RELATIONSHIP POLICY

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
September 2024	MJ	Information added regarding houses	October 2024	October 2024
September 2025	MJ	Removal of Dojo from policy as this has been replaced with SeeSaw.	23.09.25	23.09.25
September 2026	NC	Tree-mendous display added Remove good to be green Change sticker chart only for YR-Y2	22.9.26	23.9.26

Relationship Policy

School Ethos and Values

Parkview Primary School helps each of us to be happy, learn well and behave brilliantly.

From the first steps in the School Nursery or Reception Class, right through to Year 6, we focus on developing the life skills of our pupils, as well as academics. We want to make a positive difference to the life chances of the children who attend Parkview Primary. We want to develop high quality classroom practice that allows all children to prosper and flourish.

Unconditional Positive Regard

At Parkview Primary School, we show unconditional positive regard for our children. Our school is based on having positive relationships, where we are happy and relaxed to learn and play in a welcoming, caring and safe environment.

We treat the children with:

- Genuine warmth
- Genuine care
- Flexible consistency – we understand the needs of individual children.

The ethos of Parkview will be displayed in every class and throughout the school, where appropriate. They will provide an on-going guide to everyone: children, staff and visitors, each and every day.

The children receive a meet and greet every morning. Their first meet and greet will be as they enter the school from a teaching assistant and their second one will be from their class teacher at the classroom door. The child's first interaction with school is a positive one every day where they will be given a warm greeting.

In writing the Relationship Policy, we have listened to our children and included their ideas throughout this document.

Praise and Rewards

At Parkview, we believe there are many ways to praise and reward children. Praise is a genuine, authentic, rational recognition and acts as a positive motivator for children. Examples of praise include:

- Verbal encouragement
- Words of praise
- A thumbs up
- A smile
- A high five

- A note home from the teacher
- A message home
- A phone call home
- Attendance recognition each week in assembly

Rewards are also given out and are a physical item given to the children. Examples of rewards include:

- Special stickers and praise from the Headteacher on completion of a sticker chart
- Stickers for their smiley sticker chart
- Certificates in the weekly achieve assembly linked to a whole-school theme
- Certificates from midday supervisors each week and lunch on the Top Table with a friend
- Green tokens for the class and a reward.
- Individual class prizes for various activities
- Attendance recognition each week in assembly
- Star of the week certificate
- Table points
- Points for children in the nursery

Recognition Board

There is a recognition board in every classroom. This is a visual celebration which highlights a range of positive things happening in terms of learning and behaviour. This is a focus entirely on the positive praise. It is motivational and celebratory. Authentic and genuine praise is given to the child and their name is written on the board.

Sticker Charts and Green Tokens

Children in Reception, Year 1 and 2 earn stickers for their individual sticker chart.

When a class earns 40 green tokens, they will earn a class treat. The treat will be decided upon before the tokens are awarded, so that the children will know what they are working towards. They vote for their reward. Possible treats might include, 20 minutes on the school field or water fun for 20 minutes.

There ia a ‘Tree-mendous’ display for behaviour in every classroom and in the hall. Children climb the tree with a focus on positive behaviour. They can also move down the tree for poor choices. When they reach the top ten times, they have reward.

Sanctions of poor behaviour and Restorative Practice

Some behaviours to a warrant moving down the tree include:

- Shouting out
- Screaming
- Unkind hands
- Answering back
- Refusal to cooperate
- Rough play
- Damaging property
- Taking items that do not belong to them
- Avoidant behaviours
- Not being truthful
- Spitting

- Stealing

Other behaviours may include:

- Physical contact e.g. pushing, punching, kicking, biting, scratching and fighting
- Aggressive verbal abuse
- Swearing
- Intentional damage of property

Teachers will use their professional judgement when making this decision. Children will initially be seen by their class teacher. They can go to their parallel class for time-out. However, if poor behaviour choices continue, the child will then be seen by their Key Stage Leader, then the Deputy Headteacher and finally by the Headteacher.

CPOMS

Severe behaviour choices will be logged on CPOMS from Spring 2 2026. The categories for this are behaviour, child on child, friendship related issues. Minor behaviour choices will be logged on the behaviour log on the server. This is for teacher's information and to track low level incidents where a pattern may be occurring.

Restorative Practice

Restorative practice helps to build positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. At Parkview, we believe when harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

See appendix 1 and 2 for the sheets used for restorative practice in KS1 and KS2.

For instances of exclusion, both internal and external, please see our exclusion policy for more details.

From September 2024, the children and staff joined one of four houses: Elm, Elder, Oak or Cedar. Children collect points for their house throughout the year, with the winning team rewarded at the end of every term.

Early Years Foundation Stage

This stage sets the foundations for good behaviour. Praise, rewards and sanctions are on a much simpler scale:

- Verbal praise, stcikers and house points are awarded.
- Children choose favourite toy(s), film or extra outside time (either Nursery Reception garden or adventure)
- The children collect 20 stickers and then have a small prize from the small prize box.

- For every 100 stickers they receive a prize from the big prize box.

Reasonable Force

Staff in school have a legal duty of care and have a legal power to use reasonable force. This power applies to any member of staff within the school. It can also apply to people who the Head teacher has put in temporary charge of groups of pupils such as unpaid volunteers or parents accompanying children on a school visit. Staff have received training in de-escalation techniques and positive handling to reduce restraint and risk in school. However, the Team Teach training provider state, “Team-Teach techniques seek to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews, Director)

It is always unlawful to use force as a punishment.

Issues of bullying or child on child abuse of any kind are reported immediately to the Headteacher (please refer to the Anti-bullying policy and Safeguarding policy).

Online Safety Policy

Children are taught how to keep themselves safe online in the computing lessons. Online safety is a running and interrelated theme in our whole-school curriculum.

Special Educational Needs and Mental Health

Pupils with Special Educational Needs and mental health difficulties may need an individual behaviour plan to better suit their individual needs. Staff will identify the pupil’s individual needs, create a plan on how the pupil will be supported and review its effectiveness once it has been put into place. This will take place using assess, plan, do, review approach. This will be reviewed with parents.

This policy is linked to the Anti-Bullying Policy, the Anti-Racism Policy and the Equality and Diversity Policy. The Sexual violence and sexual harassment between children in schools and colleges (2021) guidance is used to support this policy. This advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected to this school to feel safe, secure, valued and of equal worth.

Appendix 1

KS1 Behaviour Reflection Sheet

Name _____ Date _____

Place _____ Class _____

What did I do?

_____

_____

_____

_____

How did you feel at the time?



sad angry worried not sure annoyed happy

Why did I do it?

_____

_____

_____

_____

Which school rule did I break?

_____

_____

_____

How can we make things better?

_____

_____

_____

_____

Appendix 2

KS2 Behaviour reflection sheet

Name_____ Class _____ Date_____

Where did it happen? _____

Who gave the red card? _____

What did you do?

Why did you do it?

What were you thinking at the time it happened and **how** did you feel?

Who has been affected by what you did? **How** have they been affected?

Which school rule did you not follow?

What should you have done and **how** will you deal with this problem next time?

What do we need to do now to make things better?