



**Ninian Park Primary School**

# **Positive Relationship Policy**

*UNCRC – Article 28 – Every child has the right to an education that is free. Discipline in schools must respect children’s dignity and their rights.*

### **School mission statement**

Ninian Park's aim is to deliver the highest standard of education and care for all our pupils. They are our future.

### **School Ethos**

The adults in school will act as role models for behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect, empathy and understanding the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- support learners to develop strategies that help them to identify and regulate their emotions.

At Ninian Park Primary we are aware of the vital role that we play, in partnership with parents and the community as a whole, in promoting the spiritual, cultural, social, mental and physical development of children in our care.

By signing the Home School Agreement, when their child enters our school, the parents and guardians of our pupils accept their responsibility for working with us to promote positive behaviour in all of our children.

We are also aware that good behaviour choices, structure and boundaries are all crucial factors in ensuring that effective learning can take place. This can only be achieved by maintaining a safe and productive environment, which is able to foster harmony and co-operation between the children and the staff working together to enhance the ethos of the school.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of dysregulatory behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of all children.

Marking and record keeping of behaviours can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Management of the Learning Environment**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all.

Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

Praise should be used to encourage both good behaviour and learning choices. Constructive feedback should be a private matter between teacher and child to avoid negative feelings.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. These should be displayed clearly in the classroom, preferably above/below the TV/Smartboard

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **School Rules**

***1. We respect others at all times.***

***2. We have kind hands, feet and mouths at all times.***

***3. We listen to others when they are talking.***

***4. We follow instructions straight away.***

***5. We look after our belongings and those of other people.***

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most commonly used reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We reward children for their efforts in the following ways:

- Positive reinforcement and praise
- Class teachers own reward system – stickers, Dojos etc.
- Reward certificates in assembly.

### **Graduated response**

At Ninian Park we aim for a happy atmosphere where staff and parents work in partnership to provide a caring and stimulating environment in which our children can thrive. As part of this we promote and maintain clear expectations of good behaviour.

However, children who make the poor choices are given a verbal warning. If they do not heed the warning there will be an opportunity to reflect (time out) in a parallel class. If they continue not to follow the school rules and make poor choices, they receive a consequence (e.g. teacher to call home).

**What will happen if I misbehave?** Consequences of poor behaviour choices:

<b>If I misbehave:</b>	I will have one reminder of the good behaviour expected at Ninian Park Primary.  <b>VERBAL REMINDER</b>
<b>If I misbehave for a second time:</b>	I am not being fair to my classmates and I am stopping the learning taking place in my class so I will have 'time out' in my class.  <b>WARNING 1</b>
<b>If after that chance I still carry on misbehaving.</b>	If my behaviour continues and I am still not being fair to my classmates and I am stopping the learning taking place in my class so I will have 'time out' in a parallel class.  <b>WARNING 2</b>  I will be sent to my Head of PS who will then decide on the appropriate consequence. My parents will be informed by my class teacher.
<b>If I still cannot manage my behaviour</b>	I will be sent to my Head of Progression Step/Deputy/Head who will then decide on the appropriate consequence. My parents will be informed by my class teacher.
<b>If all of this happens again my parents will be called for a formal meeting with my teacher/Miss Scott/Mrs Morris/Miss Hulatt.</b>	

## **Universal Support**

At Ninian Park we believe that a positive attitude and ethos contribute to positive learning and behaviour in school. We achieve this in a variety of ways:

- Personal greetings each day and positive 'corridor talk'
- Positive praise in learning environments from staff and peers.
- Nurture strategies used across the school on a daily basis e.g. the Thrive approach, or 'check-ins' after break and lunch.
- Celebrations of positive work and attitudes e.g. praise stickers, class Dojos, star reader awards.
- Circle time
- Wellbeing and Theme assemblies
- Wellbeing projects and focussed work.
- Class charters
- Rights Respecting School work
- Zones of regulation

## **Targeted Support**

Some children may require additional support in managing their behaviour positively. In such instances the class teacher will work with the child and parents to create an Individual Behaviour Plan to suit the needs of that child. This may be in the form of a 'star/choices chart' or through additional strategies within school.

Small groups of children can be supported through specific nurture activities. e.g. Emotional Literacy Support Assistants, Forest Schools and Thrive groups.

Restorative strategies used in school to resolve conflict or issues.

## **Lunchtimes**

School rules apply throughout the day, including unstructured times.

- Lunchtime supervisors will be trained in Thrive, Children's Rights and ACEs to foster good relationships.
- Lunchtime supervisors will report any behavioural difficulties to the class teachers/senior staff.
- For extreme behaviours issues, pupils may be fast-tracked to a senior member of staff.

There are a variety of activities available for children during the lunch time. These include organised games and play zones to engage the children. Following pupil voice, all children have free-run of all three playground zones.

## **Further action**

Whilst for many children these sanctions in themselves are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or

others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Headteacher when all other options have been exhausted. When children have received more than two fixed term exclusions and/or are causing considerable concern a Pastoral Support Plan may be drawn up. This is compiled after seeking advice through a multidisciplinary meeting.

### **Communication and parent partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Monitoring and review**

This policy is monitored by the Headteacher, who reports to the Governors about the effectiveness of this policy. It is reviewed in line with the school reviewing procedures. Staff discuss systems and structures in place regularly and will amend in the light of any changes made necessary by changing behaviours or strategies available.

Agreed October 2015

Latest review: June 2024 in light of Zones of Regulation Adaption.

Formally adopted by Governors: October 2024