

# Harehills Primary School



*Learn, Laugh and Love*

## Relationships Policy Promoting Positive Behaviour

<b>Approved by:</b>	Nick Long Chair of Governors	<b>Policy Date:</b> October 2025
<b>Last reviewed on:</b>	December 2025	<b>Next review due by:</b> December 2026
<b>Staff Responsible:</b>	Judy Wood	

## Ethos

Harehills Primary School is a wonderful place of learning at the heart of a diverse community. We are incredibly proud to serve our community and to provide exciting and meaningful learning experiences for our children. Relationships at Harehills Primary School are inseparable from behaviour, academic achievement, safety, welfare and wellbeing, and all other aspects of learning.

At Harehills Primary School, effective Relationships are built on the core values of:

**Respect, Consideration, Honesty and Kindness**

Through living and breathing these core values, we maintain our ethos of positive relationships = positive behaviour. We want our children to feel happy, secure and safe in school. We ensure all children are treated fairly, shown respect and hope that our children leave Harehills Primary with an understanding of the positive contributions they can make in the community and in the wider society.

## Aims

This policy aims to:

1. Summarise the **roles and responsibilities of different people in the school community** with regards to Relationships and positive behaviour management. **(WHO?)**
2. Outline **how pupils are expected to behave** and define **what we consider to be unacceptable behaviour including bullying and discrimination.** **(WHAT?)**
3. Demonstrate a **consistent** approach to positive behaviour management including our **system of rewards and sanctions.** **(HOW?)**

## WHO?

Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. All staff and pupils have high expectations of behaviour, and it is an expectation that staff model positive behaviour for our children. Relationships can be challenging but as a school committed to Restorative Practice, we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

### The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing board will also review this Relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing this Relationships policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the Relationships policy consistently
- Modelling positive behaviour (see **Adult Language** below)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.

**Adult Language** (including body language and use of voice):

We are careful what we say and how we say it.

**Respectful**

- Non-judgemental (separate the deed from the doer)

**Firm and Fair**

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

**Restorative**

- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right

**Staff Code of Conduct**

As part of our Induction for all staff we include a Staff Code of Conduct in our System's File. This is issued to all staff annually and staff sign to acknowledge that they have read and understood it (see Appendix 2).

**Parents**

Parents are expected to:

- Engage in school's induction process in order to be familiar with our expectations, including where relevant, access the website for information.
- Support their child in adhering to schools' policies and procedures
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**Community Building (Circles)**

A structured opportunity for children and their families, staff and governors to develop:

- A strong sense of belonging to their school, class and group
- Connection to each other and the values the school community promotes
- A sense of value as a member of their class and group

Through...

- Weekly Key Phase Circles involving all staff working within two year groups
- Circles of Influence – Strategic Leadership Team working with Middle leaders
- Community circles involving all children and staff from a class group
- Circles to enable pupil voice (School Council, School Food Ambassadors, MindMate Ambassadors)

## WHAT?

### We define misbehaviour as:

- Disruption in lessons, in communal areas between lessons, in assemblies and at playtime and lunchtimes
- Non-completion of classwork or homework
- Negative attitudes to learning
- Repeated breaches of the school rules
- Misbehaving off school site (eg, trips/visits)

### We define serious misbehaviour as:

- Any form of bullying (*see below for further details*)
- Any form of sexual violence and sexual harassment (*see below for further details*)
- Racist, sexist, homophobic or discriminatory behaviour
- Use of derogatory or offensive language
- Fighting
- Possession of a prohibited item (eg, sharp objects, knives, matches, cigarettes/vapes...)
- Possession of an item a staff member reasonably suspects has been used to, or is likely to cause personal injury to, or damage to the property of, any person (including the child).
- Vandalism
- Theft

Harehills Primary School staff hold the attitude **'it could happen here'** and have a zero-tolerance approach to any form of bullying, sexual violence, and sexual harassment. All school staff have a duty to be vigilant, report any incidents and to play an active role in the school's measures. Any member of staff can and should report incidents via CPOMS without delay.

### **Bullying** (*see our anti-bullying policy and the anti-bullying website tab for more detailed information*)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult to defend against

Bullying can include:

Type	Definition
Emotional	being unfriendly, deliberately excluding or ignoring people, tormenting (e.g. hiding books, threatening gestures) ridicule, humiliation
Verbal	name-calling, sarcasm, spreading rumours, threatening someone, teasing, making rude remarks, making fun of someone, using derogatory or offensive language
Physical	pushing, kicking, hitting, punching, throwing stones, biting, spitting, punching physically intimidating someone, using inappropriate or unwanted physical contact towards someone or any other forms of violence attacking property –such as damaging, stealing or hiding someone's possessions
Racial	racial taunts, graffiti, gestures, making fun of culture and religion.
Online/Cyber	using text, email or other social media to write or say hurtful things about someone, all areas of internet, such as email & internet chat room misuse (for example, setting up 'hate websites', sending offensive text messages and emails, abusing the victims via their mobile phones)
Sexual	explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching unwanted physical contact or sexist comments
Prejudice-based and discriminatory, including: Racial, Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Indirect	exploitation of other individuals, influencing others to act.
Vulnerable people / situations	because of, or focusing on appearance, health or related to home circumstances

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment can include:

<b>Type</b>	<b>Definition</b>
Sexual violence	<ul style="list-style-type: none"><li>• such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)</li></ul>
Sexual harassment	meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"><li>• sexual comments</li><li>• sexual jokes or taunting</li><li>• physical behaviour like interfering with clothes</li></ul>
Online sexual harassment	such as unwanted <ul style="list-style-type: none"><li>• sexual comments and messages (including on social media),</li><li>• sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content</li></ul>

### **Harehills Primary School will take the following actions:**

- Respond straight away
- Make it clear that the behaviour is never acceptable, and it will not be tolerated
- Investigate all alleged incidents
- Reassure victims that they are being taken seriously, are kept safe and protected, offered appropriate support and every effort is made to ensure their education is not disrupted
- Encourage a child who has been found to see the victim's point of view
- Explain the consequences of their action and steps taken
- Record all incidents and alleged incidents on CPOMs
- Be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- Inform and involve the parents/carers of both the perpetrator and the victim
- Where allegations are found to be deliberately invented or malicious, we would take the actions listed above and also involve other agencies, where appropriate, for example the Safer Schools Officer

### **Please refer to the following policies (found on our school website under the 'Policies' tab) for more detailed information about our zero-tolerance on bullying, sexual violence, and sexual harassment:**

- Safeguarding and Child Protection policy
- Anti-Bullying policy (including child-friendly version)
- Online Safety policy
- PSHE policy
- Growing and Changing (RSE) policy
- SEND and Inclusion policy
- Single Equality Scheme
- Website anti-bullying tab

## HOW?

### School Rules

We have whole school rules displayed in the Hall and the Studio and around the outside of school. Copies of these are displayed prominently in all classrooms and children are reminded of them regularly.

### Class rules

In September every class establishes a set of class rules. This is done in conjunction with the children, as they are more likely to follow rules that they have chosen themselves.

Remember, you can't sanction behaviour that does not break a class rule.

### Manners Contract

Once a year we have a focus on helping our children to understand what good manners look like and help them to see why good manners are important. All children and staff sign a class manners contract, and this is shared with families. The Manners Contract is displayed in every classroom in the form of a poster as a visual reminder for all.

### RESTORATIVE PRACTICES

All language and practice provide the opportunities for everyone to:

- learn about the effects of their wrongdoing or inappropriate behaviour
- Take responsibility for making amends to those they have harmed
- Repair and restore the relationship with those harmed and the school community

#### *Informal Restorative Practices:*

- Affective Language – Provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response
- Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right
- Impromptu Restorative Meeting – As a restorative conversation but involving 2 or more people

#### *Formal Restorative Practice*

- Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed to participate.

### REWARDS AND CONSEQUENCES

Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class and we are always fair but firm. We use rewards and sanctions side by side. We sanction behaviours, not children. **Behaviour is always dealt with by the class teacher in the first instance to give the child(ren) an opportunity to address their behaviour and avoid the incident being escalated to a member of the leadership team.**

#### Rewards

We operate a Smiley face Traffic light system

Smiley face (Green)



Straight face (Amber)



Sad face (Red)



These are displayed on or close to the class whiteboard

All children begin the day under the Green Smiley face. After one warning they move to the Straight Amber face (there are opportunities to move back to the Green Smiley face). Should the inappropriate behaviour continue, the child will move to the Sad Red face and consequences will apply.

If children remain on the Green Smiley face, they earn Dojo points or other rewards will apply These vary according to the age and individual needs of the children. Please also see Appendix 1 for further details of how Dojo points are used within each key phase.

As we are a Healthy School and are accredited as a Leeds Health and Wellbeing Beacon School status, we use a range of rewards which staff can select according to the year group they work in, some of which include:

- ✓ Awarding Dojo points
- ✓ Stickers, postcards, notes, phone calls/texts home
- ✓ Certificates in Celebration Assemblies
- ✓ Raffle tickets or tokens leading to a small prize
- ✓ Visits to a member of the SLT
- ✓ Marbles in a jar/cubes and positive minutes (gain extra playtime etc...)
- ✓ 'Caught you being good' cards
- ✓ House team points which lead to relevant prizes

### **Consequences**

Once a child's name has been placed under the Sad Red face there should be an explanation of the rule they have broken (refer to school/class rules). They have 5 minutes time out in a designated reflection area within the classroom or 5 minutes is taken off playtime, as relevant. These minutes must be paid back to ensure learning time hasn't been missed (eg: work missed)

- If inappropriate behaviour continues the child will have 10 minutes time out in another class and an additional 5 minutes is taken off playtime, as relevant. These minutes must be paid back to ensure learning time hasn't been missed (eg: work missed).
- If inappropriate behaviour continues the child will be sent to their year group leader (TLCP) or Assistant Headteacher in the first instance and could be escalated to the Deputy Headteacher or Headteacher. Parents/carers are contacted, and the incident is recorded and tagged as 'Behaviour' on CPOMs with relevant details completed. CPOMs is monitored by the Pastoral Care and Safeguarding Team who will make referrals if appropriate.

At the end of each session, all children's names are removed from the Sad Red face and no consequence must be carried over to the next session. ***New session, New start.***

### **RECORDS**

All Staff must log **serious misbehaviour** incidents onto CPOMs using the 'Behaviour' tag, completing all necessary details about the incident. CPOMs is accessible to any member of SLT and the Pastoral Care and Safeguarding Team who will support the staff, child and family in resolving the incident. Lunchtime Staff do not have access to CPOMs and so would complete a Behaviour Slip detailing the incident and hand it to a Designated Safeguarding Lead (DSL) who will add it onto CPOMs and carry out any follow up referrals if required.

### **Differentiated Rewards and Consequences**

We acknowledge that for some children at sometimes there is a need for a differentiated approach. These children will be provided with an Individual Provision Map (IPM) complete with a personalised set of rewards and consequences. Support is available from the SENCO team and the Pastoral team to create and monitor a child's IPM and related provision.

## APPENDICES

### Appendix 1: Overview of use of Dojo rewards by key phase

### Appendix 2: Governor's statement of behaviour principles

### Appendix 3: School Staff Code of Conduct (from Harehills Primary School Guide)

## Appendix 1: Overview of use of Dojo rewards by key phase

### Considerations when giving out Dojo points

- there must be a degree of uniformity in the way rewards are given, not distributed for minor efforts or sparingly for only difficult goals
- all levels and all abilities must be able to achieve rewards with the necessary effort appropriate to their ability
- staff must be impartial and fair and try to ensure that no child gets too far in front or lags too far behind on the class dojo points system or receives too many/ too few points. To avoid this, points will be cleared weekly
- teachers should frequently review 'Dojo points progress' with the children, going over ways they can achieve them and different school rules they could consider following to help them be successful members of the school
- teachers should demonstrate positivity when handing out the rewards to encourage positive participation
- Staff covering are made aware of all systems in place so there is consistency with rewards across classes
- teachers should ensure that Dojo draw names are prepared promptly, ready to be placed in the draw during Key Phase Assemblies, where appropriate.

<p><b>EYFS</b></p>	<p>Dojo points can only be awarded, not taken away. 10 Dojo points = prize and the points are re-set</p> <p><b>Use of other rewards</b> Other rewards may be operated by individual class teachers with their own children such as stickers, phonics star celebration as well as whole school rewards such as Class VIPs.</p>
<p><b>KS1</b></p>	<p>Dojo points can only be awarded, not taken away. 10 Dojo points = prize and the points are re-set Children may also be awarded a 'Dojo slip' (Y1) or a 'raffle ticket' (Y2) which equates to 1 Dojo point</p> <p><b>Use of other rewards</b> Other rewards may be operated by individual class teachers with their own children such as Table of the Week (table points) as well as whole school rewards such as Class VIPs.</p> <p>The use of gold/ silver/ bronze certificates for 100/200/300 Dojo points, for example is under consideration.</p>
<p><b>LKS2</b></p>	<p>Dojo points can only be awarded, not taken away. Dojo points to be 'hidden' until Friday reveal!</p> <p>In LKS2, the awarding of class dojo points can be categorised in different ways. This is at the teacher's discretion based on the needs of the pupils who they work with. i.e. hard work, excellent effort in class, positive attitude, school uniform, reading records.</p> <p>At the end of each week, Dojo points are totalled for each class. The pupil who has the highest total in each class for that week, will select a prize from the prize box in LKS2 assembly. Each week, the total will be cleared and re-set.</p> <p>Children may also be awarded a 'Dojo slip' which equates to 1 Dojo point.</p> <p><b>Use of other rewards</b> Other rewards may be operated by individual class teachers with their own children such as Table of the Week, as well as whole school rewards such as Class VIPs.</p> <p><b>Dynamite Dojo!</b> All previous weekly Dojo winners will be placed in an 'Dynamite Draw' at the end of the term with a super prize.</p>
<p><b>UKS2</b></p>	<p>Dojo points can only be awarded, not taken away.</p>

In Upper Key Stage 2, the awarding of class dojo points can be categorised in different ways. This is at the teacher's discretion based on the needs of the pupils who they work with. i.e. hard work, excellent effort in class, positive attitude, school uniform, reading records.

At the end of each week, Dojo points are totalled for each class. An agreed number of pupils, who have the highest total for that week, will have their name placed in the Dojo draw in their key phase assembly. Winning pupils will select a prize from the prize trolley. Each week, the total will be cleared and re-set.

**Awards at lunchtime**

Class Dojo points will be awarded at lunchtimes and playtimes by staff members supervising. Pupils will receive a Dojo 'ticket' which would be added to their class their totals.

**Use of other rewards**

Other rewards may be operated by individual class teachers with their own children such as Table of the Week, as well as whole school rewards such as Class VIPs.

**Dynamite Dojo!**

All previous entries to the Dojo draw winners, will be place in an 'Dynamite Draw' at the end of the term with a super prize.

'Caught you being Good' cards?

**Please see separate policy for information on communication with parents/carers via Dojo.**

## Appendix 2: Governor's statement of behaviour principles

HAREHILLS PRIMARY SCHOOL



Written statement of Behaviour Principles

Approved by Governing Body on: 27<sup>th</sup> February 2018

Reviewed: Spring 2026

Next due for review: Spring 2027

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*The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.*

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*Harehills Primary School is a diverse and inclusive learning community working with children and families to build a bright future for all.*

**This is a statement of principles, not practice**

### Statement of Intent

Harehills Primary School is committed to safeguarding and promoting the well-being of all children and expects staff and volunteers to share this commitment.

Practical applications of these principles are the responsibility of the Headteacher. The Governors at Harehills Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of school life.

At Harehills Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour in Schools - Advice for Headteachers and school staff February 2024.



## Appendix 3: School Staff Code of Conduct (from Harehills Primary School Guide)

### 1. PROFESSIONAL CODE OF CONDUCT

**To ensure that all members of staff are fully aware of their professional responsibilities when using information systems and when communicating with each other and pupils, you are asked to sign this code of conduct. Members of staff should consult the school's online safety policy for further information and clarification.**

Developing our ethos as a diverse, caring and inclusive school needs every member of staff to contribute positively. We aspire to establish a professional response as follows:

- Colleagues are expected to model positive, courteous, supportive and professional behaviours with one another always
- Dress in a smart and appropriate manner befitting the professional status of their role
- Be professional, welcoming and friendly to all our parents, children and visitors.
- Set high expectations for pupils' behaviour, effort and achievement.
- Value individuals and respect differences
- Show genuine interest in pupils and their learning, parents and their concerns etc
- Create opportunities for success
- Establish and maintain a purposeful working atmosphere
- Establish and maintain a safe and attractive working environment which supports learning and in which pupils feel secure and confident
- Like the child, dislike the behaviour
- Adopt and adapt to all agreed policies and protocols
- Include all children in the learning process and expect all to make progress
- Give pupils an opportunity to actively participate
- Give pupils every opportunity to interact with each other and contribute ideas
- Explain the learning objective and success criteria clearly
- Give good, constructive feedback to pupils and their parents
- Use questions which challenge and create a thinking culture
- Monitor and intervene sensitively to ensure sound learning and maintain discipline
- Seek help and advice from trusted and experienced colleagues
- Invest time in your own professional development