



**Ready, Respectful, Safe**

# **Behaviour and Relationships Policy**

**v. September 2023**

This policy was formally adopted by governors in September 2023 and will be reviewed annually.

Date of next review: September 2024

## Introduction and aims:

At William Rhodes we believe that all children should feel happy and safe in school so that they achieve to their full potential within their learning. We expect all children to be respectful to each other, as well as all members of the school community. We want them to be the very best versions of themselves and to flourish socially and academically, learning how to be responsible, kind and well-rounded citizens.

We also know that children thrive when the adults around them work together, which is why our aim is to work in partnership, with parents and carers. The aim of this policy is to highlight the expectations in school as well as the ways in which we celebrate success and resolve any issues (no one can be perfect one hundred percent of the time!) The policy will also share key language and strategies used with children, so that parents can also use these at home, reinforcing our team work.

*'Visible consistency with visible kindness allows exceptional behaviour to flourish'*

Paul Dix

## Our School Rules:

We only have 3 school rules, making them easy to remember and refer to at all times. They are: ready, respectful, safe. Adults refer to these often and use the following prompts to explain to children exactly what they mean.

In the classroom you need to show you are ready.



looking



listening



taking turns



sitting  
comfortably  
and still

We need to treat everyone with respect.



Following  
instructions the  
first time, every  
time



Using  
good  
manners



Taking turns



Sharing and  
being kind



Choosing our  
words  
carefully

Everyone needs to be safe in school.



Kind hands



Walking  
around  
school



Listening to  
adults



Sharing  
worries with a  
trusted adult

# Our School Routines: How we do things at William Rhodes

## The start of the school day:

- Children will be welcomed into the building by a member of the Senior Leadership Team
- Teaching Assistants will be spread out along the corridors to welcome children as they enter the building
- Teachers will greet each child at the classroom door
- Children will be given a task to get on with

## Moving around school:

- Children will stay safe around school by walking sensibly
- Children will be respectful to the other members of the school community by saying good morning, using good manners, holding doors and looking out for each other

## At the end of break and lunch time:

- A whistle will be blown five minutes before the end of play to allow children to use the toilet and/or get a drink
- A second whistle will sound to mark the end of play and children stand still
- Teachers will collect the children from the playground and take them into class

## At the end of the school day:

- Teachers will take children outside to their collection point and hand children over to parents/carers

## Positive Praise:



We believe that the children who are going over and above deserve to be recognised first. All members of staff in school carry small cards to give out to children who are going over and above the expectations. Adults will explicitly say what the child has done which is so brilliant and give them a card to take home so that parents and carers can talk to their child about what wonderful things they have done.

- Each class has a 'Recognition board', which will be used to positively recognise children who are exhibiting desired social behaviours or learning behaviours. The recognition board fosters a positive inter-dependence in the classroom, but there is no prize or material reward. At the end of the day / week the aim is for everyone to have their name on the board.

- Teachers will send positive messages home via Parent Hub if a child has done something excellent so that parents and carers can share in their success.
- Celebration assembly is held every Friday morning at 9:00am and parents are invited to attend if their child has been nominated for an award. We think it is so important that children see parents and carers as well as school staff being proud of their achievements.
- Hot Chocolate with the Head happens every Friday afternoon for children who have been noticed going above and beyond around school. Children can enjoy a hot chocolate and a biscuit while chatting with Mrs Wilkes and their friends.

## Adults as positive role models:

We believe that consistency is key because adults create the weather for the children. Children should not be surprised by how an adult reacts to their behaviour and all adults in school should approach escalating behaviours in the same way. All adults at William Rhodes will:

- Demonstrate ‘botheredness’ about each child: taking an interest in each child as an individual and letting them know that they are cared for
- Focussing positive attention on effort as well as achievement
- Remain calm when dealing with escalating behaviour and not give an emotional response
- Refuse to shout
- Teach good behaviour and model this to children at all times
- Focus positive recognition on those going over and above
- End the lesson and the day with positive reflections

## Responding to misbehaviour:

When dealing with misbehaviour, staff will use scripted responses to ensure consistency.

### Steps for dealing with behaviour in the classroom:

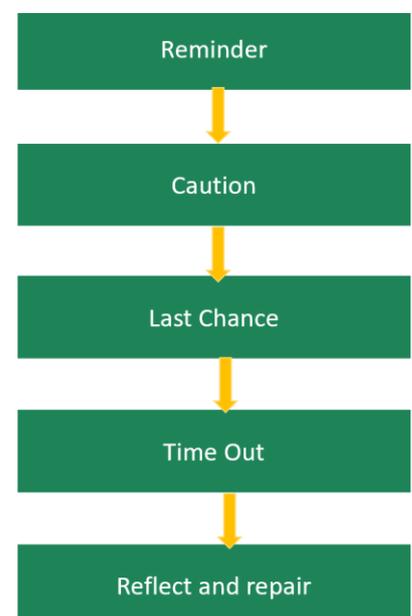
**Reminder:** A reminder of the three simple rules (ready, respectful and safe). Delivered privately, where ever possible give take up time for pupil to absorb what has been said.

**Caution:** A clear verbal caution given verbally where ever possible, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase, think carefully about your next step as there will be consequences.

**Last chance:** Deliver the micro-script privately to give a final opportunity to engage.

**Time out:** Deliver the micro-script which will involve the child spending a maximum of 2 minutes outside the classroom. This is a time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

**Reflect and repair:** This might be a quick chat at break time in the yard, or a more formal setting (reflection).



### The micro scripts to be used by staff:

1. Reminder of the three rules
2. Think carefully about your next steps
3. I have noticed you are.... You have chosen to..... Do you remember yesterday when you were brilliant.... That's what I need to see today.... Thank you for listening....(give take up time)
4. I have noticed that you have chosen to ignore me: every choice has a consequence... please go onto the corridor for 2 minutes and come back when you are ready to learn / you will have to come back at breaktime and complete your work / you will have to come back at breaktime for a discussion
5. Restorative conversation in reflection

## Reflect and Repair:

At the reflect and repair stage, the child will be taken away from their peers to calm down in a quiet space. They will miss their free time, but will be given time to eat, drink and go to the toilet before having a restorative conversation with a member of staff.

During the restorative conversation, the following questions will be asked:

What happened?

What were you thinking and feeling at the time?

Who has been affected and how?

What are you thinking now?

How could things have been done differently?

What do you think needs to happen to put things right?

These questions will also be used by staff during lessons to reflect on the learning that has taken place. They are designed to help the child to see the bigger picture and to help them to understand the responsibility they have for their own actions and the impact they can have on others.

## Involving Parents and Carers:

There are a number of ways in which staff at William Rhodes will keep parents informed about their child's behaviour and try to work together to prevent repeated misbehaviour.

- If a child has got to the reflect/repair stage during the day, the class teacher will inform the parent at the end of the day.
- If a pattern in behaviour is emerging that is concerning, the class teacher may request a meeting with the child's parents or carers to discuss possible strategies moving forward.

- If misbehaviour still continues, parents or carers may be asked to attend a meeting with Mrs Wilkes and Miss Mark to discuss the best ways to support the child and draw up a behaviour contract, outlining the responsibilities of all parties.
- If there is a serious behaviour incident, parents and carers will be invited into school to attend a restorative meeting.

## Serious Incidents:

Although rare, some behaviours are completely unacceptable, including:

- Bullying
- Homophobic remarks or actions
- Racist remarks or actions
- Threatening or violent behaviour towards all pupils and adults
- Intentional damaging of property
- Child on child abuse

(This list is not exhaustive)

Such behaviour is considered too serious to be dealt with via our system as described above and the child will be seen by a member of the Senior Leadership Team immediately. Such behaviours may result in a seclusion (in school exclusion), fixed term suspension or permanent exclusion. Parents will also be informed and any relevant paperwork or reporting will be completed.

Please refer to our school Anti-Bullying Policy and the government exclusion guidance found at:

<https://www.gov.uk/government/publications/school-exclusion>

### Information on fixed term suspension and permanent exclusion

#### Fixed term suspension

Pupils whose behaviour continues to cause concern and do not respond to the support provided may be suspended for a fixed term. Pupils whose behaviour is dangerous or extremely violent will also be suspended for a fixed term. Outside agencies will be involved if necessary. When the pupil returns, the school will set further targets for improvement, to avoid the next stage. If no progress is made following fixed term suspension then formal warning of the move to permanent exclusion will be given. The school will seek advice from the LEA for alternative options such as managed moves.

#### Permanent Exclusion

Although permanent exclusion will always be a last resort, the Head Teacher will exercise her duty to permanently exclude a pupil if she feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try to improve the pupil's behaviour;
- The pupil has seriously breached the school's behaviour policy. The school will follow DfES guidance on permanently excluding pupils.

## Involvement of External Services:

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Educational Psychologist
- School Nurse / Doctor
- CAMHs
- Police

## Searching Pupils:

School staff may search pupils, with their consent, for any item. If staff suspect that a pupil has a banned item, or an item that may pose a risk, a pupil may be searched without their consent, where approval has been granted from the Head Teacher. In this instance, the member of staff conducting the search must be the same sex as the pupil who is being searched and a witness must be present. Where there is a serious, immediate risk of harm, a staff member may have no other option but to search a child of the opposite sex with or without a witness present.

If a child brings an offensive weapon or any kind of drug paraphernalia onto the school premises, this will be taken very seriously and may involve the police being contacted/ permanent exclusion.

## Use of reasonable force:

All school staff have the authority of the Head Teacher to use reasonable force to prevent pupils injuring themselves or others. Whilst the school will provide training for staff in the use of restraint techniques, where necessary, it is recognised that this is not a requirement for the use of restraint and should not prevent a member of staff restraining a pupil in a situation where there is risk of serious harm. All incidents of restraint would be properly logged and parents informed.

## Links to other policies:

- Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Embark Exclusions Policy