

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Montsaye Community Learning Partnership Relationships Policy

March 2017

Every Child Matters

Enjoy and
Achieve



Be Healthy

Make a
Positive

Be Safe

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Montsaye Community
Learning Partnership

Vision

At Rothwell Victoria Infant School our vision is for all stakeholders to follow our values of Care Share Help Smile. We achieve this through the use of Restorative Approaches.

Ethos

It is an expectation, in line with other policies listed below, that staff will create a rich environment that promotes healthy relationships, develops social and emotional understanding and enhances children's thinking skills. We strongly believe that praise plays a vital role in the success of every child's wellbeing and children have a right to be treated with respect and dignity. Therefore, we are a no shouting school.

Rights and Responsibilities

The following rights and responsibilities apply to all stakeholders; staff, children, parents and governors regardless of age, gender, race, ability and disability.

Rights	Responsibilities
Respect	Respecting yourself, others and the world around us
Equality	Equality
Fairness	Fairness
Having a say	Allowing others to speak
Empathy	Empathy
Objectivity	Objectivity
Feeling safe	Ensuring others feel safe
Inclusion	
Feeling valued	

Being listened to	Inclusion
Nurture	Valuing others
Consistency	Listening to others
High expectations	Nurture
Democracy	Consistency
	High expectations of each other
	Making choices and respecting other people's decisions

Celebration

To celebrate that children are upholding our rights and responsibilities Good to be Green points will be rewarded for children that keep their card on green for a whole day. Children can choose to save points for a larger prize or exchange points weekly for a smaller prize. When they have exchanged their points for a prize their points return to zero. The points can be exchanged for the following prizes;

5 points = 10 minutes extra morning playtime on Magnificent Monday Morning

10 points = choose a prize from the prize box in the office

20 points = come to school wearing mufti on a day of your choice

40 points = Fabulous Friday tea party

To celebrate achievements in the characteristics of effective learning (creativity, resilience, curiosity, reflective, aspirations, cultural values, risk-taking,

resourceful), other rewards are used such as achievement certificates, stickers, stamps, texts home.

Good to be green

To encourage children to uphold our rights and responsibilities we follow the Good to be Green process detailed below.

- ❖ All children's names are placed on green for good
- ❖ On warning the green card is replaced by a yellow card and the child is reminded of the behaviour that they should be demonstrating and reminded to reflect on the behaviour they have shown and the impact it has on others
- ❖ On the second warning in the same session the card is replaced by a red one and the child is asked to sit in the thinking area with a sand timer for 5 minutes
- ❖ If the reflection time does not result in an improvement in behaviour in that session the child will be asked to go to the Year Leader (or another Year Leader if the Year Leader is not available) and a restorative conversation will take place, the Class Teacher will inform the parents that this has taken place
- ❖ If this is not effective then the child will be sent to the Leadership Team
- ❖ All cards return to green for the beginning of the next session

This whole process should take place in a calm manner. We are a no shouting school other than in an emergency or safety situation. **If a child physically hurts another child or adult they will move directly to a red card.**

Playtime behaviour incidents will be reported to the class teacher and the card will be changed at the beginning of the next session.

Restorative conversations

The aims of restorative conversations are focusing on the harm caused not the rule broken, focusing on the feelings of the event not the expected consequences, focusing on repairing the harm not punishing the harmer and finding a positive way forward.

The key questions to use are:

What happened?

What were you thinking at the time?

How did you feel?

Who has been upset/hurt by what happened?

How can **we** make it right?

How can **we** make sure it won't happen again?

This approach enables children and adults to foster and develop restorative behaviours, assisting them to be more accountable and understanding of their actions.

Individual Behaviour Plans

When the process above fails to improve a child's behaviour a meeting will be held with the class teacher, parents and Inclusion Manager to discuss an Individual Behaviour Plan to support the child moving forward.

Exceptional circumstances

For serious incidences which put the safety of pupils or staff at risk, the Executive Headteacher or Deputy Headteacher will investigate the case according to need, draw upon advice from colleagues and pupils and consider the case, with the right to implement a fixed term exclusion. A meeting will be held with the child's parents/guardians. If appropriate, the school may choose to run a restorative conference. Individual fixed period exclusions will be for the shortest time

necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1 - 3 days are often long enough to secure the benefits of exclusion without adverse educational consequences.

The school will hold a reintegration meeting, usually at the start of the first day back after exclusion, which you should make every effort to attend and join in. At the reintegration meeting an action plan to improve the child's behaviour will be formed. Where appropriate we will seek additional advice, involving outside agencies as appropriate and possibly securing alternative arrangements such as small group teaching to address the inappropriate behaviour.

A parent's failure to attend a reintegration meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if at any future date a parenting order has been applied for by the school or local authority. However, the Executive Headteacher/ Deputy Headteacher must allow your child to start back at school once the exclusion has finished even if you are unable or do not want to attend the meeting.

During the exclusion, school staff must still set and mark work for the first five days. The Headteacher will explain the arrangements for collecting it and handing it in. If the fixed period exclusion is for more than 5 days, the school must make arrangements for the pupil's full time education from the 6th day onwards.

If your child has been permanently excluded, the school is still responsible for setting and marking work for the first five days. The LA has responsibility for providing full time education from the 6th day

What are my entitlements as a parent/carer? Can I appeal against my child's exclusion?

There are a number of steps which the school has to take and procedures which must be followed

- The parent/carer must be informed immediately, ideally by telephone.
- Within one day, the Executive Headteacher/ Deputy Headteacher must inform you by letter that your child has been excluded, the type of exclusion and the reasons for it. The letter should also state the date that your child can return to school and the time of the reintegration meeting
- The Executive Headteacher/ Deputy Headteacher must notify the Discipline Committee set up by the governing body, of your child's exclusion for any fixed period exclusion over 5 days.
- The Executive Head teacher's letter tells you that you have the right to make representations to the Chair of the Discipline Committee about the decision to exclude your child.
- If you wish to state your case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and you may be invited to attend.
- If the exclusion is for any length of time between 1 and 15 days and you wish to make representations to the Discipline Committee, the Clerk must call a meeting
- For fixed period exclusions of between 5 and 15 days and if you wish to make a representation to the Discipline Committee, the Clerk must call a meeting between the 6th and 50th school day after the exclusion started
- You are entitled to receive a copy of any report which is provided to the Discipline Committee at its meeting to consider the exclusion
- A permanent exclusion will be reported to the LA.
- You have the right to have any letters, documents or reports translated into your mother-tongue.

Permanent Exclusion

A decision to exclude a child permanently is a **serious** one and should only be taken where the basic facts have

been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be called as a last resort.

Special Educational Needs

Children who have additional needs may require their behaviour managed in a different way. When this is the case a meeting would be held with the Inclusion Manager, the class teacher and the parents and an individual behaviour plan drawn up to meet their individual needs.

We recognise that we have a legal duty under The Equality Duty 2011 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability.