

At Bel Royal School we support our children to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, be considerate and take responsibility for their choices.

Through their learning, our children are enabled to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

As a Rights Respecting School, we ensure that the rights of the child are at the heart of all we do

The United Nations Convention on the Rights of a Pupil states that:

Article 3: Everyone who works with children should do what is in the best interest of each child.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 31: You have the right to play and rest.

Article 37: No one is allowed to punish you in a cruel or harmful way.



Class Charter

At the start of the academic year, each class agrees on a Classroom Charter based on the UNCRC. This consists of a set of agreed rights from the charter and a list of responsibilities to meet those rights. All children and adults sign up to these and they are prominently displayed in the classroom.

Children have an inherent need for a safe and secure environment, with known and clear expectations of what constitutes good learning, relationships and community behaviour.

Teachers model positive behaviour by treating children and adults with respect and building up a positive relationship with children.

As a school we aim to create a positive climate with appropriate expectations for all, respecting individual differences. We encourage a culture of kindness and inclusivity.

Our Core Values

At Bel Royal School our Core Values, Include, Believe, Achieve underpin everything we do. They represent our school aims, ethos and principles.

We aim for:

- A caring community that trusts and respects people, where we promote inclusive moral and social values.
- A focus on positive learning skills and attitudes to enable children to have success.
- A focus on children being the most successful they can be, and so prepared for their future.

Our Core Values, are promoted in many ways through our school.

They are:

- Displayed in every classroom
- Discussed and explored as part of the curriculum, especially PSHE
- Consolidated through assemblies and celebrated through achievement certificates
- Embedded within our systems, policies and approaches
- Exemplified through our reward systems
- Discussed through story time and books



Core Values Beads

We have three jars in our foyer, one to represent each core value. Include = purple, Believe= blue, Achieve = yellow.



Every member of staff is able to reward a bead to children who have demonstrated our Core Values, which they share with Headteacher, Deputy Headteacher, SENCO or Phase Leader to discuss why the bead has been given. They will receive a sticker for their Core Value chart, building up to achieving bronze, silver or gold badges.

If a whole class needs to be rewarded, or a child has excelled in a particular area, either the HT or DHT can award a giant bead (teal). The class/child need to determine in this case which of the three values this bead represents and place it in that jar.

At the end of each term, the bead jars are counted by some of the children and the grand totals celebrated in assembly by the Headteacher.

Although we want children to value and look forward to gaining a 'bead', the value of the system lies in the conversation about the core values that comes with the awarding of the bead, not the bead itself.

We have a celebration assembly each week when children who have shown an outstanding attitude or learning behaviour linked to our Core Values, receive a Core Value Achievement Certificate in recognition of a 'beyond the bead' success. Where possible it is beneficial for the children to bring examples of learning to assembly to share with their peers.

Cognitive Behaviour Therapy states that thoughts, feelings and behaviours are linked.

At Bel Royal, we help children to develop the ability to focus their attention, control their emotions and manage their thinking, behaviour and feelings using the 'Zones of Regulation' and 'The Decider Skills'.

STOPP 	IT WILL PASS 	RIGHT NOW 54321
NAME THE EMOTION 	OPPOSITE ACTION 	FACT OR OPINION FACT OPINION
SELF CARE 	VALUES 	LISTEN
RESPECT 	CRYSTAL CLEAR 	REFLECT
PRACTICE!		

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

Blue Zone: low state of alertness

Green Zone: regulated state of alertness

Yellow Zone: heightened state of alertness but you still have some control

Red Zone: heightened state of alertness and out of control

Conflict Resolution and Restoration

When conflict occurs, as it naturally will- we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision.

They need

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure - Incident, Impact, Resolution and will include restorative language.

We recognise that all children are unique, and some may require additional or specialist support to manage dysregulated behaviours. For these children, other support strategies may be in place, for example consistent management plans, consultation with other professionals and alternative provision.

Recording Behaviours

Incidents of behaviours of concern are recorded on SIMS. The SLT regularly monitor this system and feedback to staff. Any behaviour concerns of a bullying or discriminatory nature are dealt with immediately, recorded and monitored.

