

# SOUTH HAMS FEDERATION

## POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

Approved 30.03.20

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.

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
- 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.\*\*

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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
- 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

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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 SENCO 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.

### **COMMUNICATION**

All staff, both permanent and temporary, including supply staff will receive a copy of the policy via the Staff Handbook. A copy will be published on the schools' websites.

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**APPENDICES**

Appendix 1 Sanctions example chart

Playtime Code of Conduct

Other Policies which relate: PSHE Policy; SEN 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

Further unacceptable behaviour

- 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

Behaviour which persistently disturbs other children's learning

- Isolation near the class
- Time out procedure
- Child spoken to by senior member of staff

Repeated disruption

- Parents informed
- Loss of play/lunch period
- Behaviour support plan

Continued poor behaviour

- Executive Headteacher informed. Parents informed of strategies being used to improve child's behaviour

Severe behaviour

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

- Child sent to Senior Teacher or Executive Headteacher
- Parents informed
- Behaviour support plan
- Appropriate sanction applied which may mean exclusion in more severe cases

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.