



# South Haringay School

## Statement of Behaviour Principles

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**Member of staff responsible: Ian Scotchbrook**

**Date approved by Full Governing Body: Autumn term 2019**

**Date to be reviewed: Autumn term 2022**

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Our school's Positive Relationships Policy (previously known as behaviour policy) provides a clear set of principles and procedures for positive action and sets the boundaries of unacceptable behaviour throughout the school. The values and principles underpinning the policy apply to all members of the school community (please ask at Reception or check the website for a copy of the full policy).

Children need to be in an environment where they feel safe and secure. This is essential if they are to learn effectively and develop a responsible attitude towards others. Clearly defined rules and expectations contribute to the establishment of such an environment, as does the certainty that a consequence is attached to the breaking of those rules. We are committed to praising behaviour that is caring and thoughtful by the children. We endeavour to provide an ethos within the school that encourages positive attitudes between children and adults. We have high expectations of the children, which are age related, and we require them to show respect and consideration for each other and for adults working in school as well as visitors. We give strong emphasis to care of resources and the wider environment.

We will endeavour to set a positive example ourselves as teachers, staff, parents/carers and Governors in the way we care, share and cooperate with one another.

We aim to:

- Ensure children's rights to a secure learning and play environment free from disruption and any aggressive words or actions.



- Ensure all staff are able to teach and work in a supportive environment where they feel confident in implementing good pupil behaviour management, free from disruption and aggressive words or actions.
- Implement an agreed whole school approach to behaviour management appropriate to the age of children.
- Ensure that the whole school community is fully aware of acceptable standards of behaviour, positive rewards, possible sanctions for breaches of the established code, and strategies for supporting those children who may need help to achieve such standards of behaviour.
- Support individual children who may be experiencing specific emotional/behaviour difficulties through consultation with parents and carers and, if necessary, outside agencies.
- Work as a team to continue our commitment to preserve children's self-esteem by praising their achievements.
- Work consistently on raising self-esteem for those children who may lack self-confidence for a variety of reasons.
- Work with all children towards an understanding that each person is special irrespective of disability, gender, class, religion.
- Develop an understanding among the children of their own and other people's cultural and religious beliefs and their customs and languages and to respect this diversity.
- Develop an understanding of how it feels to be hurt by words or actions.
- Work towards an understanding that it is the anti-social behaviour that is unacceptable not the child.
- Ensure that we encourage children to develop responsibility for their own behaviour. Respect the rights of others and build positive relationships in our classrooms/school and playground.
- Work in partnership with our parents and carers to achieve our shared expectations.