



## PITMASTON PRIMARY SCHOOL BEHAVIOUR AND RELATIONSHIPS POLICY

*“Pupils’ behaviour is impeccable. Lessons are calm, orderly and free from disruption. The purposeful and positive relationships between staff and pupils are a joy to observe.”  
(Ofsted, November 2023)*

Pitmaston Primary School is an equal opportunities school where behaviour is both taught and managed in line with our policies. All pupils within school have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

Good conduct and standards of behaviour are key features of a successful school. This encourages children's sense of security and wellbeing as well as effective teaching and learning. We believe that a clear, shared understanding of the school's Character Values is a prerequisite for the effectiveness of this behaviour policy and that disagreement and conflict is dealt with based on principles of forgiveness, reconciliation and a fresh start.

***An important factor in the support of behaviour in school is a collective responsibility by all staff and parents for the behaviour of all children in the school.***

This policy is based on a relational approach and the rules, rewards and consequences are outlined below. This policy should be read in conjunction with the Equality and Diversity Plan, Safeguarding Policy, SEN Policy, Inclusion Policy, Anti-Bullying Policy, Relationships Policy for Staff, Online Safety Policy, Suspensions and Exclusions Policy, Care and Control Policy and our Transgender policy.

### Aims:

- To establish and maintain positive approaches to behaviour support that are consistent throughout the school
- To ensure that behaviour within the classroom facilitates learning and the school's curricular aim
- To ensure the development of positive attitudes for all
- To help children develop a sense of responsibility for their own behaviour.
- To ensure that every member of the school behaves with consideration and respect for others
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary

These aims are underpinned through the Thrive whole school approach and the Pitmaston Character Values curriculum. As a Thrive Ambassador School and a Trauma Informed Mentally Healthy School the approach supports children to become more self-assured, emotionally regulated and ready to engage in life and learning. Following training from Tom Bennett, Behaviour Advisor for the DfE, staff have set out clear expectations for pupils' behaviour in communal areas around school e.g. corridors, halls and transitions between learning spaces. These expectations have been used to create Behaviour Standards which are personalised to the Early Years, KS1 and KS2 (appendix 2). The Behaviour Standards form the basis of our behaviour curriculum; teaching children how to behave in a respectful way to all members of our school community and be successful learners in the classroom.

### Objectives:

The children at Pitmaston will:

- Understand and follow the 'Golden Rules' and Behaviour Standards.
- Be aware that following the 'Golden Rules' is appreciated, valued and rewarded.
- Understand (at a level appropriate to their age) that they are responsible for the



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way they behave.

- Have regular discussions with their class and teacher about the behaviour and positive relationships that are required to meet the Golden Rules and Behaviour Standards
- Understand and keep to the school safety rules e.g. always walk quietly inside school and to the playground.
- Be aware of the reward systems for behaviour and achievement in the school and classroom.

We aim to make our school a happy, friendly place - where children feel safe, are valued, nurtured and respect each other. In order to function as a supportive community and to comply with the Public Sector Equality Duty we actively promote good relations between children of different groups and those who share Protected Characteristics. Through assemblies, PSHE lessons and Character Value lessons we encourage children to celebrate our differences and similarities as well as consider the health, safety and the feelings of others through the promotion of Spiritual, Moral, Social and Cultural Development, British Values, Pitmaston's Character Values and the 'Golden Rules'. The Pitmaston's Character Values Curriculum covers the following ten key values over the year: Communication, Honesty, Resilience, Respect, Self-Awareness, Responsibility, Reflection, Citizenship, Motivation and Confidence.

### Relationships

At Pitmaston all staff recognise that relationships are the key to learning and play a crucial role in supporting behaviour. Through Thrive training and Trauma Informed Schools CPD (Continued Professional Development), teachers and teaching assistants develop their skills in building genuine, caring relationships based on Dan Hughes' PACE model (playful, accepting, curious and empathic). Staff apply this model through all interactions with children, including the daily morning greeting and well-being check-ins. This enables staff to successfully 'shine a light' on behaviour and begin to understand the triggers and difficulties individual children face. Knowledge of ACEs (Adverse Childhood Experiences) and the impact trauma can have on the development of children, support staff in personalising provision and enabling all children to engage positively in school. Staff understand that they act as role models for behaviour, attitude to learning and motivation and appreciate how this exemplary model supports all children.

Our Golden Rules, Behaviour Standards, Rewards and Pitmaston's Character Values underpin the expected behaviour in school and are displayed in every classroom and prominently around the school.

### Our Golden Rules

Foundation Stage:

- Be **kind** and look after each other
- Be **sensible** and make the right choices
- Always **do your best**
- Always listen to adults and do as you are asked the **first time**

Key Stages 1 and 2

- Show **respect** for other people and their property
- Show **responsibility** for your own choices and actions



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- Allow others to **learn** during lessons
- Always **do your best** and work as hard as possible
- Do as you are asked the **first time**.

### Behaviour Curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. In order to create this purposeful environment, children will be taught what successful behaviour looks like and routines are used to define, teach and practise this expected behaviour- underpinned by the Golden Rules and Behaviour Standards. For example, children are expected to transition around the school and from the playground in a calm and orderly way with suitable adaptations in place for children who need support. 'Perfect Practice' weeks are held during the school year to reinforce expectations and give the opportunity to reteach aspects to children.

### Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within school and will complete the following actions in order to create and maintain a highly engaging learning environment where respectful relationships sit at the heart of classrooms.

- Greet each pupil as they arrive in the morning with a 'Morning greeting'
- Establish clear routines using the visual timetables to support
- Communicate expectations of behaviour through verbal and non-verbal means
- Highlighting and promoting good behaviour
- Concluding the day positively with all children, moving all on the zone board back to green
- Responding in a consistent and respectful way when behaviour does not meet expectations, referring to the Golden Rules and Behaviour Standards.

### Zone boards and Recognition boards

Each classroom and teaching space has a zone board to promote and encourage the expected learning behaviours in a consistent way across the school. This visual tool helps children to understand the behaviour that is expected of them and celebrates children working hard to make the right choices. Guidelines for using the zone board have been created by staff to support a consistent response, please see Appendix 3.

Recognition Boards, which identify a weekly specific learning behaviour, are used in each classroom alongside the zone board to promote this desired behaviour and to recognise children who demonstrate this in the classroom. These are intended to improve the behaviour of the whole class as well as rewarding individual children.

### Rewards

We base our approach to behaviour support upon a range of rewards, which are given regularly and celebrated through assemblies, as we believe that the encouragement of desirable behaviour is the most effective and positive means of establishing positive behaviour.

We use a number of positive strategies for example, teachers choose a 'Golden Child' each term to celebrate consistent, good behaviour linked to the Golden Rules. These children receive a golden postcard through the post from the Headteacher, parents are invited to an assembly and tea party. Golden tickets are awarded to children at lunchtime by the lunchtime supervisors for good manners and behaviour. These children have their lunch with the Head, Deputy and Head Pupil on the Golden Table.



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Further day to day rewards have been devised for the Foundation Stage, Key Stage 1 and Key Stage 2 as listed below:

### **Foundation Stage – can include:**

Verbal praise, parents informed verbally, stickers on achievement cards, Golden stickers, Silver Stickers, Characteristics of Effective Teaching and Learning stickers, moving up to the silver zone, moving up to the gold zone, Headteacher Wall of Fame

### **Key Stage 1 and 2 – can include:**

Verbal praise, stickers on achievement cards, Golden stickers, Silver Stickers, moving up to the silver zone, moving up to the gold zone, Headteacher Wall of Fame

In Key Stage 2, House Points can be awarded to individual, groups or a class of children.

Consequences are also used where necessary and as appropriate, depending on the incident.

## Consequences

Teachers can put in place consequences for children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply one of the agreed consequences for the behaviour.

Initially a verbal warning given stating which Golden Rule has been broken

1<sup>st</sup> step – child moves to the amber zone on the zone board, stating which Golden Rule has been broken

2nd step – child moves to the red zone on the zone board, stating which Golden Rule has been broken

3rd step - sent to Phase Leader to accept responsibility for their behaviour

4th step - sent to a Senior Leader; Assistant, Deputy and then Head Teacher

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones. Pupils will always be supported to follow the rules and this may take the form of reflective conversations or targeted pastoral support.

Where a child may be moved down the zone board, which is always linked to the Golden Rules, as a consequence it is key that where possible this child is given the opportunity to move back up the zone board relatively quickly and receives this positive reinforcement.

At the end of the school day all children move back to green and individual conversations between a member of staff may take place to reinforce this. This enables all children to leave school at the end of the day knowing the next day is a new start and any incidents have been dealt with and are rectified where possible.

Important features of consequences include:

- A focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind child";
- A message about what the child should do in future immediately after the misbehaviour;
- The use of PACE to support relationship building and repair;
- 'Shining a light' on the behaviour, trying to understand the trigger and being proactive in supporting the pupil;
- Consequences appropriate to the behaviour;



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- Looking for the possibility of praise after the consequence, to encourage more positive behaviour and move back up the zone board.

If a child is consistently struggling with their behaviour then there is a severe behaviour clause, which is outlined below. Any child, who also displays severe behaviour, will fast track straight to the severe behaviour clause and by-pass other steps.

### Severe Behaviour Clause

Outlined below are the consequences for severe behaviour in the classroom or playground.

1. If a child reaches the final consequence they will be sent to Phase Leader, Assistant, Deputy and then Head Teacher for a discussion about their behaviour. They will explain what will happen.
2. If a child repeatedly reaches the final stage of the behaviour sheet, then the parents will be invited in to a meeting with the class teacher and the Phase Leader. At this point a child may have an Individual Behaviour Plan written for them with clear targets and steps.

### Detention

A detention is a consequence where a child is expected to remain under supervision of school staff when their peers have been allowed to go to break or lunch. It is used as a deterrent to future misbehaviour and can only be issued by members of the Senior Leadership Team and Phase Leaders. This ensures it is used consistently and fairly by staff. Parents will be informed of the detention on the same day.

### Removal from Class, Suspension and Exclusion

In a minority of cases following a severe incident there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class, suspension or permanent exclusion may also be considered when the range of interventions and consequences identified have not led to an improvement in a child's behaviour. This decision is made by the Headteacher, in conjunction with the Senior Leaders/Phase Leaders, or the Deputy Headteacher acting in the Headteacher's absence and adheres to the school's Suspension and Exclusion Policy.

Removal from class is where a pupil, for serious misbehaviour or disciplinary reasons, is required to spend a limited time out of the classroom (this will be for no longer than one day). This is deemed a serious consequence and is only considered once other strategies have been attempted. Children will be given a comfort break and opportunity to walk in the fresh air during the day. Parents will be informed the same day if their child has been removed from class.

It is vitally important that the home/school link is strong in supporting the school's behaviour policy and every effort will be made in enlisting the support of parents throughout the process.

### Child-on-child abuse

Child-on-child abuse can present in many forms such as verbal abuse, physical assault or online bullying and staff are trained to recognise the signs of such behaviour and report the incident following the school's procedures. Children are regularly reminded to use kind



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hands, kind feet and kind words in order to prevent incidents occurring. When an incident does take place, the child is moved to red on the zone board, consequences detailed above are actioned, parents are informed and the incident is recorded on the school system, Scholar Pack.

### **Bullying**

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. We are committed to supporting the victim and perpetrator of bullying and providing pastoral support and enhanced access to our nurture provision. Please refer to Pitmaston's Anti-bullying Policy for full details. Any incident of bullying is referred to the Headteacher and recorded.

### **Prejudice-based and discriminatory bullying including sexual harassment and sexual violence**

The school will ensure that any incidents of a discriminatory or sexual nature will be immediately reported to a member of the Senior Leadership Team. Incidents that discriminate against a child in terms of language or behaviour in line with the Equality and Diversity Plan, Anti-Bullying Policy or Transgender Policy, will lead to the following actions:

- The staff member will establish whether the child understands the language or actions that have been used;
- The consequences system is used at the staff member's discretion following this investigation;
- All incidents are logged, reported to the Headteacher and parents of both parties are informed;
- Incidents of sexual harassment or sexual violence will also be recorded on the school's safeguarding system, My Concern.

### **Behaviour Online and Cyber Bullying**

We understand that the way in which pupils relate to one another online can have a significant impact on the culture at school. As part of online safety lessons we teach children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. The majority of online incidents occur outside of the school day and off premises and parents are responsible for this behaviour. However, where incidents have an impact on relationships within school, the Headteacher reserves the right to put in place appropriate consequences

### **Behaviour outside of the school premises**

Where non-criminal poor behaviour and bullying occurs off the school premises and is reported to the school, the Headteacher has the power to apply appropriate consequences. These may include discussions with the pupil/s to reflect on their behaviour with either their Phase leader or a member of the Senior Leadership Team and reporting the incident to parents.

### **Personalised approach for children with additional needs**

Some children with additional needs and /or those impacted by trauma will not be part of the class zone board. Some children may have an individual zone board, one used by the



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teacher or 1-1 teaching assistant. Some pupils may have a 'Catch Me' card to support recognition and reinforcement of positive behaviours.

For those pupils where a different approach is needed, this is documented on an Individual Behaviour Plan (IBP) that describes the personalised strategies and resources in place to support the child in meeting their individual behaviour targets. These IBPs are shared with parents, key staff and the pupil and are reviewed termly.

### Restraint and physical intervention

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils, staff may need to take steps to intervene physically. In these circumstances, staff who have had the appropriate Team Teach training will follow the school's policy for dealing with such situations. Any parent wishing to view this policy (Positive Handling Policy) may do so on request.

### Confiscation and searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Mobile phones and smartwatches
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil).

The authorised member of staff may search the pupil's outer clothing, pockets, possessions or locker in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded on our school safeguarding system, My Concern.

### Mobile Phones and Smartwatches

Mobile phones in school risk unnecessary distraction, disruption and diversion and so in line with Government guidance, Pitmaston will maintain its policy that prohibits the use of mobile phones throughout the school day. Children in Year 5 and 6 who walk home alone may bring their phone to school and hand it in on arrival to their class teacher. The phone will be kept in the classroom and returned at the end of the school day. Mobile phones are not allowed to be switched on until pupils have left the school gates. Taking mobile phones on educational visits or residential visits is prohibited.



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Other devices which allow communication or use of smart technology, such as smartwatches are not allowed in school.

### Monitoring of behaviour

The monitoring of behaviour takes place by the Assistant Headteacher each week. All incidents are recorded on the electronic recording system (Arbor) and these are shared with Phase Leaders. Weekly analysis will highlight any children who are struggling to make the right choices independently, enabling support to be put in place to meet their needs. A summary of incidents is shared with the extended leadership team and Governing Body each half term.

### Pupil Transition

New children entering the school will have the expectations communicated to them from their class teacher. They will be included on the zone board and receive additional support from the adults in their classroom. Where pupils with additional needs join the school a meeting may be held with parents, SENCo and a member of the Senior Leadership team in order to put a plan in place to best support their needs from day one.

### Staff Training

Staff training on Behaviour and Relationships takes place through CPD sessions to ensure the Behaviour and Relationships Policy and strategies are followed consistently. At the beginning of each academic year, CPD led by the Headteacher sets out the expectations for pupil behaviour. New staff to school have an induction which includes training on behaviour including the expectations and use of the zone board.

Thrive and Trauma Informed Schools training further develops the skills and understanding of the staff team to be able to respond appropriately to dysregulated and distressed children.

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this Behaviour and Relationships Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Reviewed: September 2024

Approved: by the Full Governing Body.





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### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers are role models of excellent behaviour for pupils at all times
- Staff and pupils have respectful relationships with each other at all times, this includes all spoken language and actions
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The Behaviour and Relationships Policy is understood by all pupils, staff and Governors
- Consequences for behaviour should be known and understood by all staff and pupils and consistently applied. Consequences should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary. The Suspensions and Exclusions Policy explains that suspensions will only be used as a last resort, and outlines the processes involved in removal from classroom, suspensions and exclusions.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life


The Governing Body also emphasises that violence or threatening behaviour towards pupils or adults will not be tolerated under any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.



Reviewed: September 2024





## Early Years Behaviour Standards






### Classroom




1. I am quiet when I am on the carpet so my friends and I can hear and learn.
2. I sit and stay on my star so I can learn (Concentrating Crocodile).
3. I look at the person who is talking so they know I am listening.
4. I listen first time so I know what to do (Listening Leopard).
5. I walk in the classroom to keep my friends and I safe.



### VIP time



1. I can share toys when I have had my turn because it makes it fair.
2. I tidy the pod, classroom and outdoor classroom because I look after the school's property (Respectful Robin).
3. We can all play together because it is kind (Kind Koala).
4. I always have kind feet and kind hands because I am kind.
5. I have kind teeth because biting hurts.
6. I use my words so the adults know what I need (Talking Toucan).
7. I wait my turn so it is fair for everyone.

### Lunchtime

1. I listen to the lunchtime supervisors because they are in charge.
2. I use a quiet voice so everyone can hear.
3. I wait in the line quietly so everyone is safe and happy.
4. I have kind hands and feet because it is kind.
5. I will ask a lunchtime supervisor before I come inside to use the toilet so they know where I am.



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### KS1 Behaviour Standards



1	I will stay in my seat or carpet place because that is where I learn best.
2	I put up my hand because my teacher will know I have something to say.
3	I wait my turn to speak because everyone's voice deserves to be heard.
4	I need to work as a team because we can achieve more together.
5	I do as I'm asked first time because adults know how to keep me safe and help me learn.
6	I always look at the person talking because I am showing that person respect.
7	Before I move, I will wait for all the instructions to be said because I need to hear all the words.
8	I keep my hands and feet to myself at all times because everyone needs their own space.
9	I take care of all the equipment on the playground and in school because it helps me and others play and learn.
10	I am polite towards all adults in school because it makes me a good citizen.
11	I will always be honest because everyone makes mistakes and we should take responsibility for our actions.
12	I will always try my best, even when faced with a challenge because it helps my brain grow.



### Appendix 2 Behaviour Standards KS1



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## KS2 Behaviour Standards



1	I will keep my <b>hands and feet to myself</b> at all times because I don't have a right to touch others.
2	I will allow others to have their <b>personal space</b> because we all need to feel safe.
3	I will think before I speak because <b>unkind words</b> can hurt children and adults.
4	I will follow the <b>listening rules</b> because they allow myself and others to learn.
5	I will show <b>good listening and respond politely</b> to everyone including lunchtime supervisors, teaching assistants, visitors, office staff, teachers, supply teachers and pupils because that is how we all deserve to be treated.
6	I will use <b>positive body language</b> to communicate with others because negative body language is hurtful and inappropriate (eye rolling, shrugging, ignoring, turning your back).
7	I will be a <b>positive role model</b> even when others make the wrong choice because it's my job to make the right choice about my own behaviour.
8	I will <b>look after all school and playground equipment</b> because we are grateful to have it and I know not all things are replaceable.
9	I will use <b>task-talk during lessons</b> because it allows everybody to remain focussed on learning.
10	I move around school in a <b>calm and orderly</b> way because everyone must feel safe in school.



## Appendix 2 Behaviour Standards KS2



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**GOLD** Being in Gold means being a consistently outstanding role model. Children finishing in this zone are rewarded with a Gold sticker to celebrate their achievement

**SILVER** Making good choices and setting a good example ensure children move to Silver. Being recognised for their positive behaviour on the weekly Recognition Board ensures children move up. Children finishing in this zone are rewarded with a Silver sticker to celebrate their achievement

**GREEN** Starting and finishing the day in Green throughout each day is positive, with children meeting the high expectations for behaviour in and around the classroom.

**AMBER** After a verbal warning a continuation of the behaviour will lead children to move into the Amber zone. This is a chance for the behaviour to change and for the teacher to catch them making the right choices. Children should aim to move quickly back to Green

**RED** Behaviour is unacceptable and the adult should speak to the child to find out where the behaviour is stemming from- **shine a light**. Provide support where necessary and ensure your expectations are made clear, "To move back to Amber, I need to see you ..."  
There may be occasions where a child is moved straight to Red due to the serious nature of the incident. This may include physical assault on another child, swearing, serious threats to harm and discriminatory and derogatory language (for example racist, transphobic, homophobic abuse or comments about appearance).

### Appendix 3 Guidelines for using the zone board