



We've all got Rights! Are your Rights being respected?

Promoting Positive Relationships Policy



2 All children have these rights no matter what their differences are



3 Adults must do what's best for me



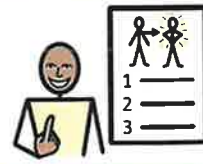
12 I have the right to be listened to, and taken seriously



19 I have the right to be protected from being hurt or badly treated



28 I have the right to an education



29 I have the right to an education which develops my personality, talents and abilities



Noble Primary's Vision, Values & Aims

Our Vision:

Working together to create a nurturing, inclusive and rights respecting community, where learning is exciting, challenging, and relevant.

Our Values:

Respect
Resilience
Inclusion
Kindness
Achievement



Our Aims:

- To create an inclusive, safe, and nurturing learning environment, where everyone is treated equally, and everyone's rights are respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors, and responsible citizens.
- To develop a progressive, challenging, and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life, and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

Approaches to Promoting Positive Relationships

Respect is one of Core Values at Noble Primary school and we all strive to respect ourselves, others and property. We have very high expectations for all learners at Noble. We expect all of our children to be:

Ready

Respectful

Safe

These expectations are visually displayed in all classrooms and regularly reflected upon at all levels. However, everyone makes mistakes and there will be times when our actions and behaviours can upset others. By using a restorative approach with the children it encourages them to think about how their actions have upset or harmed someone else and what they need to do to repair this. In order to restore the relationship, both parties have to be willing, children need to take responsibility for their actions and want to repair things. Children are then supported by staff to talk about what has happened and why, how it has made them feel and agree how this can be solved. They will also agree the consequence should it happen again.

Restorative approaches can also be used in a range of settings within the school by investigating what has happened, why, how they felt at the time, how it impacted others, how can it be made right and how can we stop it happening again.

It is important that all children know even when they make a mistake, they are still loved and cared for. Emotional health and wellbeing of all our children is a core element of our school ethos and culture and we strive to ensure that we support children and families in all circumstances and to the best of our abilities.

Recognition & Consequences

At all times, positive behaviour is recognised and celebrated. Within classes, teachers operate a variety of points and reward systems for individuals and groups. School house points can be awarded by all members of staff when they see examples of good behaviour. These points are added to those awarded from special events and each term the winning house receives a special award. Each week, Stars of the Week are recognised and celebrated and one child from each class receives a Positive Note home. Every week, pupils are nominated for going above and beyond (Hot Chocolate Friday).

However, there are clear consequences in place when required. All staff follow a Correcting Behaviour Ladder system, where children are given a **non-verbal signal** followed by a **Reminder** when they are displaying unexpected behaviours. With the Reminder, the children will be reminded of the expectation they have not displayed. If the behaviour continues then staff will offer the child an opportunity to make a **Correction** with their behaviour, by giving them a choice. If the behaviour persists, then the children will be given a **Last Chance** to show that they can change their behaviour. If this is unsuccessful, the children may be asked to take a **Time Out** in class or have a time out in another classroom. Afterwards, children will be given the opportunity to **Repair** the problem through **Restorative Approaches**. Restorative Approaches support the child in the hope that they will be back on track within the school day. Should this not be the case then a member of the SLT will take time to talk to the child the next day and if necessary, speak to their parents/carers. Whilst this approach is successful for the majority of our children there are occasions where a modified approach is used.

Rewards

Marbles in a jar

Verbal praise

Group Points

Personal Points

Show work to another adult

Sit on a bench during assembly

Be invited to Super Table

Hot Chocolate Friday with SLT

Praising Certificates

Star of the Day/Week

Positive note home

House Points

Some Key Phrases

- I've noticed that ...
- I need you to... Thank you
- You are better than that
- I care about you

Visible Consistencies

- Staff meet and greet children in the mornings
- Staff accompany children to the playground at break times and at the end of the day.
- Class Recognition Board in each classroom
- Staff notice and respond to good behaviour exhibited by children across the school
- Staff intervene whenever incidents occur-following Restorative Approaches where possible
- All staff challenge children who are not keeping school rules in a non-confrontational way-using key phrases as needed

3 School

Expectations

Be

- Ready
- Respectful
- Safe

Restorative Talk

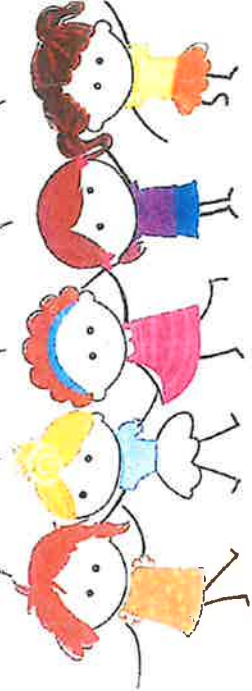
What happened from your point of view?

What were you thinking/feeling at this time?

Who else has been affected?

What do you need to do to make things right?

Children who exhibit over and above fantastic behaviour can be recommended to the Head Teacher or Principal Teachers and be awarded Star of the Week at our weekly assembly or nominated to attend Hot Chocolate Friday (fortnightly). This would be when pupils show extraordinary behaviour and character that are not prompted by the teacher or self-reported. (e.g. being an excellent role model; considering others' feelings; continually showing good manners; always treating others kindly; a constant willingness to help others; displaying one or more of our Core Values.



Correcting Behaviour Ladder

If you continue to not follow the school expectations....

Before anything, your teacher will give you a look or sign.

Reminder- You will be reminded of the expectation you have broken.

Correction- Your teacher will help you correct your behaviour and give you a choice.

Last Chance- Last chance to show you can change your behaviour.

Time Out- You will be moved in class or have time out in another classroom.

Repair- you will discuss your behaviour with your class teacher and consider how best to repair the problem.



Rights Respecting Reflection



Name: _____

Date: _____

What happened?

When and where did it happen?

Whose rights were not respected?

How did you feel after your actions?



When I made this choice, I was not respecting:

- The right to play and relax
- The right to an education
- The right to develop talents
- The right to be heard
- The right to be safe
- The right to be included

I was not respecting the right to be _____

Those affected by my behaviour might feel:

(Circle all that apply, and you can add another feeling)

embarrassed **angry** **upset**
annoyed **lonely** **let down**
sad **hurt** **disrespected**

To make the situation better I will....

My agreed consequence for this action:

If I am in this situation again I will....

Pupil's signature _____

Staff Member's signature _____