

Underhill School and Children's Centre



Behaviour Management Policy

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Cycle: Annual

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Respect Courage Inspire Nurture Fun

Behaviour Management Policy

Rationale

We believe that all behaviours are a form of communication. As a school, we will always endeavour to encourage positive behaviours that result in quality outcomes.

Positive behaviour has many beneficial outcomes for a school, not least that it enables effective teaching and learning to take place. Without this key foundation, pupils may not achieve their full potential. Therefore we understand that, as a school, we must do whatever it takes to ensure that our children display positive behaviours.

Aims

The aim of this policy is to set out a whole school approach to behaviour and a set of strategies to deal with it. It is backed up by systems and procedures within the school's organisation and within the curriculum, aiming to reduce incidents and to deal effectively with any issues. It is important for parents, carers and families to understand that this policy clearly explains our strategies.

Purposes

Our aim is to establish both an atmosphere and environment that promotes:

- I. Effective learning.
- II. Controlled, responsible, respectful and orderly behaviour.
- III. Mutual concern and care for the community and the individual.
- IV. Consideration and respect of the rights and beliefs of our members.
- V. Equal opportunities for all children and staff at Underhill School

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regardless of age, gender, religion, race, background, marital status, ability/disability or sexual orientation.

All of these are promoted through the use of **Golden Expectations:**

- **We are kind and helpful**
- **We listen well**
- **We are gentle**
- **We are honest**
- **We look after property**
- **We try hard with our learning**

Guidelines

1 It is necessary for pupils to develop:

- mutual respect
- self respect
- tolerance and compassion
- honesty
- trust and fairness
- responsibility for the care and safety of others, property and the environment
- a sense of right and wrong and the acceptance of responsibilities as well as rights
- the ability to accept and abide by the expectations as a first step towards self control
- an understanding that this policy applies at all times that the school uniform is worn i.e. the school will intervene if a child breaks our Golden Expectations whilst wearing the uniform outside of the school premises.

2 The School community will seek to promote positive behaviour through modelling the following principles:

- following the Golden Expectations
- positive courteous behaviour
- high expectations
- encouragement and praise
- a commitment to the practice of good equal opportunities in all aspects of school life
- encouraging and celebrating equality and inclusion
- the valuing of diversity
- actively encouraging parental support
- encouraging appropriate consultation with pupils

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- creating a safe, clean, physical environment

3 The School will use appropriate resources in dealing with pupils' behaviour, especially in respect of behavioural difficulties and to help such children in mainstream education. At times, to ensure the safety of pupils and to prevent damage and disruption within a school setting, it may be necessary to restrain children. Our approach to restraint is outlined in our *Safer handling and physical restraint policy*.

4 The School's procedures include:

- following our school's expectations and guidelines
- informing parents/carers as necessary
- contacting other agencies, if required
- using School Pod for logging positive and negative behaviour
- writing and implementing a BMP for children where needed

5 The School will also consider a range of sanctions in the event of unacceptable behaviour. The sanctions are contained within the existing discipline guidelines and can include:

- classroom strategies individualised for children
- loss of Golden Time (max 15 mins out of 30)
- sent to year group leaders
- meeting parents
- sent to the Headship team

6 . The school will not use external exclusion as a sanction. The school does not believe that exclusion is effective and will therefore ensure that serious behaviour is modified using the skills and expertise of staff and where necessary external partners. The Governing Body have endorsed the decision of the Headteacher (Interim) to follow this approach.

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Behaviour Rewards and Sanctions

The aim of these guidelines is to ensure that there is a whole school approach to Behaviour Management and that rewards and sanctions are consistent throughout the school.

It is important that we are all responsible in maintaining a good

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standard of behaviour within the school and no individual should be made to feel that he/she is working in isolation. This involves everyone working together to deal with both positive and negative behaviour around the school and not solely with the children in their class or year group. At Underhill, certain children have a Behaviour Management Plan (BMP) all appropriate adults will be informed. The example and attitudes of all staff will help to develop an environment in which good relationships and standards of behaviour will flourish around the whole school.

There is never an expectation that one adult is solely responsible for a child's or children's behaviour. If a member of staff is struggling with challenging behaviour, it is imperative that they speak to a line manager or member of the HST for support.

If one disagrees with the decisions made around a child's behaviour or how a situation has been handled, again it is very important that this is discussed with a line manager or member of the HST so that the rationale behind the decision can be understood. Please ensure you speak to the appropriate person about any concerns.

Classroom Management

Children, who share the ownership of a well-organised, calm and sensory smart classroom, who are involved in their work, and engaged in activities appropriate to their ability and needs, are not as likely to cause behavioural problems as others.

To ensure good behaviour throughout the whole school all teachers should make sure:

- After breaks, entry to the classrooms should be monitored by the adults and should be quiet and controlled
- During free flow in EYFS all adults must ensure that they are following ratio guidelines and are where they should be and are working with and observing vigilantly.
- Teachers should only allow 1 child at a time to go to the toilet during lessons but should encourage the children to go at appropriate time
- All children must be taught to use the toilets in a responsible manner
- Children must be expected to look after books and equipment with care and concern, and know that tidying up should take place after an activity.
- Teachers who wish to see children during the lunch break should collect them from the playground. No child should be in the classroom during break or lunch without adult supervision
- The classrooms and outdoor learning areas should be left tidy at the end of the day so it is necessary to establish good habits such

as picking up items from the floor and tidying books.

Our aim should be to establish a level of behaviour in the classroom so that:

- No shouting **ever** takes place
- Signals should be established at the beginning of the year to gain the attention of your class
- There is a quiet, calm working atmosphere
- It is understood that any individual may talk without interruption
- Praise and reward are more in evidence than criticism and sanctions

Moving Around the School

- The children should be **led out of school**, to the playground and at the end of the day in a quiet and controlled manner
- Children should be led quietly to and from assembly by their class teacher or TA
- When walking children around the school the TA should be at the front of the line and the Classteacher at the back so they can be monitoring behaviour at all times. If you do not have a TA, teachers should choose a sensible child to be at the front

Golden Expectations

Our Golden expectations are:

- We are kind and helpful
- We listen well
- We are gentle
- We are honest
- We look after property
- We try hard with our learning

These Golden Expectations cover, for example:

- Racial abuse, name calling, offensive language, bullying and aggressive behaviour are not acceptable and will not be tolerated (We are gentle).
- **Uniform** should be worn, including sensible black shoes, no white trainers (We listen well). Children who continually wear inappropriate clothing should have a letter sent home.
- Jewellery (except small stud earrings) shall not be worn, except on medical or religious reasons (We listen well)
- Toys should be left at home (We listen well)
- No phones (We listen well)

Serious incidents

When incidents occur of a seriousness not covered by losing Golden Minutes, further measures are put in place to ensure the incident is not repeated. This will include parental involvement alongside a member of the Headship Team.

It is imperative that staff reference the Golden Expectations when they are talking to children about things that they have done wrong.

Rewards

House Dojos

- House Dojos should be given for following the Golden Expectations and effort with work. **These then go towards a whole school house dojo score as well as being individual rewards.** Class teachers can celebrate the individual dojo winner as they see fit.
- House Dojos will be collected weekly and announced in assembly.
- Once given, House Dojos cannot be taken away.

Star of the Week

- Each class teacher/class are to name a child in his/her class to be Star of the Week. A certificate will be awarded in assembly to the child and their name will be in the newsletter.

Golden Time

- Each week there will be Golden time when the children have the opportunity to choose activities they would like to do. Children who behave in an inappropriate way will lose part of their golden time (max 15 mins) (See sanctions).

Book of Excellence

- Adults are to send children to the Head teacher (Interim) for working hard, showing good Golden Expectations, etc and she will write them into the Book of Excellence and add a photo of their work/behaviour on the school website.

Our Unsung Heroes

- Each term teachers should nominate a child from their class who has shown behaviour/work that is deserving of the title 'Unsung Hero'. These will be named in the newsletter and on the website.

Marbles

- Classes can be rewarded marbles for good behaviour as a whole

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class. When 50 marbles (40 Year 3, 30 in KS1, 20 in Reception and 15 in Nursery) have been given the class can have a marble party.

- You must give 1 weeks' notice (including a weekend) to parents prior to holding the marble party.
- Children **are not to be excluded** from marble parties.
- Marbles **cannot be removed** once they have been given.
- Marble parties are not to be organised during your PPA time, unless swimming is part of the party.
- Parties are to be healthy and nut free. **Children are not to bring in money for pizza, KFC etc.** You can ask them to bring in snacks for a party that are healthy such as fruit, sandwiches etc
- No electronic games, phones etc

As class teachers you may choose to have individual/class rewards (such as table points). These must work alongside and not in place of the whole school rewards.

Sanctions

Inappropriate behaviour within the school needs to be modified using the sanctions identified below. The children need to have a clear understanding of the consequences and these consequences need to be consistent around the school.

Missing Golden Time

- Children who do not follow the Golden Expectations will lose Golden minutes. Children are to be given warnings before Golden minutes are taken.
- Examples of 1 minute warnings: calling out after a warning, talking in class when you should be listening, not getting on with your work when asked
- Examples of 5 minutes warnings: unkind behaviour, name calling, lying to adults, being rude
- Examples of 10 minutes warnings: swearing, destruction of property, low level physical aggression
- In the instance of fighting or other dangerous behaviour no warning is needed and up to 15 minutes can be given in one go. This must be done once the situation has de-escalated. Parents must be informed of physical or dangerous behaviour.
- A maximum of **15 mins** can be lost in a week. Every child is to **experience some of their Golden Time**
- Children must be given the opportunity to **gain back Golden Minutes if they show that they have improved their behaviour in the**

rule that they lost the minutes for. This MUST be explained to them when the minutes are taken. E.g. You have lost 2 Golden Minutes for shouting out in class. You can earn these back by raising your hand when you want to speak for the rest of this lesson.

- If a child loses 10 minutes early in the week then they must be sent to the HST and parents spoken to. If they then lose up to 15 minutes, parents must be called in immediately to avoid further minutes being lost. If this continues for more than one week then an alternative behaviour system needs to be set up with the learning mentors or SENDCOs,
- During Golden time, children who have lost less than 10 mins are to stay with their class teacher and they are then to send them to their Golden activity when the minutes are completed.
- Children who lose more than 10 minutes are to be sent to complete their lost minutes with member of the headship team or YGL, promptly at the start of Golden time.
- EYFS and where appropriate in KS1 will operate an immediate 'time out' system rather than a loss of Golden Time.
- Children who continually lose minutes for the same reason need to be removed to the YGL (if in YGL class then the child goes to a partner YGL). If the behaviour continues they go to a member of the Headship Team.

We understand that not all children will respond to loss of Golden Minutes and will require extra support to enable them to follow our Golden Expectations. Support for these children is to be organised by the Class teacher, YGL, Inclusion Team and parents. BMPs for these children will be shared with all relevant staff.

Lunchtime behaviour

- TAS/Play leaders/MTS are to deal with low level behaviour concerns following the school's guidelines. Any incidents larger incidents are to be dealt with by the Leadership or the Pastoral team who are outside on duty.
- A Leader is on duty every lunchtime to support with children who are displaying challenging behaviours.
- Children who find playtimes difficult will have alternative provision organised for them and staff will be informed.

Enrichment Time

Children who misbehave during enrichment time will lose enrichment minutes. These are to be taken from their next enrichment session - no more than 10 minutes are to be taken. If a child continuously misbehaves then a meeting with the class teacher or YGL needs to be organised with

parents to discuss the future of their time in enrichment. If a child is being continuously disruptive in a session, someone from the senior or middle leadership team should be called to come and support.

Anti-Bullying

1. WHAT IS BULLYING?

- The use of power over a victim in some way
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves
- Deliberately hurtful behaviour – physical (e.g. kicking, punching), verbal (e.g. name-calling, racist remarks) indirect (e.g. excluding someone from social groups, spreading nasty stories) and Cyberbullying (using social media to bully).
- We are very careful to distinguish between bullying and other poor behaviour.

2. WHY SHOULD WE BE CONCERNED ABOUT BULLYING?

As part of the education of pupils at Underhill we feel it is important to ensure their safety and happiness in an environment which enables children to develop their self-esteem. When children are bullied their lives are made miserable. The unhappiness of bullied pupils is also likely to affect their educational achievement, mental health and well-being.

It is important that we provide an appropriate model of behaviour. If pupils see bullying behaviour go unchallenged they may interpret this as an acceptable form of behaviour.

Section 1 of the Education Reform Act 1988 requires schools to offer their pupils a balanced and broadly-based curriculum which promotes their spiritual, moral, cultural, mental and physical development. This encompasses a rejection of bullying and cruelty.

3. COMBATING BULLYING

A whole school approach to bullying is a recognised way of reducing bullying incidents within a school. However, it is still necessary to have strategies in place to deal with incidents when they occur. The school understands that most current bullying is online - Cyber Bullying. The school's approach to these incidents is outlined in the Digital safeguarding policy.

Responses to an incident

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1. Remain calm and do not act until you have fully investigated both sides of the story.
2. Take the incident or report seriously, report on school pod so incidents can be monitored.
3. Consider the type of action taken carefully.
4. Reassure the victim – show them that you are dealing with the incident. Do not just tell the victim to play elsewhere or to stay away from the bully. It is not the child's responsibility to keep them self safe.
5. Offer concrete advice/help/support to the victim.
6. Make it clear to the bully that you disapprove of his/her behaviour not them personally.
7. Encourage the bully to see the victim's point of view.
8. Any sanction given should be carefully considered – avoid aggressive measures as this may reinforce the behaviour.
9. Explain any sanction given to the bully.

4. DEALING WITH BULLYING INCIDENTS

Whatever action is taken it should remind pupils that bullying is an unacceptable form of behaviour.

All incidents of bullying are reported to the Pastoral Care, Headship Team and other relevant members of staff. While the class teacher who knows the children well, is often the best placed to deal with the incident, follow up actions may be led a member of staff from another team. Actions are taken to support the victim of th bullying and then the perpetrators and bystanders.

Parents will always be informed on any incidents linked to bullying.

Remember: Different kinds of bullying may require different kinds of responses. The approach to be taken will be discussed with the parents of both victim and perpetrator and regular updates given as to the outcome.

1. The 'No Blame Approach'

One of the greatest reasons for children not informing anyone that they are being bullied is the fear of further attacks by the bully as a result of the victim 'telling' and hence causing the bully to be sanctioned. This approach advocates not blaming the bully directly and hence not sanctioning him/her. Instead, the following steps are followed:

- i. interview the victim – talk about their feelings and find out who is involved
- ii. meeting with those involved, including bystanders.

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- iii. explain the problem – talk about the victim’s feelings but do not allocate blame
- iv. share the responsibility – the teacher states that she knows the group are responsible and can do something about it (if a group is involved)
- v. ask the group for ideas – suggest ways in which the victim could be made to feel happier
- vi. leave it up to them – end the meeting by passing responsibility to the group to solve the problem – arrange to meet again
- vii. meet them again – discuss with each pupil, including the victim, how things have been going.

2. **Sanction**

It is accepted that the above approach may not always be effective and at times some form of sanction may be necessary. Sanctions employed as part of the school’s behaviour policy will be decided upon according to the severity of the incident.

All incidents, and follow up actions and outcomes MUST be recorded on School Pod.

3. **Counselling victims/bullies**

It may be necessary to follow-up bullying incidents with support strategies for both the victim and the bully – for the victim: activities to develop assertiveness and social skills: for the bully: learning to control aggression, developing empathy etc. This can be carried out by the Learning Mentor. Whole class circle time can also be used to aid this.

5. **PREVENTATIVE MEASURES**

It is hoped that a whole school policy on bullying will reduce the incidents of bullying and instil in pupils the notion that the school cares about bullying and can do something about it. The school also has the following preventative measures in place:

- i. As part of our Personal, Social and Health Education and circle time.
- ii. Positive reinforcement of/recognition for co-operative behaviour is vital from all adults in the school, i.e. use of team points, certificates, stamps, star of the week, etc.
- iii. Raising awareness that the school cares about bullying with ‘Anti-Bullying Weeks’ when the whole school is involved in activities related to this, e.g. poetry, story-writing, making posters, drama, making leaflets etc.
- iv. Ensuring that children know that there is someone they can talk to, such as the Pastoral team and Bluesbusters, about their problems and

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reassuring them that things won't get worse as a result of telling.
v. Ensuring that new children are integrated into the school by designating buddies to help them initially and building on the caring, respectful attitude which we develop amongst pupils as a whole.