

Underhill School and Children's Centre



Relationship and Behaviour Policy (including Anti-bullying)

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Cycle: Annual

The Underhill Way

**Be Caring Be Confident
Be Curious Be Cooperative**



I can



You can



We can

Underhill School is a safe and happy place where everyone in our community supports our children to:

- have exciting and effective learning experiences
- feel valued and know their value
- demonstrate responsible and respectful behaviour.
- show mutual concern and care for themselves and the community
- show consideration and respect of the rights and beliefs of all within the law.
- know there are equal opportunities for all regardless of age, gender, religion, race, background, marital status, ability/disability or sexual orientation.
- have a sense of right and wrong and the acceptance of responsibilities as well as rights.

Rationale

Positive behaviour results in quality outcomes. It enables effective teaching and learning to take place, and ensures all members of the school community feel safe and happy each day. Without this key foundation, pupils may not achieve their full potential. As a school, we work together with parents and carers, to ensure that all children are supported to display positive behaviour.

Aims

The aim of this policy is to set out our whole school approach to behaviour and a set of strategies to deal with it. It is backed up by systems and procedures, the Underhill Way, 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.

It is important that we are all responsible for maintaining a good standard of behaviour within the school and no individual should be made to feel that they are 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. The example and attitudes of all staff and members of the community 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 anyone 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.

1. Ensuring Positive Behaviour

At Underhill School and Children's Centre, we work, learn and achieve this together using the Underhill Way. The Underhill Way is promoted through the mantra of: I can; You can; We can, along with our 4 Be words: Be Caring; Be Confident; Be Curious and Be Cooperative

By focusing on our core values through all our lessons and assemblies, the children learn and develop the knowledge and skills needed to build positive, successful futures.

I can, You can, We can...	This means that we...
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world,

The Zones of Regulation

From EYFS through to Y6, we use the Zones of Regulation to support children, particularly those with more complex needs, in understanding different feelings and emotions, both positive and negative, and how these can affect our actions and behaviour. The **Zones** is a systematic, cognitive-behavioural approach used to teach how to **regulate** feelings, energy and sensory needs.



Children are supported to be able to articulate their feelings and to develop strategies to help them move from the blue, yellow and red zones back to the green zone. All classrooms have Zones displays.

Emotion Coaching

Along with the Zones, we use Emotion Coaching in school to help children to understand and regulate their feelings.

What is emotion coaching?

Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion
- Supporting the development of strategies to deal with emotional ups and downs ·

Accepting all emotions as normal and valid

- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trusting and respectful relationships

Many children are unaware of their emotions and they may react without thought or understanding. Emotion coaching aims to support children to become reflective; to notice when they are beginning to feel an emotion and to access the best response for them at that moment. In order to do this we need to train the children (coach them) to recognise how different emotions present physically in the body and through thought, action and behaviour.

Emotion coaching isn't something that is 'saved' for dealing with moments of extreme negative behaviour or crisis. In fact, it is likely to be at its *least* effective at these points. Emotion coaching should be an

ongoing process in order to support children to become independently mindful of their emotions and reactions. Emotion coaching can be effective when used before a child goes into crisis as a method of defusing the situation, it can also be effective as a reflective tool to use after the child has calmed down. Emotion coaching won't work while children are in crisis mode, however, using it regularly should reduce the frequency of meltdowns and increase the child's capability to manage any crisis moments independently.

In summary:

1. Support the child to recognise what he wants/needs
2. Support them to recognise their options
3. Scaffold them to be able to choose the best outcome independently

A Positive Learning Environment

Positive Learning Spaces

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 adults 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 an 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

Positive Lunchtimes:

- TAs/Play leaders/MTSs deal with low level behaviour concerns following the school's guidelines. More serious incidents are to be dealt with by a class teacher or member of the leadership team. ➤

The canteen is organised and managed so that children are able to move around calmly and quietly, get their lunch in a timely manner and find a place to sit.

- All adults on duty supervise and engage with the children to ensure a positive experience for all.

Positive Playtimes

- TAs/Play leaders/MTSs deal with low level behaviour concerns following the school's guidelines. More serious incidents are to be dealt with by a class teacher or a member of the leadership team. ➤ A variety of different activities are provided for the children to support their emotional and physical well-being. These include: basketball, skipping, football, climbing, tennis, dodgeball, cricket and chill out zones.
- All adults on duty supervise and engage with the children to ensure a positive experience for all.
- HST and Phase Leaders are available every lunchtime to support with any children who are displaying challenging behaviours.
- Children who find playtimes difficult will have alternative provision organised for them and staff will be informed.

Our aim should be to establish a level of behaviour in the canteen, playgrounds and field so that:

- No shouting **ever** takes place
- Routines are established that children line up quietly and calmly at the end of lunchtime. ➤ Everyone is playing in a considerate manner to keep everyone safe and happy. ➤ It is understood that children follow the instruction of any adult and show all adults respect at all times.
- Praise and reward are **more** in evidence than criticism and sanctions

Moving Around the School

- The children should be led in and out of the school in a quiet and controlled manner so they are not disturbing lessons in other classes.
- 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 Class teacher at the back so they can be monitoring behaviour at all times. If you do not have a TA, teachers should choose a child to be at the front
- When children are moving around the school independently, they are doing so in a quiet, calm and sensible manner so they are being safe and not disturbing lessons in other classes. ➤ There is no running at any time.

Breakfast, After School and Activity Clubs

Children are expected to follow our behaviour expectation at any of our clubs. If children misbehave during these clubs, their parents will be spoken to and if the behaviour continues will no longer be able to attend the club. This will be arranged in consultation with the HST.

Developing Positive Behaviour Systems

All children work to the Underhill Way to develop good behaviour and personal responsibility, and we operate with a **positive** focus on good choices and behaviour, ensuring that these are recognised and rewarded. **Good behaviour gets first attention.**

It is important that all behaviours positive and negative behaviour are discussed with reference to the Underhill Way and our values.

Rewards

House Dojos (EYFS and Y1 - House Stickers)

- House dojos/stickers are given for all positive behaviour and attitudes in line with the Underhill Way.
- Individual dojo scores then go towards the whole school House dojo score. House Dojos are collected weekly and the scores announced in Friday's Star of the Week assembly. The winner of the House Dojo competition is announced at the end of each half term, and the overall winner receives the House Dojo cup at the end of the year.
- Once given, dojos are never taken away

Star of the Week

Each week, a child from each class is awarded Star of the Week. A certificate is awarded in Friday's Star of the Week assembly. The reasons why the child has been awarded Star of the Week are linked to the Underhill Way.

Marbles

- Classes (Rec to Y6) are 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.
- There must be 1 week notice (including a weekend) to parents prior to holding the marble party.
- Children should not be excluded from marble parties but there may be exceptions to this, which are discussed and authorised by the Co-Headteachers.
- Marble parties are not organised during PPA time.
- The planning of the party is organised with the children.
- No food is brought to school for marble parties
- Once given, marbles are never taken away.

Golden Tickets

- When children have demonstrated an exceptional attitude to school and learning, they are awarded a Golden Ticket. The quality of work/behaviour must be exceptional to the expectations and ability of that child not as a comparison to their peers.
- Children are presented with a Golden ticket sticker and a 'ticket' to be entered into the Golden Ticket prize draw.
- Children bring their golden ticket to the Co-Headteacher's office. They also bring the piece of work or explanation of why they have been awarded their Golden ticket.

- The prize draw is done weekly and winners announced for y1-3 and y4-6 in Monday's Underhill Way assembly.

Our Unsung Heroes

- Each term children from each class are nominated who consistently demonstrate our Underhill values and are deserving of the title 'Unsung Hero'.
- These children are awarded their certificate in the Unsung Hero assembly and a letter sent home to their parents/carers. They are named in the newsletter and on the website.

Yes Days

- Yes Days are part of our whole school reading rewards.
- Yes Days are rewarded to the whole school when the children have together collected 10,000 FRED ticks on their home reading bookmarks.
- Yes Day celebrations are planned by the children in each class and will vary across the school.

Underhill Way Half Term Themes

- Each half term has a theme linked to our whole school Big Idea and our BE Words. There is practical 'quest' for the children to undertake.
- In the Underhill Way assemblies, weekly tasks are set and rewards are planned accordingly. For example, children may be collecting house dojos or class marbles.

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

Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. **All orange and red card behaviours are recorded on School Pod. The name of both the perpetrator/s and the victim/s are included so that incidents can be tracked for all children.**

	Green – Good to Go! We are following the Underhill Way At the end of each day, everybody gets a house dojo who has stayed on green all day
	Blue Warning - Stop and Think - explain which value is not being followed

	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction Phase leader and/or SLT are informed to discuss the appropriate sanction

We understand that not all children will respond to the loss of playtime minutes and will require extra support to enable them to follow the Underhill Way. Support for these children is to be organised by the Class teacher, Phase Leader, Inclusion Team and parents. Plans for these children will be shared with all relevant staff.

Serious Poor Behaviour



Red Warning - Zero tolerance behaviour

Zero tolerance behaviours are unacceptable behaviours that happen in school, on the way to school, on the way home or online. They include:

- Racism, misogyny, homophobia, bigotry and ableism in all forms
- Bullying in all forms
- Hurting or injuring another child or adult deliberately
- Endangering others by their actions
- Deliberately breaking the school's or another person's property
- Leaving the school premises
- Swearing
- Repeated anti-social behaviour (please see below)
- Consistent disruption of lessons
- Spitting
- More than 2 Orange warnings within a 5-day period

Anti-Social Behaviour (in and out of school)

This behaviour includes:

- Being rude
- Persistently talking behind people's backs
- Sending offensive texts or messages to others

- Rolling eyes
- Kissing teeth
- Turning away
- Laughing at an adult
- Talking back
- Swearing
- Choosing to ignore schools immediately after being spoken to about behaviour
- Making rude comments about other children, their families or adults
- Vandalism

When a child receives a red card warning, they are taken to a Phase leader or a member of the HT team. Sanctions can include those listed below and are based on the seriousness of the behaviour and/or successive red warnings.

- missed playtimes and/or lunchtimes for a set period,
- limited playtimes
- tasks given,
- behaviour charts
- parents/carers informed/called in for meetings
- exclusion from special events,
- behaviour support program,
- external agency behaviour support
- internal school exclusion
- Fixed term or permanent suspension/exclusion

Underhill is a fully inclusive school and will ensure that we do all we can to make sure that all children are supported to be successful. Children are not removed from school experiences such as trips and learning experiences as a sanction. Risk assessments will be carried out alongside the HST if it is felt that a child can not be kept safe during trips and visits. Removal from these events can only be decided by HST and parents will be kept fully informed.

Suspension or exclusion is something that we actively avoid. However, a child may be suspended or excluded from school, where they have exhibited behaviour that is deemed serious and extreme. This exclusion is managed by the Co-Headteachers and parents/carers. Repeated exclusions from school may result in permanent exclusion. Permanent exclusions are managed by the Headteachers, Governing body and the Local Authority along with parents/carers.

Positive handling and Physical Intervention

Situations may arise where staff members are required to physically intervene. Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs

Any physical intervention by staff is undertaken following all requirements laid out in the school's Physical Intervention policy.

Children with Complex Needs

Children who have complex needs may exhibit some of the behaviours discussed above when they become dysregulated. We understand that the management of this behaviour may not be effective using the card system and therefore an appropriate support plan will be developed with the school and parents/carers to best support the child to remain regulated at school. We use and develop strategies to help them to manage their behaviour in a safe way such as emotion coaching and energy accounting. Outside agencies such as the Inclusion Advisory Team or the Autism Advisory Team, may also be involved in developing this support through an Individual Support Plan.

Where a child's behaviour is such that they are a danger to themselves or others, and a health and safety risk, a phone call will be made home for the parents/carers to come in and support and/or a fixed term suspension decided.

2. Anti-Bullying

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
- Repeated, 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.

WHY SHOULD WE BE CONCERNED ABOUT BULLYING?

As part of the education of pupils at Underhill, it is vital to ensure a safe and happy environment, which enables all children to develop their self-esteem. When children are bullied their lives are made miserable. The unhappiness of bullied pupils is likely to affect their educational achievement and mental health and well-being, both now and in the future.

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.

Under the Equality Act, there are nine protected characteristics:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- Physical – by being punched, pushed or hurt; made to give up money or belongings; having

property, clothes or belongings damaged; being forced to do something they don't want to do.

- Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them. •
- Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups. •
- Online/'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- *The ring-leader*, who through their position of power can direct bullying activity
- *Assistants/associates*, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- *Reinforcers*, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- *Outsiders/bystanders*, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- *Defenders*, who try to intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the

ringleader is not around.

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 an increasing amount of bullying is online. The school's approach to these incidents is outlined in the Online Safety Policy; Child Protection and Safeguarding policy; along with the Behaviour and Anti-Bullying Policy

Responses to an incident

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 themselves 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.

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, and is often the best placed to deal with the incident, follow up actions may be led by a member of staff from another team. Actions are taken to support the victim of the 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.
- 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 etc

For the bully: learning to control aggression, developing empathy etc.

Who and how this support is delivered will be decided by the team dealing with the incident.

5. PREVENTATIVE MEASURES

It is hoped that a whole school policy on bullying will reduce the incidents of bullying and instill 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:

- As part of our Personal, Social and Health Education and circle time.
- Positive reinforcement of/recognition for co-operative behaviour is vital from all adults in the school, i.e. use of house dojos, certificates, Star of the Week, etc.
- 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.
- Ensuring that children know that there is someone they can talk to, such as their class teacher; Pastoral team and Well- Being Warriors, about their problems and reassuring them that things won't get worse as a result of telling.
- 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.