



Morice Town Primary School Positive Relationships Guidance 2023

Ready, Respectful and Safe

GENERAL AIMS

We are committed to creating an environment where exemplary behaviour is the expectation and at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to take ownership of their behaviour and encourage others to do the same.

We want our children to ensure their behaviour remains **Ready, Respectful and Safe** at all times.

For us to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships. All adults aim to be exemplary role models. All relationships are based on mutual respect, trust, fairness, openness, politeness and honesty.

Our aim is:

- To create an environment that encourages and reinforces good behavior and reinforces British values.
- To ensure consistency of response to both positive and negative behaviour.
- To define acceptable standards of behaviour.
- To recognise positive behaviour in a consistent and valued way.
- To promote self-esteem, self-discipline and positive relationships.
- To promote children taking responsibility for their behaviour choices and the subsequent consequences.
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Expectations

What pupils can expect from staff

Staff will:

- greet you every morning and welcome you into school;
- treat you fairly;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the learning;
- communicate both successes and concerns with you;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- model the behaviours you wish to see;
- use a range of non-verbal and verbal cues to encourage good behaviour;
- be approachable and available at appropriate times;
- stay calm and listen to you taking seriously any complaints or worries;
- be curious and understand your actions and behaviours;
- accept that sometimes you will make a poor choice;
- use rewards and, where necessary, consequences.

What staff can expect from pupils

Pupils should be ready, respectful and safe:

- follow classroom rules and procedures being ready to learn;

- move around the school safely;
- be respectful of other children's rights and not disrupt their learning;
- apply ROARR (resourceful, open, aspirational, resilient and reflective) to all your learning;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for other pupils in the school;
- accept responsibility for your own behaviour choices;
- when coming to and from school be ready, respectful and safe;
- Be an ambassador (role model) for the school and promote British Values both in and out of school.

What staff can expect from their colleagues

Staff will:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupils, parents, visitors and staff issues with the highest standards of respect and confidentiality;
- be aware of others feelings and offer support when appropriate;
- be able to hold challenging professional conversations in a respectful manner, understanding the professional/personal boundaries.

What staff can expect from parents

Parents and carers should:

- treat all staff, pupils and other parents with respect;
- behave responsibly whilst on school premises;
- inform the school(via the office or year group emails) of any concerns or problems in a timely manner, giving the school time to respond;
- work with school staff to help their child accept responsibility for their own behaviour choices and actions;
- discuss, communicate (verbal or written) any concerns with any member of staff in a calm and non-aggressive or threatening manner;
- understand that we have the right to terminate any conversation or meeting when a parent does become abusive, aggressive or threatening in manner;
- agree not to post inappropriate or defamatory details on Social Network sites understanding the detrimental effect these comments can have on individuals and the school.

What parents can expect from staff and other adults in the school

Staff will:

- treat all parents and carers with respect;
- set high standards of work and behaviour for all children in our care;
- encourage your child to ROARR in their learning and always do their best;
- deal with any concerns in a timely manner and keep you informed of any outcomes.

Promoting and supporting positive behaviours

We place great emphasis on encouraging the children to make good behaviour choices to be ready, respectful and safe. This is achieved through-

“Catch them getting it right”, looking for opportunities to give specific praise so that pupils are clear on what they have done well.

We praise and reward children for good behaviour in a variety of ways:

- Staff praise publicly good work/behaviour and effort.
- We congratulate children.
- Give children class awards and rewards, dojos etc.
- Marking gives children positive written comments.
- Staff share children's successes with parents, as appropriate.
- Headteacher awards are given to children, either for good work, behaviour, to acknowledge outstanding effort or acts of kindness in school.
- ROARR certificates for displaying the learning dispositions.

The school acknowledges all the efforts and achievements of children, both in and out of school through certificates and awards in assemblies.

Positive approaches to respond to escalating behaviours

The first approach and point of contact is vital when responding to poor behaviour. Staff should remain calm, use open body language and employ the inquisitive approach of seeking understanding of what has occurred.

These approaches should include, to re-direct the pupil or give them additional support. Use a scripted conversation with a child regarding their behaviour through the use of positive phrasing; offering a limited choice or a positive reminder of the rules and thanking them for complying. (positive rephrasing & scripted interventions) Use the colour monster resources to help the child express how they are feeling.

In class a **Think Card** may be quietly given to signal to them they need to think about and modify their behaviour choices.

Scripted conversation structure

- **Interrupt**
- **Redirect**
- **Re-inforce**

Interrupt

- Peter I notice that you are still talking to Frank.

Redirect

- Talking time is over, you need to be finishing questions 5 & 6. You did question 4 perfectly earlier so this is what you need to do now.

Re-inforce

- Thank you for listening, talking time will be at next break, questions 5&6 now, thanks (walk away)

If behaviour persists a number of consequences may be applied-

- We will discuss with children their poor behaviour choices using the terms of being ready, respectful or safe.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher gives them a verbal reminder. If a child misbehaves repeatedly, we may remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. The child may have privileges withdrawn
- If their poor behaviour continues they should initially be spoken to by the key stage leader. The executive head teacher/ Head of Schools will be involved if their behaviour does not improve.

- We will be proactive in contacting parents to share our concerns about their child's behaviour.
- A joint approach to improving the child's behaviour will be agreed with the parents at a meeting.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If there is a serious incident or on-going inappropriate behaviour, e.g abusive behaviour or threatening violence, staff can jump think card and seek support from SLT. The steps are set out in the school's behaviour chart (Appendix 1).

Restorative conversation: Following the consequence and once the child has calmed it is important that there is an appropriate discussion with the pupil so that they understand why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action e.g. repairing and rebuilding relationships with others is required. Importantly it finishes the incident for the child

Sample questions/ openers:

- What happened today?
- What were you feeling when this happened?
- Was somebody hurt/upset by what happened?
- What can we do differently next time?
- What needs to be done to make it right?

Playground sanctions

If a pupil is behaving inappropriately during break or lunch times, Teaching staff or Meal Time Assistants will,

- Give a verbal warning.
- Stand the pupil by the railings / classroom door for 5 minutes (monitoring).
- If inappropriate behaviour continues, the pupil will be sent to a member of the SLT or a member of SLT will retrieve from the playground.

Suspensions (previously known as fixed-term exclusions) and permanent exclusions.

It should be recognised that some behaviour warrants the pupil's exclusion, but this is only for exceptional and rare cases. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance from the LEA. These may include:

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

Only the Executive headteacher may suspend the child, for a fixed period of between one and five days, not exceeding forty-five days in any one academic year as specified in guidance the Suspensions and Permanent

Exclusions from Maintained Schools September 2022.

If the executive headteacher, suspends a child, they will promptly inform the parents or carers, giving reasons in writing for the suspension, the period of suspension and date of readmission meeting. At the same time, the executive headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The executive headteacher also informs the governing body and Local Education Authority and if appropriate the child's social worker and /or Virtual School Headteacher.

The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the executive headteacher. The Governing Body has a discipline committee which is made up of three members. This committee considers only **permanent exclusion** appeals on behalf of the Governors. In a suspension of 5 days or less the governor panel can consider the circumstances of the suspension but not reinstate the pupil. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, pupils and the LA, and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the executive headteacher must comply with this ruling.

The head teacher can choose to cancel a suspension of permanent exclusion and would write to the parents explaining their decision.

Alternatives to Suspension

Internal seclusion

An internal seclusion will only be considered if all other sanctions have been unsuccessful and following a discussion between the executive headteacher/ Head of Schools and parents. It involves a pupil being asked to complete work, set by their class teacher which is completed away from their usual classroom for a set number of lessons (eg a whole teaching day). They will also have break and lunch times away from their peers. They will be supervised by a designated staff member.

Bullying

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We use the acronym of **STOP, several times on purpose**, to identify bullying. The school does not tolerate bullying of any kind. If discovered we act immediately to stop any further occurrences of such behaviour. See bullying policy.

Racist Incidents

Any form of racist abuse is not tolerated at this school. Any incidents of a racist nature will be reported to the executive head teacher or head of school who will investigate and record the nature of the incident and any resulting actions on CPOMs. This may lead to the instigation of child protection procedures. Quarterly racist incident reports are submitted to LEA.

Positive Handling

Staff will only intervene physically to:

- Restrain children to prevent injury to another child
- If a child is in danger of hurting him/herself.
- May cause significant damage to the school.

The actions that we take are in line with government guidelines on the restraint of children and should be undertaken by a CPI Safety Intervention trained member of staff. (See the Positive Handling Policy).

Drug, alcohol and offensive weapons related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the medicine policy should be followed. The school will take very seriously misuse of any such incident but an informed decision will be made as to whether to consider the incident a safeguarding or disciplinary matter.

An informed decision will be made if any child brings an offensive weapon/ knife into school as to whether to consider the incident a safeguarding or disciplinary matter. It may be appropriate to suspend or permanent exclude the child and inform the police. The weapon will be confiscated and handed into the police. (See LEA guidance)

If the any of the above offences is repeated, the child could be permanently excluded.

February 2023

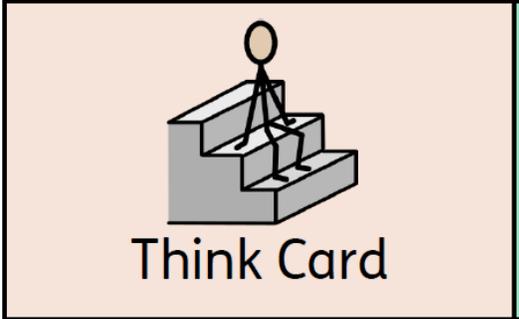
Next review due on or before: **September 2023**

Appendix 1 Wow Boards

Each class will have the three-colour band system to celebrate the children's WOW moments. Small photographs or names will be used to identify pupils. Children who achieve a blue WOW may receive a class reward dojos etc.



Should a child's behaviour require positive intervention then this will be done subtly using a think card and taking into account the context. Suitable consequences will be applied

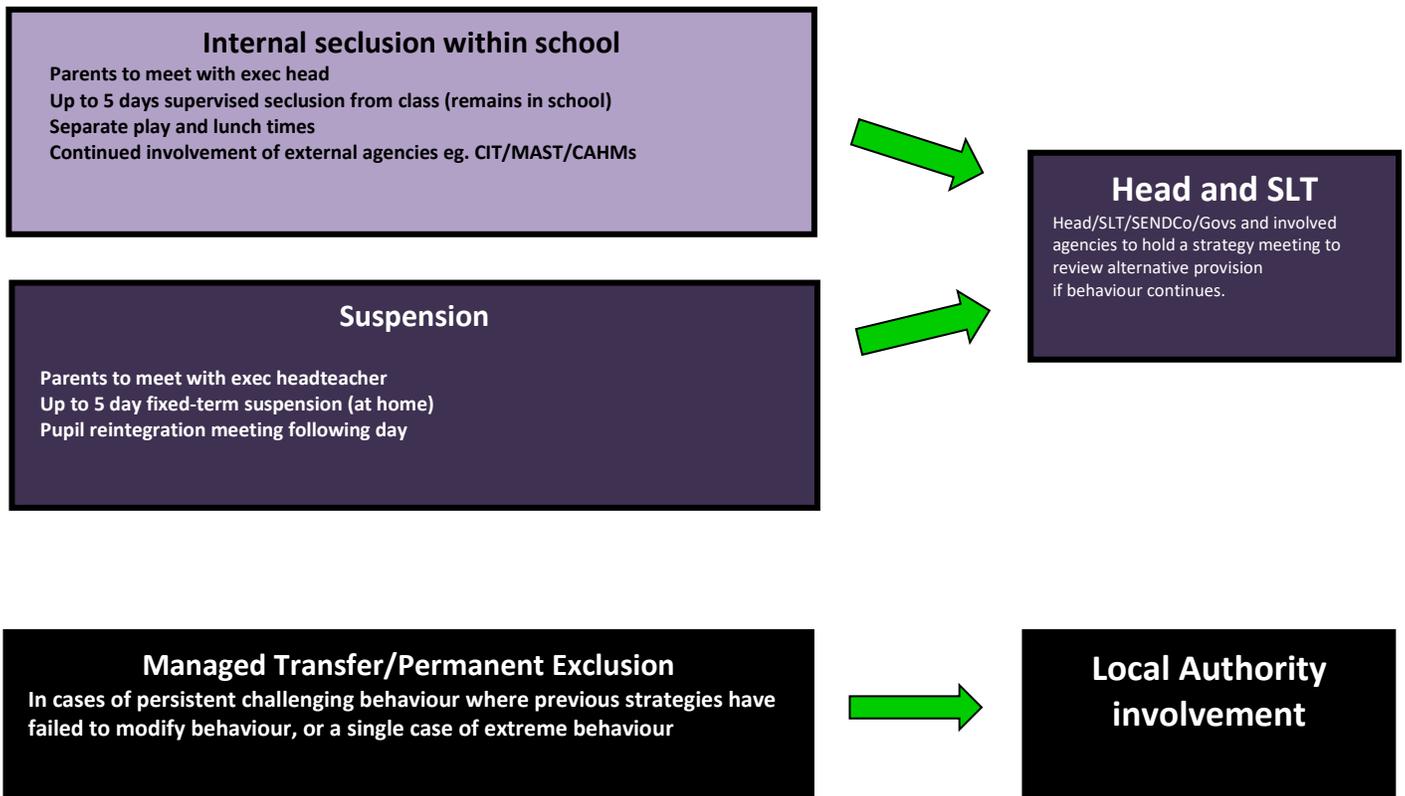


Morice Town Additional Steps to Support Good Behaviour (Appendix 2)



Serious or Persistent Behaviour Breaches.

Depending on situation sanctions may include,





Being **READY**, **RESPECTFUL** and **SAFE** at Drake and Morice Town Primary Academies

Be **READY** to learn:

We arrive at school on time.



We show whole body listening.



We have the equipment we need.



We are engaged in our own learning.



Be **RESPECTFUL**:

We listen when others speak.

We use kind hands, kind feet, kind words.

We respect the property of our friends and the school.



We are respectful of other pupils' right to learn.



We are polite and respectful to members of the school and wider community.



Be **SAFE**:



We move around the school in a safe manner.

We follow instructions to keep ourselves and others safe in school and on trips.



We use equipment safely.



We play safely at break and lunch times.



Appendix 3 – Examples of opening phrases

<p>Try to avoid using these phrases that may inflame the situation</p> <p>Negative Phrasing</p> <ul style="list-style-type: none"> • Stop being silly • Be good • Don't throw the pen • Stop running • Don't talk to me like <i>that</i> • Calm down <p>No choice (making demands)</p> <ul style="list-style-type: none"> • Get in here now! • Get out! • Do as you are told! • Give it to me now! 	<p>Positive phrasing using the PACE approach Playful, Accepting, Curiosity & Empathy Always use Please/thank you in the rephrasing</p> <ul style="list-style-type: none"> • Thank you for..... • 'I've noticed that' • Wonderful Walking in the corridor • Walk with me to ... • Stay seated in your chair <p>Curiosity</p> <ul style="list-style-type: none"> • I wonder why you chose to.. hurt your friend/ shout at me • I wonder what was going wrong.. • I wonder what ... <p>Emphatic</p> <ul style="list-style-type: none"> • I can see that you are cross/ upset.. • I understand that your feel unfairly treated but.... • How can I help you...
<p>Open choice</p> <ul style="list-style-type: none"> • What do you want to do? • Would you like to go inside? 	<p>Limited choice</p> <ul style="list-style-type: none"> • Where shall we talk, here or in the library? • Put the pen on the table or in the box • Are you going to sit on your own or with the group? • Are you starting your work with the words or a picture?
<p>Empowering the behaviour</p> <ul style="list-style-type: none"> • Come back here, now • You are not allowed in there • Get down from there • Don't you dare swear at me • I will let you use the computer if ... 	<p>Disempowering the behaviour</p> <ul style="list-style-type: none"> • You can listen from there • Come and find me when you come back • Come back into the room when you are ready