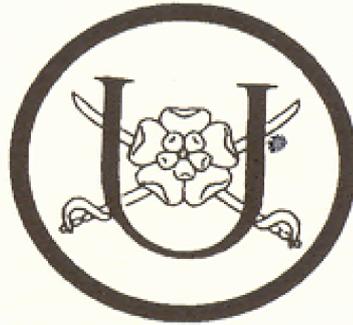


# Underhill School and Children's Centre



## Behaviour Management Policy

Date Adopted: 4 July 2017

Last Reviewed and Ratified: 19 October 2018

Review Date: July 2019

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 Rules:

- **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 rules 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 Rules 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 Rules
- 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 rules 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 20 mins out of 45)
- sent to year group leaders
- meeting parents
- sent to the Headship team

6 . The school will not use 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 Executive Headteacher to follow this approach.

### **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 we are struggling with challenging behaviour, it is imperative that that we speak to a line manager or member of the HST for support.**

**If we disagree with the decisions made around a child's behaviour or how a situation has been handled, again it is very important that we discuss this with a line manager or member of the HST so that we can understand the rationale behind the decision.**

### **Classroom Management**

**Children who share the ownership of a well-organised 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 playtimes entry to the classrooms should be monitored by the adults and should be quiet and controlled
- At playtime if you are the first teacher to let your class out then you are not to leave them unattended until whoever is on duty is out.
- **Teachers on duty must ensure that they are out in the playground on time. To do this on their duty day they need to take their class to the playground 2 minutes early.**
- 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 during breaks
- In EYFS the children must learn to use the toilets in a responsible manner
- Children must be expected to look after books and equipment with care and concern and that tidying up should take place after an activity
- Teachers who wish to see children during the lunch hour 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
- Attention can be gained very quickly by using a variety of strategies from the Early Years so that during KS2 attention can be gained by adults using the raised hand signal. EYFS children are to be taught the hand signal so they can use it during whole school activities such as assembly
- 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, at break times 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

### **Golden Rules**

Our Golden rules 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 Rules 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)

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- Toys should be left at home (We listen well)
- No phones (We listen well)

**It is imperative that staff reference the Golden Rules 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 Rules 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**

- Part of Friday afternoon is given over to 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 20 mins) (See sanctions).

#### **Book of Excellence**

- Adults are to send children to the Head of School for working hard, showing good Golden Rules, 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 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 to parents prior to holding the marble party.

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- 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 Rules 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 20 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 **20 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.
- 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 20 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,

- Children who lose less than 10 mins are to stay with their class teacher and they are then to send them to their Golden activity at the correct time.
- Children who lose more than 10 minutes are to be sent to the member of the headship team or YGL promptly at 2.20pm to sit out their lost minutes.
- EYFS and where appropriate in KS1 will operate an immediate 'time out' system rather than a loss or 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 Rules. 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**

- MTS/Play leaders 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.

### **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).

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## **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.

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.

### Immediate responses to an incident

1. Remain calm – an emotional reaction may add to the bully's pleasure.
2. Take the incident or report seriously, complete an incident form so incidents can be monitored.
3. Have somewhere to isolate the bully/victim prior to dealing with the problem.
4. Consider the type of action taken carefully.
5. Reassure the victim – don't make them feel inadequate or foolish.
6. Offer concrete advice/help/support to the victim.
7. Make it clear to the bully that you disapprove of his/her behaviour not them personally.
8. Encourage the bully to see the victim's point of view.
9. Any punishment given should be carefully considered – avoid aggressive measures as this may reinforce the behaviour.
10. Explain any punishment given.

#### 4. **DEALING WITH BULLYING INCIDENTS**

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

The incidents and the action taken should be recorded by the person dealing with it on the school Incident Form.

Often the class teacher who knows the children well is the best placed to deal with the incident. However, if it is a serious case of repeated bullying the Pastoral Team should be informed and involved in the case, who will in turn report to the Head.

Remember: Different kinds of bullying may require different kinds of responses.

##### **Minor incidents**

1. A 'problem-solving approach' may help. The pupils involved will be given the opportunity to discuss their problems. The discussions should avoid going into detail of who did what, to whom and where – rather it should focus on accepting that there is a problem and try to solve it between them. A follow-up meeting should be held to assess the success of the measures agreed upon.
2. Whole class circle time.
3. Mild sanctions/reprimand/loss of playtimes may be sufficient.

##### **Serious incidents**

For more serious incidents which may involve damage to property or person, other measures may have to be employed. Parents should be involved at an early stage as should the Head Teacher.

##### **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 punished. This approach advocates not blaming the bully directly and hence not punishing 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.
- 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

- v. 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 must be recorded on our MIS (Management Information system).**

## 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 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.