

# SOUTH HAMS FEDERATION BEHAVIOUR POLICY

Approved: 29.11.21

Review: November 2022

***“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.* (Paul Dix, Pivotal Education)**

The South Hams federation is committed to creating school environments where consistently good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on being responsible for our own behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Be safe, Be Kind and Be responsible** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To promote good relationships, ensure that all learners are treated fairly and all of the school community are shown respect
- To refuse to give learners attention and importance for poor conduct.
- To support learners to take control responsibility for their behaviour and the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
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## **Purpose of the policy**

- To provide simple, practical procedures for staff and learners that:
  - Recognise behavioural norms
  - Positively reinforce behavioural norms
  - Teach and promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## **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

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- 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

## **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.

## **A UNIQUE CHILD**

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.

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
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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.

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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.

Consistent Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow up
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**Adult Behaviours** “When the adults change, everything changes” (Pivotal Education)

**Consistent adult behaviour will lead to pupils consistently exceeding our expectations.**

**We expect every adult to:**

1. **Be present to meet and greet** as they enter the class
2. Refer to ‘**Safe, Kind and Responsible**’.
3. **Model** positive behaviours and build relationships
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg. Recognition boards).
6. Be **calm** and give ‘take up time’ when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

## **Middle leaders**

Middle leaders are expected to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

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## **Middle leaders will:**

1. **Meet and greet** learners at the beginning of the day.
2. Be a visible presence around school to encourage appropriate conduct.
3. **Support** staff in returning learners to learning by supporting staff in conversations.
4. Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
5. Ensure staff training needs are identified and targeted.

## **Senior Leaders**

Senior leaders are expected to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **Senior leaders will:**

1. Take time to welcome learners at the start of the day.
2. Be a visible presence around the site and especially at transition times.
3. **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
4. Regularly share good practice.
5. Use behaviour data (CPOMS) to target and assess school wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.

## **Students want teachers to:**

1. Give them a 'fresh start' every lesson
2. Help them learn and feel confident
3. Be just and fair
4. Have a sense of humour

## **Recognition and rewards for effort**

We recognise and reward learners who go '**over and above**' in the effort that they make with their learning.

At the South Hams Federation, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is '**over and above**'.

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Other rewards and recognition of achievement include, stickers, receiving star of the week, Headteacher's Awards and certificates.

## Celebration Assembly (Star of the Week)

Our celebration assembly is on a Friday, where one child from each class will be chosen as the **Star of the week**. The child will have consistently gone "**over and above**" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their place pride of place on "**the best seats in the house**" for the duration of the assembly.

## Managing Behaviour

Engagement with learning is always our primary aim at The South Hams Federation. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when adults need to support children to manage their behaviour.

Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

## Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

## Sanctions steps & Steps Actions

The process:

	Steps	Actions
1.	<b>Redirection/Reminder</b>	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules – Kind, Safe and Responsible Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	<b>last chance</b>	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	<b>30-second script and stay behind 2 minutes</b>	If the pupil still does not engage, use the 30-second script. Give two minutes for the child to engage with this before moving on. Supportive actions may need to be put in place at this point i.e. moving the child to another seat in the class

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4. <b>Time out/Cool off</b>	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in another class, in another quiet area of the school or a quiet area in the classroom.
5. <b>Restorative conversation</b>	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
6. <b>Support step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

## Restorative Practice

The South Hams Federation uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room and aim to help children consider their actions, who was affected, how they can repair relationships and how they can make better choices in the future. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

## Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments • Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults
- Peer on peer Abuse

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## **Exclusions**

### **Fixed Term Exclusions**

The South Hams federation believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of The South Hams federation agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### **Children with Social, Emotional and Mental Health Problems**

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

### **Reasonable Force**

At The South Hams Federation, we train key staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

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## **Peer on Peer Abuse**

### **What should schools be doing?**

Unfortunately, peer-on-peer abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential.

For schools, there's detailed Department for Education advice on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance 'Keeping children safe in education'.

We expect all our staff to be familiar with this guidance and to apply it. Staff should understand child protection policies and use them: there's no point to a policy that is not put into action. It should be clear that peer-on-peer abuse will never be accepted or dismissed as 'children being children'.

We expect all staff to know what to do if they come across, or are worried about, peer-on-peer abuse. They should know who to speak to and what action to take to make sure children are safe.

### **How do we understand what peer-on-peer abuse is?**

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Emotional abuse- on or off line
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

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## **What is Peer-on peer sexual abuse?**

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

## **What is sexual violence?**

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

## **What is sexual harassment?**

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

## **How do we provide appropriate training and regularly update staff?**

All our staff need to maintain an attitude of 'it could happen here'. They address inappropriate behaviours as soon as they happen, helping to prevent abusive/violent behaviour further down the line. Victims will be listened to and reports will be taken seriously.

It's vital our staff know and can identify peer-on-peer abuse early to prevent it from escalating. We provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing peer-on-peer abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
  - Abusive, harassing and misogynistic messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  - Sharing of abusive images and pornography to those who don't want to receive such content
- That they need to maintain an attitude of 'it could happen here'

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- That even if there are no reports in your school, it doesn't mean it's not happening
- The importance of challenging inappropriate and abusive behaviour (see more on this below)
- That girls are more likely to be victims and boys are more likely to be perpetrators

## **How do we report abuse?**

If we are dealing with an allegation of peer-on-peer abuse, we follow our Safeguarding school policy and report incidents internally using CPOMS

Some of our 3 safeguarding partners are:

- DCC Children's Social Care
- DCC Early Help Team
- Police Community Support Liaison Officer (PCSO)

## **How does our curriculum make sure children are taught about safeguarding, including how to stay safe online?**

Our PHSE/RSE curriculum tackles (in an age-appropriate and inclusive way) issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment
- Cyber-bullying
- Sexting
- Peer pressure
- Self-esteem

The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of [safeguarding teaching resources](#) including lesson plans on personal safety, healthy relationships and online bullying. Its '[Speak out Stay safe](#)' programme also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.

## **How can we support our pupils to feel confident to report abuse?**

We have robust systems in place for pupils to confidently report abuse, sexual violence and sexual harassment. Child friendly posters are in prominent places to remind children who they can talk to.

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Our children know that we treat their concerns seriously and that they can safely express their views and give feedback. Our Safeguarding Team have a highly visible and active presence within the school. They will make children aware of the processes of how any report can be reported and consequently handled, including when they have a concern about a friend or a peer.

## **Other organisations/ agencies we may work with?**

Peer-on-peer abuse incidents and/or inappropriate behaviours can be associated with factors outside of the school. We consider the context when preventing and dealing with such incidents.

For example, when tackling violence it's important to we:

- Understand the problems that young people are facing both in school and in their local community
- Consider possible avenues of support
- Work with local partners (who may have valuable information, resources or expertise).
- Specialist organisations to support training staff, teaching children and/or providing them with support, such as NSPCC, the Brook traffic light tool

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## Appendix 1 –The South Hams Federation Behaviour Blueprint

### The process:

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3. <b>30-second script and stay behind 2 minutes</b>	If the pupil still does not engage, use the 30-second script. Give two minutes for the child to engage with this before moving on. Supportive actions may need to be put in place at this point i.e. moving the child to another seat in the class
4. <b>Time out/Cool off</b>	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in another class, in another quiet area of the school or a quiet area in the classroom.
5. <b>Restorative conversation</b>	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
<b>Support step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

### 30 Second Script

I noticed you are...

You are not showing our school value of ... (being kind, being safe, being responsible)

You have chosen to ... (stay behind at playtime to catch up with work)

Do you remember when you (finished all your writing)

That is who I need to see today. Thank you for listening

### Restorative questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?