

**SOUTH HAMS FEDERATION**  
**POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR POLICY**  
**WITH ADDENDUM FOR CORONAVIRUS (COVID-19)**

Approved 21.09.20

Review: March 2022

This policy is the statement of principles, aims and strategies for the positive management of behaviour at the schools in the South Hams Federation.

### **PRINCIPLES**

Good behaviour is an essential condition for effective teaching and learning to take place. At the schools in the South Hams Federation, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the schools in helping their children to behave well.

**Addendum: The Positive Management of Pupil Behaviour in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year** is detailed at the end of the Policy.

We believe good behaviour means that everyone in school is kind, safe and responsible.

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant.

### **OUR AIMS FOR GOOD BEHAVIOUR**

Our aims are:

- To work consistently and fairly in the positive management of behaviour
- To help our children develop into caring and thoughtful members of society who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop our children's self discipline
- To help our children to feel good about themselves and others
- To encourage our children to co-operate with one another and with adults in the school
- To create a positive and stimulating learning environment, having high expectations of children's work
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

### **OUR OBJECTIVES**

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Constructive whole school planning for P.S.H.E.
- Appreciating and following agreed codes of behaviour
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings
- Encouraging everyone to take pride in our environment\*
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment

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- Providing clear and positive learning experiences fairly and consistently\*\*
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.\*\*

As adults we have a vital part to play as role models, we do this through:

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour in school, on any level, at any time
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child
- Avoiding labelling
- Listening with empathy and tact
- Handling confidential information with sensitivity
- Having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- An awareness of our appearance and demeanour and the messages it gives

We have school wide general expectations that all children will:

- Do their best in all areas of school life
- Be kind to others
- Keep themselves and others safe
- Think before they act
- Take responsibility for their own actions and to be aware that their own actions may have consequences for themselves and others
- Treat others as they would like to be treated themselves
- Consider the feelings of other people

\* PSHE Policy

\*\* Curriculum Policy

### **HANDS AND FEET RULE**

In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children.

### **SWEARING RULE**

Swearing is totally unacceptable. A child who is heard to swear will be referred to a senior member of staff immediately.

### **PROCEDURES**

We encourage good patterns of behaviour by using:

- Non-verbal signals
- Positive verbal comments and praise

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- Positive comments written in books
- Giving children responsibility
- Sharing positive aspects with others
- Awarding certificates and stickers
- Informing parents
- Awarding team points
- Recognition at celebration assembly
- Class privileges

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to confirm. This encourages the child to take responsibility for his/her own behaviour.

The range of sanctions include

- Planned ignoring
- Non-verbal signals
- Verbal warning, reminding the child of our aims/rules
- Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- Change of position within the learning environment
- Separating the child from a group or the class
- Loss of privilege
- Time out procedures
- Miss play / lunch time breaks
- Contacting parents to discuss ways of helping the child to improve his/her behaviour
- Referring the child to the SENDCO with a view to devising an "individual behaviour support programme" to help the child learn appropriate social behaviour in school
- Referring the child to the Executive Headteacher

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

### **WHEN THE PROCEDURES DON'T WORK**

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher, Executive Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, EWO or Educational Psychologist. The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

### **EXCLUSION**

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LA's protocol is followed. Any child returning to school following an exclusion is helped to behave appropriately.

### **MONITORING AND EVALUATION**

This policy will be monitored by the Senior Managers of the South Hams Federation. Its success will be evaluated termly through staff meetings and reported to Governors through the Executive Headteacher's written report.

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### **COMMUNICATION**

All staff, both permanent and temporary, including supply staff should be directed to the policy. The policy folder is held in the Office. A copy will be published on the schools' websites.

### **APPENDICES**

Appendix 1 Sanctions example chart

Playtime Code of Conduct

Other Policies which relate: PSHE Policy; SEND Policy; Accessibility Policy.

#### **APPENDIX 1**

##### ACTION BY CHILD

##### SANCTION

Forgetting or breaking class/school code

- Non verbal warning
- Verbal warning – child reminded of class/school code and what they must do (older children may be able to articulate this themselves and say why it is unacceptable)

Repeated misbehaviour

- Isolation within/near class
- Isolation within and near class and loss of privilege e.g. 5 mins off playtime/lunchtime
- Class teacher may mention concerns to parent
- Increased loss of privilege e.g. whole playtime, 15 mins off lunch, no football
- Parent may be informed depending on the severity of the problem

Further unacceptable behaviour

- Isolation near the class
- Time out procedure
- Child spoken to by senior member of staff
- Parents informed
- Loss of play/lunch period
- Behaviour support plan

Behaviour which persistently disturbs other children's learning

Repeated disruption

- Executive Headteacher informed. Parents informed of strategies being used to improve child's behaviour
- Child sent to Senior Teacher or Executive Headteacher
- Parents informed
- Behaviour support plan
- Appropriate sanction applied which may mean exclusion in more severe cases

Continued poor behaviour

Severe behaviour

- Physical harm to another child/adult or property
- Swearing
- Continued refusal to comply (after all other steps have been followed)

At all stages, it is important to remind the child of the code of conduct and why what they are doing is unacceptable. You must also inform the child what the consequences of repeated unacceptable behaviour will be. Children must also be informed about the relationship between the severity of the behaviour and the likely consequences of this behaviour.

Sanctions must be fair and commensurate with the seriousness of the misbehaviour. They must take into account individual and mitigating circumstances e.g. a one off, provocation.

Parents must be informed in all cases of serious misbehaviour and involved in the improvement of the child's behaviour.

Sanctions must not be used for whole groups of children i.e. the whole class when not all the children have misbehaved.

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**Addendum: The Positive Management of Pupil Behaviour in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year**

At the South Hams Federation, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

**ARRIVALS, DEPARTURES AND MOVING ROUND THE SCHOOL**

Children will enter school through their designated entrance at the agreed time. Children will go straight to their designated area, keeping a social distance from any other individual as outlined on the maps sent to parents/carers. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will ensure that they stay distanced from peers and adults. Children will follow an adult from their classroom on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

**HAND WASHING AND HYGIENE**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

**SOCIAL DISTANCING**

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their classroom, tables will face the front of the classroom so that they do not face each other. They will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

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We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

### **TOILETS**

Children will be told which toilets are to be used by their class. They will need to wash their hands thoroughly, as always, before re-entering the classroom.

### **BREAK TIMES**

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

### **REWARDS**

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted. The Head of School will be holding a virtual celebration assembly each week for Star of the Week awards.

### **BEHAVIOUR IN SCHOOL**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

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As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help. Risk assessments will be completed for children who have an EHCP.

### **PUPIL'S WORKING FROM HOME**

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.