



South Haringay School

Positive Relationships Policy

Member of staff responsible: Ian Scotchbrook

Date to be reviewed: Summer term 2020

Introduction

We believe that *'Good behaviour is a necessary condition for effective teaching to take place'*. Children have a right to be safe, happy and to enjoy themselves while they are in school, so we encourage and reinforce good behaviour.

We recognise that 'good behavior' is contingent on positive relationships. As such we strive to develop positive relationships with all of our children, parents/carers and with each other.

These positive relationships extend to children who are experiencing difficulties with regulating their own behavior. Our regular training in 'emotional friendly classrooms' provides us with a framework for meeting the needs of children who, through no fault of their own, may be experiencing social and emotional developmental challenges.

Aims of this policy

- To foster a calm, purposeful school community where children and adults are supportive and respectful of each other and the school environment.
- To create an environment where children are best able to learn.
- To encourage a happy, caring and safe atmosphere throughout the school and to develop a sense of empathy, understanding and responsibility amongst the children.

Rights and Responsibilities to Support Positive Relationships

Rights of Children	Responsibilities of Children
To feel happy and secure in school.	To do their best and let others learn and play.
To be treated with consideration and respect.	To treat others with consideration and respect.
To be listened to by the adults in the school.	To listen to other children and staff.
To know that problems will be dealt with fairly.	To let adults know if they are unhappy.



To understand what is expected of them.	To do what adults ask them to do.
To have access to selected resources.	Care for resources and our school environment.

Rights of Parents	Responsibilities of Parents
To be sure that their children are treated fairly and with respect.	To treat other parents and their children with respect and let staff deal with any problems that involve children.
To know that the school makes every effort to keep their children safe.	To talk with their children about sharing with and caring for friends and things in school.
To be able to raise concerns with staff when there are difficulties.	Encourage their child to tell adults in school if they are concerned or upset
To know that children will be listened to, concerns followed up and that they will be informed if necessary.	Support their children in beginning to sort out more minor problems themselves.

Rights of Staff	Responsibilities of Staff
To be treated with respect by children, parents and colleagues.	To create a safe and stimulating environment in which children can achieve their full potential.
To be able to teach without interruption.	To treat children with consistency and respect.
To be able to teach without physical or verbal abuse from children or adults.	To listen to all children's view points before appointing blame.
	To work in partnership with parents by communicating with them the good things their child has achieved and working with them when there are concerns.
	To clearly communicate our expectations of children

Encouraging and recognising good behaviour throughout the school



We believe that children need to be praised and encouraged when they are behaving appropriately or when showing an improvement in their behaviour. We aim to be positive in our approach to managing behaviour.

Practice and Processes

Classrooms

All staff praise children when they are behaving well and try to do this as often as possible. The 'Good to be Green' behaviour chart will be used consistently throughout the school to praise and reward positive behaviour and to give warnings and sanctions when necessary. (see appendix a)

Children work together throughout the week to collect smiley faces/stars for a whole class reward chart. Smiley faces or stars are given to praise children who have demonstrated good behaviour as a collective. If the class earn 20 smiley faces/stars they are rewarded with an appropriate treat. In KS1 and KS2 this is usually some extra break time.

Assemblies

Children who have achieved gold during the week are recognized with a certificate at a weekly assembly.

PSHE and values assemblies are held weekly and usually have a theme. Assemblies often focus on stories that contain a particular message and allow children time to reflect on their own actions and behaviour and its effect on others. There is a focus on self-awareness, managing feelings, motivation, empathy and social skills.

Establishing Class rules and following our school values, with agreed sanctions for those who break the rules.

Our School values are displayed around the school and in every classroom. Each class has agreed to its own set of class rules, which are regularly reviewed. The rules for the playground are reviewed regularly. They are on display in the playground and within the school building.

Each class has its own set of class agreements, which are regularly reviewed. In EYFS and KS1 the golden rules are displayed around the school and in every classroom.

The Golden Rules are:

- **Be kind and gentle**
- **Listen carefully**



- **Persevere and always try your best**
- **Keep yourselves and others safe**
- **Tell a grown up if you are angry, hurt or scared**
- **Look after property**
- **Always tell the truth**

Breaking the agreed behaviour rules: Consequences

Children who break the class rules know that there are clear consequences or sanctions. Classroom sanctions follow the 'Good to be Green' traffic light system as follows:

Purple card incidents: Each teacher has a red card for use in emergency situations when immediate help is needed. A responsible child is chosen to take the card to the Head teacher or member of Senior Leadership Team to notify an adult that there is an emergency. Behaviour leading to a red card is either a situation where a child refuses to comply with the teacher's instructions to go for Time Out, or where a serious incident has occurred requiring the urgent presence of the Head teacher or member of the SLT e.g. dangerous behaviour in the classroom or in the P.E lesson.

Playground Sanctions

These sanctions apply to children who do not follow our rules in the playground. They may be applied by all staff working with the children.

- Low level problems: child is given a verbal warning (e.g. "Please do not climb on the benches as it is dangerous")
- Continuing inappropriate or more serious behaviour: child has time out for 5 minutes (e.g. pushing another child deliberately, but not presenting a serious danger)
- Serious level incidents: child is taken to a member of the SLT for the rest of the playtime (e.g. fighting, kicking, biting, offensive verbal abuse – racial, religious, sexual or rudeness to adults). All incidents are recorded and can lead to an internal exclusion, fixed term external exclusion or permanent exclusion. Parents/carers will be informed about such incidents as judged to be necessary by the Headteacher.

Cumulative Consequences Leading to Exclusion

If a child has ongoing behaviour issues that impact on their learning and other children's progress or safety, parents and carers will be asked to meet with the SENCO or member of the SLT. At this meeting, behaviour will be discussed and targets may be set for regular review. All key staff working with the child will be made aware of behaviour targets and will work together to help the child achieve them in class.



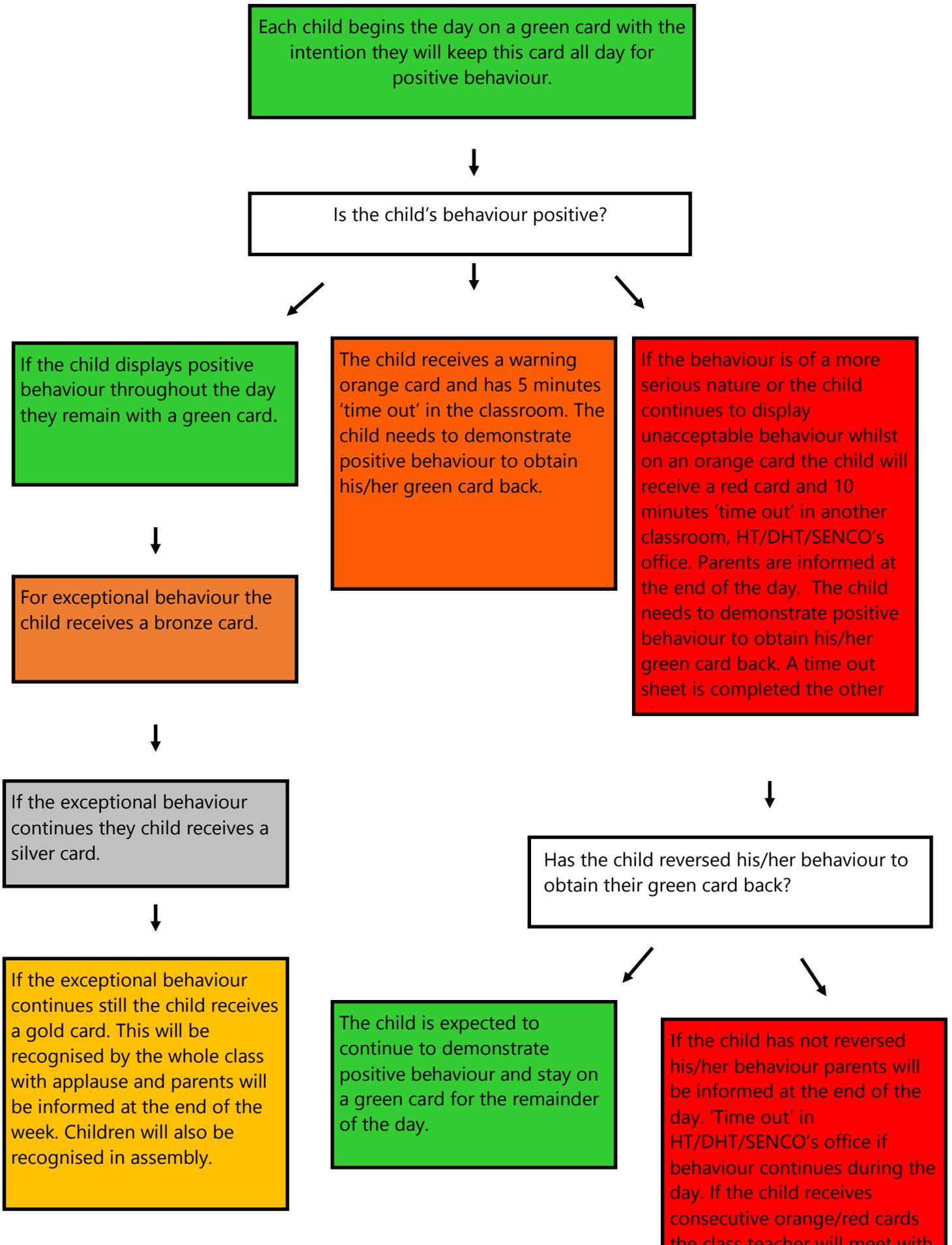
An individual plan may also include access to additional support provided by the school such as social skills intervention groups or counselling, referrals to CAMHS/other relevant agencies as appropriate.

Internal exclusion may be used for children who are consistently unable to display positive behaviours and not meet their targets. In some cases a child may be excluded from school for consistently, violent or disruptive behaviour. A child may also be excluded for one off behaviour incidents if the incident is judged to be serious (see appendix 1) This procedure and the length of the subsequent exclusion are reviewed regularly by the Head teacher, depending on whether the child is able to modify his/her behaviour.

Breaches of behaviour, designated as serious on the table in appendix 1, can result in permanent exclusion.



Appendix A







Appendix B Negative Behaviours Table

Low level	Moderate level	Serious level
<ul style="list-style-type: none"> • Fidgeting/fiddling • Telling tales • Dropping litter • Being noisy • Failing to keep on track • Walking around the classroom when you should be working • Unkind remarks towards others or their family which are not racist or homophobic or based on religious beliefs • Bad language (one off) • Time wasting • Telling lies • Spitting • Being rude • Not handing in mobile phones • Not having the correct uniform • No PE kit • Running in corridors • Pushing in line • Borrowing without permission • Leaving the work area untidy • Poor sportsmanship 	<ul style="list-style-type: none"> • Consistently shouting out • Poor effort • Distracting others • Poor attendance • Walking out of class • Physically hurting others (one off pushing, poking, nudging, etc...) • Coming unprepared for work (continuously) • Stealing • Interfering with other children's property • Disregarding adults • Threatening/aggressive behaviour • Refusal to co-operate • Vandalism/graffiti etc. • Outside school, bringing the school into disrepute 	<ul style="list-style-type: none"> • Serious assault • Fighting • Throwing/kicking furniture or equipment • Vandalism e.g. extreme damage to school property • Serious physical/verbal threats made to staff or children • Violent outbursts, verbal or physical to either pupils or adults • Carrying an offensive weapon • Carrying or using drugs • Leaving school without permission • Sexualised behaviour or language • Racist abuse/incidents • Homophobic abuse/incidents • Incidents based on religious beliefs or practice • School refusal • Bullying (including cyber bullying)
<p>Dealt with in class or in the playground. Any persistence of low level behaviours would move into moderate level.</p>	<p>Repeated incidents of any moderate behaviours move into serious level.</p>	<p>The deputy head or the Headteacher is informed. Parents may be informed.</p>



Sanctions Table

Low level	Moderate level	Serious level
Frown Verbal check Withdrawing attention Repeating activity Take work home to complete Sit alone or in 'time out' area Warning Letter of apology Related sanction e.g. complete work, clean up mess	Time deducted from own time (playtime/lunch) Time out in another class to reflect Buddy system Contact with parents Informal phone call/meeting Attendance letter Loss of privileges extra-curricular privileges or responsibilities Referred to Deputy head/headteacher	Deputy to inform Headteacher Involve parents Involve inclusion manager Involve outside agency to access support Weekly behaviour report home Pastoral Support Plan Educational Welfare Officer referral Lunchtime exclusion Internal exclusion Modified timetable Fixed term exclusion Permanent exclusion