



South Harringay School

Positive Relationships Policy

(Behaviour Policy)

Member of staff responsible: Ian Scotchbrook

Date to be reviewed: Autumn Term 2026

Introduction

We know that *good behaviour is a necessary condition for effective learning to take place. We also know that our children are happier when they perceive the behaviour of others to be respectful and within the agreed boundaries and rules of our school.* Our children have a right to feel safe and happy while they are in school, so we all have a stake in encouraging and reinforcing good behaviour.

Behaviour in our school is consistently identified as outstanding, by stakeholders and visitors. In our experience, establishing and maintaining good behaviour in our school is contingent on the positive relationships we develop and foster with the children from their very first day in school. We also know that children look to the relationships staff have with each other, as well as with their parents/carers, as a model of how to behave. As such, we strive to develop positive relationships with all of our children, parents/carers and with each other.

As a school which seeks to ensure all children feel a sense of belonging, we pay particular attention to developing and maintaining positive relationships with children who are experiencing difficulties in regulating their own emotions and behaviour. Our training and experience provides us with the tools for meeting the needs of children who, through no fault of their own, may be experiencing social and emotional developmental challenges.

We teach our children that 'good behaviour' is more than just compliance and following rules. We want our pupils to understand that positive behaviour allows them to actively engage in their learning; demonstrating curiosity, self-discipline and a growing sense of self and independence.

We use our school values to build a framework through which children understand the foundations of positive relationships and good behaviour:

Honesty

Contribution

Respect

Resilience

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 aim to be positive in our approach to managing behaviour. We always seek to emphasise the positive. We always attempt to phrase our instructions for behaviour in the positive rather than the negative. For example: 'Please make sure you walk inside the building' rather than 'Don't run inside'.

Practice and Processes

Classrooms

All staff praise children when they are behaving well. Standards of behaviour in our school are very high, so expectations of what constitutes good behaviour focus on consistency and the exceptional. The 'Good to be Green' behaviour chart is used from Reception - year 6 to praise and reward positive behaviour and to give warnings and sanctions when necessary. All pupils start on green at the beginning of each day to indicate that we all start the day fresh from any challenges the day before. (see appendix a)

Zones of Regulation

As part of our approach to supporting emotional regulation, all staff actively teach and reinforce the Zones of Regulation throughout the school day. Teachers explicitly introduce the four zones and provide visuals, discussions, and practical tools to help students recognise their current zone and apply strategies to return to the Green Zone for optimal learning.

Teachers integrate Zones of Regulation strategies into everyday routines. Pupils begin the day with a visual check-in to identify their zone, allowing staff to offer early support if needed. Throughout lessons, teachers reinforce the Green Zone as the ideal state for learning and introduce quick strategies such as brain breaks or breathing exercises when pupils enter the Yellow Zone. During transitions, staff encourage brief zone checks and provide access to tools like calm corners, fidgets, or reflection activities. For pupils in the Blue or Red Zone, staff offer discreet support using appropriate strategies, such as movement breaks, calming techniques, or safe spaces, to help pupils return to a regulated state.

Assemblies

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.

Each Friday pupils are chosen to receive acknowledgement for how well they have demonstrated a school value. In addition, we have termly value champions for consistent embodiment of our school values.

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. The rules for the playground are reviewed regularly. They are on display in the playground and within the school building.

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 shown on the flow chart (see appendix A).

Purple card incidents: Each teacher has a purple 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 the Senior Leadership Team to notify an adult that there is an emergency. Behaviour leading to a purple 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
- 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, hitting, offensive verbal abuse – racial, religious, sexual or rudeness to adults). All incidents are recorded, appropriate consequences are given and parents are informed. On occasion, serious level incidents may 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/Senior Leaders.

Cumulative Consequences Leading to Suspension or Exclusion

Suspensions and exclusions are rare at our school. We do all that we can to avoid these and will only use them as a last resort, or if an incident is sufficiently serious.

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 B) 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.

Our governors receive a termly report on the number of suspensions and internal exclusions.

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

Bullying

Our school does not accept bullying of any kind. We are particularly mindful of bullying which is based on discrimination against the protective characteristics as laid out in the Equality Act (2010). Records of any such incidents are kept separately and confidentially.

Our school is proactive in protecting children from online harm, including online bullying and all children start their learning in the computing curriculum each year with lessons which focus on E-Safety.

For further details please refer to our E-Safety and Anti-Bullying Policies.



Appendix A



Each child begins the day on a green card with the intention they will keep this card all day for positive behaviour.

Is the child's behaviour positive?

If the child displays positive behaviour throughout the day they remain with a green card.

The child receives a warning orange card and has 5 minutes 'time out' in the classroom. The child needs to demonstrate positive behaviour to obtain his/her green card back.

If the behaviour is of a more serious nature or the child continues to display unacceptable behaviour whilst on an orange card the child will receive a red card and 10 minutes 'time out' in another classroom, HT/DHT/SENCO's office. Parents are informed at the end of the day. The child needs to demonstrate positive behaviour to obtain his/her green card back.

For exceptional behaviour the child receives a bronze card.

If the exceptional behaviour continues they child receives a silver card.

If the exceptional behaviour continues still the child receives a gold card. This will be recognised by the whole class with applause and parents will be informed at the end of the week. Children will also be recognised in assembly.

Has the child reversed his/her behaviour to obtain their green card back?

The child is expected to continue to demonstrate positive behaviour and stay on a green card for the remainder of the day.

If the child has not reversed his/her behaviour parents will be informed at the end of the day. 'Time out' in HT/DHT/SENCO's office if behaviour continues during the day. If the child receives consecutive orange/red cards the class teacher will meet with parents and an individual behaviour plan will be put in place.



Appendix B

Negative Behaviours Table

Low level	Moderate level	Serious level
• 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	• Consistently shouting out • Poor effort • Distracting others • Poor attendance • Walking out of class • Physically hurting others (one off pushing, poking, nudging, etc...) • 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	• 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)
Dealt with in class or in the playground. Any persistence of low level behaviours would move into moderate level.	Repeated incidents of any moderate behaviours move into serious level. Parents may be informed	The deputy head or the Headteacher is informed. Parents will be informed.



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