

SOUTH HAMS FEDERATION BEHAVIOUR POLICY

Approved: January 2024

Review: January 2026

“You must understand your students’ behaviour and needs are very closely related. If you don’t understand them, then you can’t influence them” Karl C Pupe.

The South Hams Federation is committed to creating spaces where every member of our community has the right to feel valued and respected. This policy is therefore designed to support the way in which all members of the school community can work together in a supportive way.

This Policy aims to outline the measures by which we aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.

The federation 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 plans to support their behaviour at an appropriate level.

Rationale

We wish to ensure that pupils attending our school have clear guidelines for behaviour which are consistent throughout their time at school. They need to see the purpose for the systems that are in place and that these systems are fair and equitable and devised for the good of the school community in order to nurture respect for others and their environment.

Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn: to be increasingly confident and independent; to care for themselves; to be responsible for their personal safety; to develop self-esteem; to take responsibility for their own actions and to take pride in their achievements; to value others and their similarities and differences, to empathise with and respect their feelings; to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture; to develop a feeling of collective responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

At the South Hams Federation, we work to achieve these aims by:

- Developing positive relationships with pupils
- Providing a broad, balanced and aspirational curriculum
- Providing clearly defined rules and boundaries

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- Acting as role-models by demonstrating the positive behaviour we wish to encourage amongst the children
- Providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

Rules and Routines

We have 7 underpinning rules and routines that we teach and adhere to in our schools. Please see Appendix 1 for details of these.

These will be taught to pupils and practised to ensure they are embedded.

A UNIQUE CHILD

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 SEND are recognised as being particularly vulnerable and therefore we 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 which relates to behavioural needs. Risk assessments may also be put in place where there are incidents of serious behaviour.

Adult Behaviours “Consistent adult behaviour will lead to pupils that consistently exceed our expectations.”

‘When the adults change, everything changes’ (Pivotal Education)

We expect every adult to:

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

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Middle leaders

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

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

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Rewards

Every class will have a form of recognition board

What	When	What for? (Some examples but not limited to!)
Tick next to name on recognition board / move onto recognition board	All day, every day	Good manners. Following our rules and routines quickly. Good effort. Being helpful
Fuzzies	All day, every day	For consistently showing excellent behaviour as above
Positive behaviour time	When the class fuzzy pot has been filled	For consistently showing excellent behaviour as above
Star of the week	Weekly assembly	Outstanding attitude/ learning/ effort/ behaviour
Governors's award	Termly	Being a consistently outstanding member of our school community.

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Phone calls home	Weekly	Being nominated for consistently excellent behaviour by their class teacher
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*Positive behaviour time may be revoked for breaking school rules – see sanctions below.

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 & actions

Step	Action	Sanction
1	We will begin by self-interrupting and giving the ‘look’	NA

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2	<p>Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child, e.g. by adding children's initials to the recognition board</p>	NA
3	<p>A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. Refer to previous good behaviour.</p> <p>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</p>	NA
	<p>model good behaviour as a result of the reminder.</p>	
4	<p>Removal of 5 minutes of positive behaviour reward time (this can be earned back)</p>	<p>5 minutes from positive behaviour time (can be earned back)</p> <p>Log on CPOMS</p>

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5	<p>If the behaviour continues or further rules are broken or behaviour continues - sent to another class/ SLT</p>	<p>Removal of a further 5 minutes of positive behaviour time – this cannot be earned back. This time will be spent having a restorative conversation/ taking part in a reflection activity</p> <p>Parents will be informed if this is a repeating incident.</p> <p>Log on CPOMS</p>
6	<p>If serious incidents occur</p> <p>(Steps 1-5 may not be appropriate in more serious cases)</p>	<p>Removal of 15 minutes of positive behaviour time. This will be spent having a restorative conversation/ taking part in a reflection activity</p> <p>Meeting with SLT</p> <p>Parents informed</p> <p>Log on CPOMS</p>
7	<p>Support step</p>	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support</p>

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		may be from SLT, Middle Leaders, behaviour specialists or another class teacher. This will be specified on a personalised behaviour plan for certain children identified with behaviour as an additional support need.
	Time out/Cool off	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.
After all incidents that have got to step 5 or above	Restorative conversation / reflection activity	(5 minutes after class for restorative conversation/15 minutes in reflection time). This might be a quick chat or a more formal restorative conversation. During this time, it will be decided what reflective task will be completed that will help to put right the incident.

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:

- Verbal or physical abuse
- All forms of bullying
- Leaving the site without permission

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- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Child on child abuse
- Deliberate damage to property or theft of property

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 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. (See Appendix Two for guidance on redirecting behaviour/restorative conversations)

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

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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 needs

Children who exhibit behavioural difficulties 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 reasons. 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 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.

Child on Child Abuse

What should schools be doing?

Unfortunately, child on child 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 guidance contained within Keeping Children Safe in Education 2023

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

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 child on child abuse will never be accepted or dismissed as 'children being children'.

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

How do we understand what child on child abuse is?

Child on child 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

- **What is child on child 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).

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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 child on child 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 child on child 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'
- 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 child on child abuse, we follow our Safeguarding school policy and report incidents internally using CPOMS

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

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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.

Our children know that we treat their concerns seriously and that they can safely express their views and give feedback. Our Safeguarding Team has 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?

Child on child 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).

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- Specialist organisations to support training staff, teaching children and/or providing them with support, such as NSPCC, the Brook traffic light tool
Tracking behaviour

We log all incidents of behaviour that has reached a sanction on CPOMS. This enables us to see trends and identify any potential concerns that are arising. Please see appendix 3 for our categories of behaviours that are logged on CPOMS.

Positive conduct to and from school and the local community

We have the same high expectations of pupils' behaviour outside of school as we do on the school site.

Sanctions may be applied where a pupil misbehaves off-site when representing the school when, for example: -

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school

When children are not on the school site they are in the care of their parents and therefore are within parental responsibility. If an issue occurs outside of school then parents should support the children involved to a positive resolution and it should not impact on school life.

Where the school is alerted to unacceptable behaviour sanctions may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour: -

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Where the Police or other agencies are involved with behaviour off site, the school will take their lead and advice to support all children involved.

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Appendix 1 –Our Rules and Routines

Modbury Manners Children and adults are expected to thank someone who is doing something i.e. holding a door open. They should respond with ‘You’re welcome’ . All requests should start with “May I” and end with “please” **Children and adults should greet each other with good morning/ afternoon and the response should be the same.**

3..2...1... response

“On 3 I want you to ... followed by indication and positive narration of choices. On 2 I want you to ... (followed by indication and positive narration of choices). On 1 I want to see followed by indication and positive narration of choices”

Wonderful walking

- Walking quietly around school – led and monitored by an adult.
- Teacher should stand at the front of the line
- Call the group together using a familiar phrase
- Give out any instructions and set expectations
- Make sure all children are settled before setting off
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc
- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond “you’re welcome”);
- Walk to the left hand side of the corridor
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

Engaged learners

- Cold calling
- Talk partners
- Time for thinking
- Expectation to answer
- Mistakes seen as valuable learning opportunities

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STAR learners

- Stay in their seats during learning time/ sit in straight lines on the carpet
- Tune in to who is talking
- Ask questions
- Respect the classroom and everyone in the classroom

SHAPE speakers

- Speak in full sentences
- Hands away from mouth
- Articulate, don't mumble
- Project your voice
- Eye contact

Kind hands and feet

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.

All rules and routines are revisited regularly with the children.

Rules and Routines

To ensure consistency of approach and a safe, calm learning environment for all we have **7** underpinning rules and routines. These are taught to the children and time is given to practice and embed these routines.

Loddiswell Language: Children and adults are expected to thank someone who is doing something i.e. holding a door open. They should respond with 'You're welcome'. All requests should start with "May I" and end with "please" Children and adults should greet each other with good morning/ afternoon and the response should be the same. Everyone in the school shows a Mutual Respect attitude.

3..2...1... response

"On 3 I want you to (followed by indication and positive narration of choices).
On 2 I want you to ... (followed by indication and positive narration of choices). On 1 I want to see (followed by indication and positive narration of choices)" *Children are expected to respond appropriately.*

Wonderful walking

On the left, quietly and carefully, giving each other space. Teacher to lead children down the corridor from the classroom. Encourage all adults and children to pick up

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fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this)

Children to walk in the line silently when walking from the playground to the classrooms at the end of playtime and lunchtime.

Engaged learners

Cold calling used by all teachers

Talk partners

Time for thinking

Expectations to answer

Mistakes are a learning opportunity

STAR learners

Stay in their seats during learning time/ sit in straight lines on the carpet

Tune in and listen

Ask questions

Respect the classroom and everyone in the classroom

SHAPE speakers

Speak in full sentences

Hands away from mouth

Articulate

Project your voice

Eye contact

Kind words, hands and feet

In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves and to use kind words. This rule discourages punching unkind words, kicking, pulling, tripping up and play fighting.

Stokenham Manners: Children and adults are expected to thank someone who is doing something i.e. holding a door open. They should respond with 'You're welcome'. All requests should start with "May I" and end with "please" **Children and adults should greet each other with good morning/ afternoon and the response should be the same.**

3..2...1... response

"On 3 I want you to ... followed by indication and positive narration of choices.

On 2 I want you to ... (followed by indication and positive narration of choices).

On 1 I want to see followed by indication and positive narration of choices"

Wonderful walking

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- Walking quietly around school – led and monitored by an adult.
- Teacher should stand at the front of the line
- Call the group together using a familiar phrase
- Give out any instructions and set expectations
- Make sure all children are settled before setting DofFE
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc
- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond “you’re welcome”);
- Walk to the left hand side of the corridor
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature); ● On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line; ● During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

Engaged learners

- Cold calling
- Talk partners
- Time for thinking
- Expectation to answer
- Mistakes seen as valuable learning opportunities

TALK

- Talk in sentences
- Articulate
- Loudly and clearly
- Keep eye contact

Kind hands and feet

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.

All rules and routines are revisited regularly with the children.

Malborough Manners Children and adults are expected to thank someone who is doing something i.e. holding a door open. They should respond with ‘You’re welcome’ . All requests should start with “May I” and end with “please” . **Children**

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and adults should greet each other with good morning/ afternoon and the response should be the same.

3..2...1... response

“On 3 I want you to ... followed by indication and positive narration of choices. On 2 I want you to ... (followed by indication and positive narration of choices). On 1 I want to see followed by indication and positive narration of choices”

Wonderful walking

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- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond “you’re welcome”);
- Walk to the left hand side of the corridor
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

Engaged learners

- Cold calling
- Talk partners
- Time for thinking
- Expectation to answer
- Mistakes seen as valuable learning opportunities

STAR learners

- stay in their seats during learning time/ sit in straight lines on the carpet
- turn and talk during talk partner work
- ask questions
- respect the classroom and everyone in the classroom

SHAPE speakers

- Speak in full sentences
- Hands away from mouth

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- Articulate, don't mumble
- Project your voice
- Eye contact

Kind hands and feet

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.

Appendix 2

The South Hams Federation Behaviour Blueprint

30 Second Script to be used when redirecting behaviour (this can be modified but the principles remain the same) I noticed you are...

You are not showing our school rule of

You have chosen to ... (insert sanction). You may earn this back if you show me excellent behaviour for the rest of the day. (this is only applicable for a first sanction (non- serious incident))

Do you remember when you (finished all your writing)

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

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?

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Appendix 3

Level 1 Log repeating behaviours on CPoms No need to alert SLT	Level 2 Logged on CPoms with brief detail. No need to alert SLT	Level 3 All must be logged on CPOMS with full details. Alert SLT	Level 4 All must be logged on CPOMS with full details. Alert SLT
<ul style="list-style-type: none"> • Not on task • Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. • Wandering around the classroom 	<ul style="list-style-type: none"> • Making fun of another child's work or efforts • Leaving class without permission • Interfering with another person's property or taking things 	<ul style="list-style-type: none"> • Refusal to follow important safety instructions including running out of class/school <i>(could be L4+ if on school trip)</i> 	<ul style="list-style-type: none"> • Threatening or intimidating behaviour • Age-inappropriate sexualised touching • Refusing to go to the HT or designated person
			Level 5

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<ul style="list-style-type: none">● Making noises● Unsafe behaviour/ movement around school● Dropping litter● Calling out or shouting● Talking over or interrupting others in class despite reminders● Play fighting● Talking in assembly● Not doing as asked first time● Not supporting team activities in the classroom, e.g. tidy up time despite being asked● Chatting to others at inappropriate times or about inappropriate subjects.	<ul style="list-style-type: none">● Purposeful antisocial behaviour (passing wind, spitting [not directly at somebody] and belching)● Name calling● Responding abruptly or rudely towards requests from adults● Swearing as part of general conversation● Not engaging in their work or having a poor attitude to learning● Dangerous play● Unsafe behaviour in the corridors and around the site, e.g. running	<p><i>and/or it puts someone else in danger)</i></p> <ul style="list-style-type: none">● Writing graffiti or defacing walls, desks, books or work● Refusing to do work● Arguing with an adult● Throwing objects in the classroom● Swearing at another person● Making inappropriate comments related to gender, sexual orientation or appearance● Making insulting remarks about another person's family members● Stealing	<ul style="list-style-type: none">● Bullying (repeated and persistent, threatening, intimidating or harming behaviour)● Racist, homophobic or discriminatory behaviour with intent● Age-inappropriate sexualised touching of others● Physically violent behaviour (fights or attacks on others) including biting / spitting● Throwing furniture or equipment across the classroom● Persistent and continual disruption of learning
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<ul style="list-style-type: none"> ● Lateness into class during the day ● Wasting resources or not looking after resources 	<ul style="list-style-type: none"> ● Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ● Poking, pushing, pinching or prodding ● Misuse of toilets and wash areas ● Teasing or deliberately 'winding up' other children ● Continued and persistent Level 1 behaviour 	<ul style="list-style-type: none"> ● Disruptive behaviour including inciting disruptive behaviour of others ● Clear breach of school values despite reminders ● Deliberately unkind behaviour which leads to others feeling isolated or upset 	<p>(attributed by an escalation of any other level behaviour)</p>
<p>Possible consequences for Level 1 and 2 behaviours</p>		<p>Possible consequences for Level 3 and 4 behaviours</p>	
<p><u>Possible consequences:</u> Warning/ Last chance Removal of positive behaviour time Moved within class Moved to another class Level 1 and 2 behaviour will be monitored by the staff and Headteacher and a decision taken together whether to move the child to Level 3 and involve parents – especially in incidents of repeat behaviours.</p>		<p>Parents must be informed by the class teacher. SLT must be informed</p> <p><u>Possible consequences:</u></p> <p>Removal of positive behaviour time</p> <p>Alternative playtime may need to be provided in a safe space (this may be in isolation to provide safety to others)</p> <p>Sent to SLT</p> <p>Possible internal exclusion – i.e. work in office for the day.</p> <p>Exclusions will only be used as a last resort when all avenues of support have been explored</p>	

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Please note these consequences are not exhaustive and will always be used to best meet the needs of the child and of their peers.