

Ready, Respectful, Safe Approach linked with our Curriculum Drivers and our Christian Values

Curiosity	Communication	Resilience	Aspiration	Independence
<p>What needs to change? How can things be better?</p> 	<p>'Use your words' Check that children have been heard. Develop emotional literacy. 'When you do this, it makes me feel this...'</p> 	<p>Help children build a range of strategies they can use in challenging situations.</p> 	<p>There is always a solution. We strive to be better than we were yesterday. Forgiveness is always possible.</p> 	<p>Encourage children to problem solve. Take responsibility for our actions.</p> 

Love		Wisdom		Hope	
					
<p>What is OK? We are kind and consider others' feelings We treat others the way we would want to be treated We take responsibility for our actions We talk <u>to</u> you, not <u>about</u> you We value ourselves and we see the value in others</p>	<p>What is not OK? Only focusing on how we feel Not taking responsibility for our behaviour Complaining about someone to others rather than telling that person how we feel Calling ourselves or other people names</p>	<p>What is OK? We use our knowledge to make right choices even when it is hard We listen to the advice of others so that we can get better and better We THINK before we speak – Is it True? Is it Helpful? Should I be saying it? Is it Necessary? Is it Kind?</p>	<p>What is not OK? Making choices that will make other people sad Not listening to good advice that will help us improve Making unwise choices about the words we use</p>	<p>What is OK? We know there is a way through every situation We learn from our experiences and try again We try to be the best that we can be</p>	<p>What is not OK? Giving up when we face a challenge Walking away if we see something that isn't right</p>

Be Ready	Be Respectful	Be Safe
<p>Be calm and focused. Follow our learning routines. Follow instructions the first time Have all the equipment you need</p> 	<p>Treat everyone with respect Use respectful language Respect everyone's right to learn Treat the school environment with respect Take pride in our learning</p> 	<p>Make choices that keep everyone safe Use words and actions that help everyone feel safe Tell an adult is something is wrong or we feel uncomfortable Move around the school safely and quietly</p> 
<p>When we are not ready</p>	<p>When we are not respectful</p>	<p>When we are not safe</p>
<ul style="list-style-type: none"> • Use the 30 second script • Take thinking time in another part of the classroom/area • Return to learning • Learning not completed needs completing at playtime 	<p>Disrespectful language or behaviour</p> <ul style="list-style-type: none"> • Take thinking time in another part of the classroom/area • Use the Restorative 5 - Expect children to be ready to reconcile • Repeated behaviours that are not showing respect for our environment or one another will require a consequence such as loss of playtime through a graduated response 	<p>Physical harm to others</p> <ul style="list-style-type: none"> • Use the Restorative 5 • Consequence of loss of play • Inform Leadership • Inform parents <p>Harmful Behaviour</p> <ul style="list-style-type: none"> • Immediate removal class or playground • Follow up with those affected • Inform Leadership • Inform Parents
<p>The 30 Second Script</p>		<p>The Restorative Five</p>
<ul style="list-style-type: none"> • I noticed you are (having difficulty getting started/struggling to focus/not listening carefully). • It was the rule about (lining up safely) that you broke. • You have chosen to (move to the back/catch up on your learning at break time). • Do you remember last week when you (sat beautifully/listened carefully/produced that wonderful piece of writing)? • <u>That</u> is who I need to see today. • Thank you for listening. (Then give the child some 'take up' time). 		<ul style="list-style-type: none"> • What happened? • What were you thinking at the time and what have you thought since? • How did this make people feel? • Who has been affected? • How can we put things right?