structured activities. 'Play fighting' and 'hitting back' are strictly unacceptable; staff support pupils in learning restorative, peaceful problem-solving skills.

Whilst children are in our care at Dean Valley Primary School, we want them to learn all the important academic skills of reading, writing, creating, maths and scientific investigation alongside essential life skills. We recognise & celebrate individual learning styles and teaching is adapted to children's needs allowing access to the curriculum for all. When they are in school, we encourage our children to be:

- Respectful of other people's rights, opinions, beliefs and property
- Kind, careful and considerate
- Friendly and polite
- Helpful and cooperative
- Responsible
- Honest
- Hardworking
- Confident
- Respectful of the community they live in

OUR SCHOOL EXPECTATIONS

Our School Charter

All children at Dean Valley have these rights. We expect adults and children to show respect for these rights.

- Article 2 the right to be treated equally by all
- Article 12 the right to give your opinion
- Article 13 the right to find things out and share your thoughts with others
- Article 14 the right to choose your own religion and beliefs
- Article 15 the right to choose your own friends and join/set up groups as long as it is not harmful to others
- Article 16 the right to privacy
- Article 19 – the right to be protected from being hurt and mistreated, in body or mind
- Article 29 – the right to an education that should help you use your talents and abilities

Praise, Rewards & Instant Positive Praise (BRIGHT Lanyards)

We believe that positivity and praise are vital for children to thrive. We celebrate children who make positive choices, respect rights, and live out our BRIGHT values.

★ FEATURE REWARD: BRIGHT LANYARDS FOR INSTANT POSITIVE PRAISE

Purpose: BRIGHT Lanyards provide an instant, visible, and high-status recognition for children demonstrating exemplary BRIGHT choices anywhere across the school day.

Universal Staff Authority: ANY adult in school — including Class Teachers, Teaching Assistants, Midday Assistants, Office Staff, Premises Staff, Club@DV Leaders, and Executive/Senior Leaders — can award a BRIGHT Lanyard to ANY child.

Instant Recognition: Lanyards are presented on the spot when an adult catches a pupil being Kind, Responsible, Inclusive, a Good Friend, Confident, or Thinking Positively.

Wearing & Celebrating: The recipient wears the BRIGHT Lanyard with pride for the remainder of the session or day, celebrating their achievement with peers and staff.

Reinforcing Ethos: The awarded pupil is commended using Rights Respecting language, connecting their specific action directly to the relevant BRIGHT pillar.

Additional School-Wide Reward Systems

- **Class Behaviour Ladder (KS1):** In Reception and KS1, children progress up the class behaviour ladder through Bronze, Silver, and Gold sections for positive learning choices.
- **Child of the Week & Rights Respecting Award:** Chosen weekly by Headteacher, Class Teachers, and Club@DV Manager for outstanding achievement and rights-respecting choices. Recipients receive a certificate and have their photo displayed in the entrance hall.
- **Write of the Week:** Awarded by class teachers.
- **Class of the Week:** Awarded by the headteacher, trophy to classroom and extra playtime one day during the week.
- **Midday VIP Lunch Table:** Awarded weekly by Midday Assistants to one pupil per class for excellent playground and dining hall behaviour. Winners enjoy lunch at the VIP table on Mondays at 12:00.
- **Class Treat Jars:** Classes fill Marble Jars (KS1) or Raffle Jars (KS2) to earn whole-class rewards (e.g. film afternoon, sports session, board games).
- **House Teams & Points:** Children earn team points for Destiny, Respect, Equality, or Humanity. Weekly totals are announced in assembly; the winning house gets priority lunch on Fridays and an end-of-term reward afternoon.

Uniform, jewellery and behaviour

Children demonstrate respect for the school community by following the school dress code.

The school has a uniform, which we expect children to wear. It helps them feel a part of the school and we believe it helps to encourage good behaviour. Children are able to wear their 'own' clothes when it is their birthday so that everyone can celebrate their special day.

We also ask that children bring the correct kit for P.E. and games. Again, this helps them to see the importance of the activity, which they are participating in. It is also particularly important for reasons of hygiene and safety.

Jewellery is unacceptable for the same reason. Small ear studs are allowed but any other type of earrings, rings or jewellery is a safety hazard and should not be worn within our school. Children who wear any form of jewellery other than small studs in ears will be asked to remove it and to not wear again. School is not responsible for these items.

Ear studs must be removed by the child for PE and swimming. If the ears have recently been pierced and cannot be removed, they must be taped up. Any child with long hair **must tie it up** for PE lessons.

Mobile phones are must stay at home, they are not permitted in school.

At Lunchtimes

Lunchtimes are supported by rights-respecting language and structured expectations. Pupils enter and leave the dining hall quietly, use good cutlery manners, and remain seated while eating.

The Outside Behaviour Capture Board is used on the playground to ensure consistency. If an initial is placed on the outside board, it transfers to the classroom board so class teachers are informed. Serious incidents are reported immediately to the Senior Leadership Team (SLT). Positive choices are actively fed back to class teachers.

HOME/SCHOOL PARTNERSHIP

We encourage all parents and carers to talk regularly with their child about school and the importance of making positive behaviour choices. Supporting children to listen to others, cooperate with their friends and classmates, and understand that school is a place where they can learn, grow, and thrive is invaluable. Taking an interest in what your child has been doing at school each day helps reinforce the value of education and strengthens the partnership between home and school.

If your child receives a Rights Reflection Form, we ask that you take some time to discuss it with them. Talking through the situation, considering how their actions may have affected others, and exploring ways to make positive choices in the future can have a significant impact on supporting improvements in behaviour.

We also recognise that changes in circumstances, either at home or at school, can sometimes affect a child's behaviour and wellbeing. If you have any concerns or feel there is something we should be aware of, please do not hesitate to contact the school. We are always here to offer support and guidance, including advice on helping children develop their social, emotional, and behavioural skills.

Throughout the year, there are many opportunities for parents and carers to become involved in school life, including parents' evenings, assemblies, performances, fairs, and other community events. Whenever possible, we encourage you to attend. Your involvement demonstrates to your child that you value their education and provides valuable opportunities to build positive relationships with school staff.

Positive behaviour is fundamental to creating a safe, happy, and successful learning environment where all children can flourish both academically and socially. By working together in a strong partnership of mutual respect, support, and communication, parents, carers, and school staff can help ensure that every child experiences the very best that school has to offer.

Inclusivity and Equality

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs or a disability (SEND). We recognise and understand that some pupils will need additional support to meet behaviour expectations.

Dean Valley will make reasonable adjustments for children who have SEND needs and will consider whether this need has contributed to the behaviour. All SEND pupils are supported and RAMPS and RA followed by all staff so that children with SEND are supported to behave well and make good choices.

Where children have EHCP plans parents will be spoken to at an early stage to discuss concerns around behaviour. We will also contact the local authority and consider requesting an early annual review.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

Searching, Screening and confiscation

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Under Article 8, of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The school has a duty of care to ensure pupil and staff welfare is protected and they establish an environment where everyone is safe.

Searching, screening and confiscation can be made if it is believed, known that a child is carrying or threatening to use prohibited items such as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- any article that the member of staff reasonably suspects has been, or is

likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

SANCTIONS & Escalation Framework

We believe that children respond best to encouragement, support, and recognition of their successes. Positive reinforcement, including regular praise and the awarding of BRIGHT Lanyards, is at the heart of our approach to promoting high standards of behaviour. By celebrating positive choices and reinforcing our school values, we help children develop confidence, responsibility, and self-discipline. However, when behaviour falls below expectations, a clear and consistent system of sanctions is in place to help children reflect on their actions, understand the impact on others, and make positive choices moving forward.

Classroom Sanction Stages

- **Reception & KS1:** Unacceptable behaviour results in a peg move to Amber. Continued unacceptable behaviour moves the peg to Red, resulting in a loss of up to 15 minutes of playtime/lunchtime supervised in Year 1 (Mrs Fisher). Parents informed via Rights Reflection Form.
- **KS2 Level 1 (White):** Unacceptable behaviour results in initials placed on the White section of the board. Pupil loses 15 minutes of playtime/lunchtime supervised in Mrs McDermott's classroom. Parents informed via Rights Reflection Form.

Summary of Behaviour Levels & Sanction Tables

Level	Example Behaviours	Sanctions & Actions
Level 1: Unacceptable Behaviour (White)	Talking/shouting out, interrupting, refusing to work, being rude, winding up peers, running in school, distracting others.	Praise nearby children; verbal reminder; clear warning; name on board (White); loss of 15 min playtime/lunchtime in designated room; Rights Reflection Form sent home.
Level 2: Serious Behaviour (Yellow)	Spoiling work, taking property, persistent refusal, repeated teasing/winding up, play fighting, hurting feelings/body, lunchtime misbehaviour.	Moved to Yellow on board; loss of 10 house points; exclusion from class reward/house celebration; work in another class; Headteacher meeting; parent discussion.
Level 3: Very & Extremely Serious (Red)	Swearing/rudeness, stone throwing, theft, discriminatory/racist remarks, persistent hurting/bullying, leaving school grounds, physical aggression, banned items.	Moved to Red; loss of 20 house points; immediate parent call/letter; loss of all playtimes; formal behaviour plan; internal exclusion; warning or fixed-term suspension.

Appendix 1

Levels of Unacceptable Behaviour and Sanctions			
Unacceptable Behaviour	Sanctions	Serious Incidents	Sanctions
- Talking/shouting out/interrupting - Throwing things - Breaking class charter - Refusing to work - Being rude/impolite - Preventing others from learning - Irritating/winding up other children/name calling/teasing - Unhelpful, uncooperative behaviour - Leaving the classroom without permission - Misuse of school equipment - Inappropriate behaviour at lunchtime - Running through school - Talking as they move through school and distracting others - Keeping outdoor shoes on - Leaving the classroom without permission	Praise those sitting nearby showing appropriate behaviour. - A glare, a shake of the head to show disapproval. - Reminder of the rules. - Warning by teacher TA - clear concise message. "X" if you carry on doing 'Y' then 'Z' will happen. - Name on the board - Children will miss playtime in the morning and be sent to Mrs McDermott if in KS2 or Mrs Fisher if in KS1 class to complete work that has been unfinished due to "unacceptable" incidents. If the unacceptable behaviour occurs between playtime and lunchtime - Children will miss the first 15 minutes of lunchtime and be sent to Mrs McDermott if in KS2 or Mrs Fisher if in KS1 class to complete work that has been unfinished due to "unacceptable" incidents. If unacceptable behaviour occurs in the afternoon children will miss their playtime the following day. - In all these possible strategies once the child has successfully completed their sanction this will be acknowledged.	- Spoiling other people's work - Taking other people's property - Deliberately breaking the school charter - Frequently refusing to complete their work - Repeating name calling/teasing/winding up of other children - Deliberately hurting another child (body or feelings)/fighting - Play fighting - Persistently unhelpful, uncooperative behaviour - Misuse of cloakroom/toilet areas - Frequent inappropriate behaviour at lunchtime - Frequent inappropriate behaviour at after school clubs	Loss of 10 house points for their team, this is taken to the House Captains so that they can mark it in their point books. Childs name moved down to yellow on behaviour card on board. Child does not take part in winning House celebration at the end of term or the class reward. - Work in another class for a period of time - Behaviour targets set with child - Spoken to by Head and incident recorded - Informal discussion with parents

Levels of Unacceptable Behaviour and Sanctions			
Very Serious Incidents	Sanctions	Extremely Serious Incidents	Sanctions
- Swearing and rudeness - Stone throwing/dangerous play - Theft - Refusing to follow staff instructions or go to designated person/classroom - Racist/minority/discriminatory group remarks or behaviour - Persistently and/or deliberately hurting another child (body or feelings) - Leaving school building without permission - Vandalism - Inappropriate touching - Bringing a phone into lessons or on school trips	Letter sent to parents explaining why child is on red. - Name moved to red on the board. - Child does not take part in their winning house celebration 20 points taken from their house by house captain. - Loss of playtime and lunchtime that day (or the next depending on time of day incident occurs) - Headteacher to oversee and speak to the child. If behaviour is repeated: - Formal Behaviour plan is put in place - Parents invited in for a meeting with class teacher and headteacher - An internal exclusion may be necessary, where the child is placed in an alternative classroom to work for the day and they will also miss break and lunchtime play. - Warning of Fixed Term Exclusion from school.	- Being disrespectful, swearing at or physically hitting/kicking/pushing any member of staff. - Repeated physical aggression to another adult or child. - Bullying and persistent threatening, intimidating or harmful behaviour towards another child. - Leaving school grounds during school hours. - Bringing into school from home or the grounds items which are dangerous or could cause harm to others – e.g. sticks, sharp edged items, knives, forks,	- Parents called immediately - Fixed term suspension. An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. - If believed to be threatening with or carrying a banned item the child will be searched and the item confiscated. (<i>DfE – Searching, screening and Confiscation – Advice for Schools July 2022</i>)

Appendix 2

Unacceptable Behaviour

Serious Behaviour

Very Serious Behaviour

Appendix 3

DEAN VALLEY PRIMARY SCHOOL
OUTSIDE BEHAVIOUR CAPTURE

DATE: _____

Unacceptable

Serious

Very Serious