



Horton Grange Primary School Positive Relationships Policy



Last reviewed: September 2018
To be reviewed: Annually
Written by: Teaching and Support Staff
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The aim of this policy is to:

- Develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- Create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are supported to give their best, both in and outside the classroom and are encouraged to fulfil their potential.

It is expected that everyone in the school community will follow and adhere to the school positive relationship policy. All adults are expected to model the behaviour, including learning behaviours, we expect from all children.

Horton Grange Primary Golden Rules

In our school we...

- are honest and polite
- look after property
- listen to others
- respect one another
- help each other
- do as all members of staff ask us the first time
- keep our hands, feet and objects to ourselves
- always walk on the left hand side

Guidance for All Staff

1. Positive reinforcement of good behaviour is more effective than negative punishments.

2. Although there are agreed sanctions for unwanted behaviour, it is the encouragement of good behaviour, which is far more important than the consequences. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority both in and out of class. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons, school assemblies and any other times where it is relevant. Staff use golden time (up to Year 2), stickers (up to Year 5), certificates (in celebration assemblies), merits and merit prizes to re-enforce positive behaviour as well as academic achievement.
3. A well managed and planned environment decreases potential for problems, that may impact on teaching and learning.
4. We need to teach behaviour as we teach other aspects of the curriculum. Classes which are well organised with lessons that are well prepared and take into account the range of abilities within the class *tend* to have few discipline problems. A calm controlled environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Disapproval should focus on the behaviour and not the child.
5. Staff should take time to explain the reasons for children being asked to do something. Staff should emphasise the importance of caring and respecting people and property at all times. Children should be listened to and spoken to calmly. They should never be belittled.
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation with the class.
7. Certain behaviour, such as bullying, racism, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with if encountered.
8. It should not normally be necessary to shout.
9. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Deputy Head Teachers or Head Teacher when behaviour causes concern. In cases of serious incidents, parents will be informed of this unacceptable behaviour in writing.
10. Staff should treat all children with respect, regardless of age, gender, ethnicity or behaviour being displayed.
11. Children should always feel that a problem has been dealt with fairly and equally to ensure all children feel they are a valued member of the school.

Guidance for the playground

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.

4. Incidents that occur during lunchtime should be dealt with, unless extremely serious, by the lunchtime supervisor on duty.
5. Lunch time staff have allocated roles to ensure children are actively engaged, providing opportunities for developing social skills.

All staff should maintain high expectations of good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

Damage to property

Damage to school property through misbehaviour, whether it is to the fabric of the building or to such items as school books, will be reported to parents, and where appropriate, a request by letter will be made for a contribution towards the cost of repair or replacement.

Rewards and Consequences

- Children should be given instant rewards wherever possible. These could be in the form of verbal praise, responsibilities, stickers, merits etc
- Each classroom should display 'The Behaviour Triangle' and 'Learning Behaviour Triangle'. These should be both visible and accessible to all children
- The list of rewards and consequences should be displayed alongside the behaviour triangle and learning behaviour triangle. It is important that children move their name to the relevant area on the triangle
- Every child should begin each day with a fresh start by going back into the gold on the behaviour triangle
- Low level disruption should be dealt with by the class teacher as far as possible, in order that the behaviour triangle has the desired effect
- Children should be given a warning, along with the opportunity to moderate their behaviour, in the first instance

Rewards and Consequences in 2s can

Rewards

- We get specific verbal praise - eg: good listening
- We get stickers and stamps for good behaviour and hard work
- We get shown a yellow smiley face card

Consequences - When appropriate

- We get a firm warning and an explanation of why we should not do something. The staff then help us to learn the appropriate way to do things and use distraction techniques to move us into appropriate learning.
- If we continue to make inappropriate choices we are shown the blue face and told why our choices are making us sad.
- If we are still unable to change our behaviour, we are shown the red face and our name goes on the sad side.

- As a last resort we are given 2 minutes time away.

Rewards and Consequences in Nursery

Rewards

- We get specific verbal praise - eg: good listening
- We get stickers and stamps for good behaviour and hard work
- We get certificates at celebration time
- We get shown a yellow smiley face card
- We get our name written on the happy face

Consequences - When appropriate

- We get a firm warning and an explanation of why we should not do something. We get our name written on the sad side with the adult's initials next to it.
- If we show this behaviour again, we get an explanation of why the behaviour is unacceptable and a tick next to our name. We are shown the blue face.
- If we show the behaviour a third time, we get time away for 3 minutes, two ticks are put on the board next to our name and our parents are informed. We are shown the red face.

Rewards and Consequences in Reception

Rewards

- We get lots of specific praise, stamps and stickers and high 5's.
- If we have worked hard, achieved our target and played nicely with our friends we earn a special sticker or may go to see Mrs Stephenson, Mrs Barford or Miss Marshall with our work.
- We get certificates in Celebration assembly.
- If we are good all week we can have Golden Time.
- Our name goes on the 'happy side' and stays in the gold on the behaviour triangle.

Consequences

- We get a firm warning and an explanation of why we should not do something, our name is written on the 'sad side'.
- If we show the behaviour again, our name goes into the blue.
- If we show the behaviour a third time, we sit on the 'Time Out Chair' for 5 minutes with another explanation and we have to say sorry. Our name goes into the red but we have the chance to work our way back into the gold. If we remain in the red, our teacher talks to our parent/carer.
- If it is a serious incident and I am in the red, I will go and see a member of SLT. SLT will decide if a red letter needs to go home.
- If I have been in the red, I will miss 5 minutes of Golden Time on Friday.

Rewards in KS1

Rewards

- If I have my name written on the 'happy side', I will receive a merit at the end of the day. My name is written on the 'happy side' if I have shown outstanding individual learning behaviours.
- If I stay in the gold all week then I will receive 1 merit
- I can earn a sticker or an extra merit from my teacher if I have been polite, helpful, thoughtful and caring.
- I will be given a merit if I achieve my individual targets.
- I will be given a merit for fantastic pieces of work.
- I will be given a merit for making outstanding progress in my learning.

- Weekly celebration assemblies give me the chance to be star/reader/mathematician or writer/BLP hero, handwriter or British Values of the week
- If I come to school on time every day I will receive an attendance sticker at the end of the week.

Consequences

- If I do not behave I will firstly be given a verbal warning and my name is put on the 'sad side' of the board.
- If I misbehave again then my name will be put in the blue.
- If I can show my teacher that I can behave my name will be moved back into the gold.
- If my name is still in the blue at the end of the day then I will be given a blue letter.
- If I continue to misbehave, my name will be moved into the red. I have the chance to work my way back into the gold, through the blue by the end of the day.
- If my name is still in the red by 2.45pm then my teacher will speak to my parents/carers and I will go to a member of SLT.
- If I am involved in a serious incident my name will be put straight into the red and I will see a member of SLT.

Rewards in KS2

Rewards

- If my group has the most table points, I will receive a merit at the end of the week.
- If I stay in the Gold all week then I will receive 1 merit.
- I can earn a sticker or an extra merit from my teacher if I have been polite, helpful, thoughtful and caring. My teacher will write my name on the 'happy side' to show this.
- I will be given a merit if I achieve my individual targets.
- I will be given a merit for fantastic pieces of work.
- I will be given a merit for making outstanding progress in my learning.
- If my planner is signed I will receive a merit.
- Merits are recognised and rewarded in a weekly assembly.
- Weekly celebration assemblies give me the chance to be star/reader/mathematician or writer of the week.
- If I come to school on time every day I will receive an attendance sticker at the end of the week.

Consequences

- If I do not behave I will firstly be given a verbal warning and my name will be put on the board/'sad side'.
- If I misbehave again then my name will be put in the blue.
- If I can show my teacher that I can behave my name will be moved back into the gold.
- If my name is still in the blue at the end of the day then I a blue sticker will be put in my planner.
- If I continue to misbehave, my name will be moved into the red. I have the chance to work my way back into the gold, through the blue by the end of the day.
- If my name is still in the red by 2.45pm then my teacher will speak to my parents/carers and I will go to a member of SLT.
- If I am involved in a serious incident my name will be put straight into the red and I will see a member of SLT.

Red Book procedures

- If I am sent to a member of SLT my name will be put in the red book as a serious warning.
- If I go in the red again I get a first red letter sent home.
- If I go into the red book again I get a second red letter sent home.
- If I go into the red book a third time my parents will be invited into to school and I will go on a behaviour report. My parents and class teacher will work together to set the targets for this report.

- When the report is complete, my class teacher will discuss if my behaviour has improved or not.

Community Room

- A member of SLT may decide it is appropriate for a child who has not followed the rules to be kept away from the other children at lunchtime as a consequence.
- If this is the case, the member of SLT will inform the class teacher and write the child's name in the community room book.
- A member of SLT will supervise the children in the canteen.

Serious Incidents

The following are deemed as serious incidents and must be reported to a member of the senior leadership team. They may override any policy in place e.g. putting a child immediately into the red etc. For very serious incidents, parents will be called into school to meet with the Head Teacher or, if the Head Teacher is not available, another member of the SLT.

- Any reportable incidents e.g. racism, bullying
- Serious physical or verbal assault towards a child or an adult
- Wilful damage to school property
- Any child who puts themselves or another person in danger

Lunchtime

Rewards

- Children are given verbal praise, stickers or a high five (depending on the age of the child) when following the rules at dinnertime
- Lunchtime tokens may be given to children who eat all their dinner and follow the rules consistently. These tokens are collected in the classroom and the class with the most tokens moves up on the lunchtime star chart. When the class reaches the top of the chart they earn an extra playtime.
- Dinner supervisors can collect the lunchtime tokens from the treasure chest at the front desk. They can take 5 each per day.

Consequences

- The dinner supervisors follow the same consequences above, depending on the key stage they are in.

Work Conduct - Adult to Adult (including communication with parents)

- To be able to treat all adults in school in a respectful and courteous manner and follow the work conduct of the school.
- Staff must at all times follow the School's Equal Opportunities Policies for staff and pupils and treat pupils, parents and other members of the school in accordance with those policies.
- Staff should display the highest possible standards of professional behaviour that is required in an educational establishment.
- Staff should avoid inappropriate words or behaviour that might bring the School into disrepute or might undermine colleagues in the perception of others.

Expected conduct - Parent/Carer to member of staff

- We expect all parents to treat members of staff in a respectful and courteous manner.
- We acknowledge that in some cases, parents/carers may wish to discuss something of a sensitive nature, parents are able to request that this conversation takes place in a private room.
- Parents reserve the right to ask for a chaperone/interpreter (where possible) in a meeting with a member of staff, as does any member of staff from school.
- Parents should avoid the use of inappropriate words or behaviour where possible.