

Underhill School and Children's Centre



Relationship and Behaviour Policy (including Anti-bullying)

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Last Ratified: July 2026

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Cycle: Annual

Policy Statement

At Underhill School and Children's Centre, we believe that every child has the right to feel safe, valued and respected. We are committed to creating a positive, inclusive and ambitious school culture where every child can learn, achieve and thrive.

We believe that positive behaviour is built through strong relationships, clear expectations and a shared commitment from pupils, staff, families and the wider community.

Our behaviour approach is rooted in the belief that children need to be taught how to behave, supported to develop self-regulation and encouraged to take responsibility for their choices.

Through our shared values and consistent approach, we aim to develop children who are:

- caring towards themselves and others
- confident in making positive choices
- curious, resilient learners
- cooperative members of their community

Our approach is underpinned by our school mantra:

I can. You can. We can.

Together, these words represent our belief that every individual has the ability to make positive choices and that our greatest successes come when we work together.

Our Vision for Behaviour

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

- experience exciting, ambitious and effective learning opportunities
- feel valued and understand their own worth
- demonstrate responsible, respectful and considerate behaviour
- show care and compassion for themselves, others and their community
- respect the rights, beliefs and differences of others within the law
- understand that everyone has equal value and equal opportunities regardless of age, gender, religion, race, background, marital status, ability, disability or sexual orientation
- develop a strong sense of right and wrong and understand both their rights and responsibilities

Our behaviour expectations are shaped by our four **Be Words**:

Be Caring

We:

- look after ourselves, others and our environment
- show kindness, honesty and respect
- demonstrate good manners and compassion
- value and celebrate difference

- stand up for what is right
- support others and recognise how people may be feeling

Be Confident

We:

- use our voice appropriately
- ask questions and seek help
- have a go and embrace challenges
- learn from mistakes
- take responsibility for our choices
- develop independence and resilience
- try our best every day

Be Curious

We:

- understand ourselves as learners
- ask questions and listen carefully
- challenge ourselves to improve
- persevere when learning is difficult
- understand that mistakes help us learn
- use strategies to help ourselves succeed

Be Cooperative

We:

- work together as a team
- listen to and support others
- follow instructions and routines
- share and collaborate respectfully
- understand our responsibilities within our school and wider community

Rationale

At Underhill School and Children's Centre, we believe that positive behaviour is fundamental to achieving the best possible outcomes for all pupils.

A calm, respectful and purposeful environment enables effective teaching and learning to take place and ensures that all members of our school community feel safe, happy and included.

When children feel secure, understood and valued, they are better able to engage with learning, develop positive relationships and achieve their full potential.

We recognise that behaviour is a form of communication. Some children may require additional support to understand emotions, regulate their responses and meet expectations. We maintain high expectations for all children while ensuring that individual needs, including SEND, disadvantage, communication needs and

personal circumstances, are understood and supported appropriately.

Our approach is based on the belief that behaviour is not simply managed; it is taught, modelled and developed over time.

Through consistent routines, positive relationships, explicit teaching and appropriate support, we aim to help children become responsible, respectful and confident members of their community.

We work in partnership with parents and carers to support children to develop positive behaviours, strong character and the skills needed for success beyond school.

Aims

The aim of this policy is to set out our whole-school approach to behaviour and the systems, strategies and support that enable all children to succeed.

Our behaviour approach aims to:

- create a safe, respectful and inclusive environment where all children can learn successfully
- establish clear, consistent and fair expectations for behaviour
- promote positive relationships between children, staff, families and the wider community
- support children to understand the impact of their choices
- develop self-regulation, resilience and personal responsibility
- recognise and celebrate positive behaviour, effort and personal growth
- provide appropriate support when children find it difficult to meet expectations
- ensure that behaviour incidents are addressed fairly, consistently and restoratively
- identify and remove barriers that prevent children from demonstrating positive behaviour

The Underhill Way is embedded throughout school life, including:

- classroom routines
 - assemblies
 - curriculum learning
 - personal development opportunities
 - enrichment activities
 - relationships between adults and children
 - our approach to supporting emotional regulation
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Roles and Responsibilities

All Members of the School Community

Positive behaviour is everyone's responsibility.

All members of the Underhill community are expected to:

- model our values and expectations

- treat others with kindness and respect
 - contribute to a safe and inclusive environment
 - take responsibility for their own actions
 - support others in making positive choices
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Pupils

Children are expected to:

- follow the Underhill Way
 - demonstrate our Be Words
 - listen to and follow adult instructions
 - treat others with respect
 - take responsibility for their behaviour and choices
 - reflect on mistakes and learn from them
 - seek help when they need support
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Staff

All staff have a responsibility to:

- model calm, respectful and positive behaviour
- establish clear routines and expectations
- build strong relationships with children
- recognise and celebrate positive behaviour
- respond consistently to behaviour concerns
- understand that behaviour may communicate an unmet need
- seek support when behaviour presents a challenge
- work collaboratively with colleagues, families and external professionals where appropriate

No member of staff should feel that they are solely responsible for managing a child's behaviour. Effective behaviour support is a collective responsibility.

If a member of staff is experiencing difficulties supporting a child's behaviour, they should seek support from their phase leader or a member of the headship team.

Leaders

Leaders are responsible for:

- ensuring that the behaviour policy is implemented consistently
- providing support and training for staff
- monitoring behaviour patterns and identifying areas for improvement
- ensuring that vulnerable groups of pupils are appropriately supported
- evaluating the effectiveness of behaviour systems

- working with families and external agencies where appropriate
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Governors

Governors are responsible for:

- supporting and challenging leaders in maintaining high standards of behaviour
- monitoring the impact of the behaviour policy
- ensuring that behaviour systems are fair, inclusive and effective
- reviewing behaviour data and trends
- ensuring statutory responsibilities are met

The Underhill Way

At Underhill School and Children's Centre, we believe that positive behaviour is developed through teaching, modelling and practising the behaviours we want children to demonstrate.

The Underhill Way provides a shared language for our whole school community. It helps children understand what successful learning behaviours, positive relationships and responsible choices look like.

Our mantra:

I can. You can. We can.

reminds children that:

- **I can** make positive choices and take responsibility for myself.
- **You can** recognise and support the strengths and needs of others.
- **We can** achieve more when we work together as a community.

The Underhill Way is reinforced throughout the school day through assemblies, curriculum opportunities, classroom conversations, recognition systems and adult modelling.

Teaching Positive Behaviour

At Underhill, we recognise that behaviour is learned. Children need clear teaching, consistent expectations and opportunities to practise positive behaviours.

Adults explicitly teach children:

- how to listen and communicate respectfully
- how to manage emotions
- how to resolve disagreements
- how to show kindness and empathy
- how to make responsible choices

- how to reflect and repair relationships when things go wrong

We understand that children will make mistakes. When this happens, our role is to support children to understand the impact of their actions and learn how to respond differently in the future.

Supporting Emotional Regulation

Zones of Regulation

From EYFS to Year 6, we use **Zones of Regulation** to support children in developing emotional awareness and self-regulation skills.

The Zones approach helps children to:

- recognise different emotions
- understand how emotions affect thoughts, feelings and behaviour
- identify their own triggers
- develop strategies to regulate their emotions
- communicate how they are feeling
- understand that all emotions are valid, but not all behaviours are acceptable

Children are taught that being in different zones is a normal part of life. The aim is not to avoid certain emotions, but to develop the skills and strategies needed to manage them safely and successfully.

Classrooms have Zones displays and adults use consistent language to support children in recognising and communicating their emotional state.

Emotion Coaching

Alongside Zones of Regulation, we use **Emotion Coaching** to support children in understanding and managing their emotions.

Emotion Coaching is based on the belief that children need to be supported to understand emotions before they can successfully regulate their behaviour.

Adults use moments of both positive and challenging behaviour as opportunities for teaching and reflection.

Emotion Coaching involves:

1. Recognising and acknowledging emotions

Adults support children to identify and name how they are feeling.

For example:

"I can see that you are feeling frustrated because your game did not go the way you wanted."

2. Supporting understanding

Children are helped to understand why they may be feeling that way and what has happened. Visuals can be

used to support this.

3. Setting clear boundaries

Adults acknowledge emotions while making expectations clear:

"It is okay to feel angry. It is not okay to hurt someone."

4. Supporting problem solving

Children are supported to develop strategies and make positive choices.

Emotion Coaching is not only used when behaviour is challenging. It is an ongoing approach that develops children's emotional literacy, resilience and independence.

Positive Learning Environments

Children are more likely to demonstrate positive behaviour when they feel secure, engaged and successful.

At Underhill, adults create positive learning environments where:

- expectations are clear
- routines are consistent
- children feel valued and included
- learning is ambitious and accessible
- children understand what success looks like
- adults notice and celebrate positive behaviours
- classrooms are calm, organised and purposeful

A well-organised learning environment supports children to focus, participate and develop independence.

Positive Learning Spaces

To support positive behaviour throughout the school, adults ensure that:

- classroom routines are established and consistently followed
 - children are welcomed into classrooms in a calm and purposeful way
 - classrooms and outdoor learning spaces are organised, tidy and safe
 - children are taught to care for resources and equipment
 - children are supported to develop independence and responsibility
 - transitions between activities are calm and well managed
 - children understand expectations for movement around the school
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Classroom Expectations

Our aim is to create classrooms where:

- children feel safe to contribute and make mistakes
- children understand the Learning Pit and the emotions they may experience both in and out of the pit
- learning is calm and purposeful
- everyone can listen and be listened to
- children can work collaboratively and independently
- positive choices receive more attention than negative choices
- praise and encouragement are central to behaviour development

Adults should:

- use consistent attention signals
 - reinforce expectations regularly
 - recognise effort, progress and positive attitudes
 - address behaviour calmly and consistently
 - avoid allowing low-level disruption to affect learning
 - Use the language of the Underhill Way to remind children of the expectations
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Behaviour During Transitions and Movement Around School

Children are expected to move around school in a quiet, calm and respectful manner.

Adults ensure that:

- children enter and leave classrooms calmly
- movement around school does not disrupt learning
- children are supervised appropriately
- expectations are reinforced consistently

When walking children around school:

- adults position themselves to supervise effectively
- children walk safely and sensibly
- children are instructed to hold doors for staff and peers to enable the line to move around the school with ease
- children understand that shared spaces belong to everyone

Children moving independently around school are expected to demonstrate responsibility and respect and will have been given a corridor/toilet pass.

Toileting and Personal Responsibility

Children are encouraged to develop independence and responsibility for their own needs.

Adults support children to:

- use toilets appropriately
- respect shared spaces
- maintain good hygiene
- understand that routines help everyone learn successfully

Teachers encourage children to use the toilet at appropriate times while recognising individual needs and circumstances. If a child is using the toilet too frequently during lesson time, teachers will invite parents/carers in for a meeting to discuss this.

Children leaving the classroom to use the toilet must be given a toilet pass and sign in the class toilet book. Children should not be permitted to go to the toilet in groups.

Positive Lunchtimes

Lunchtime is an important part of children's personal development, providing opportunities to develop friendships, teamwork, independence and social skills.

All adults supervising lunchtime:

- actively engage with children
- model positive relationships
- support children to resolve difficulties
- recognise and praise positive behaviour
- ensure children feel safe and included

Teaching assistants, play leaders and meal time supervisor staff address low-level concerns using the school's behaviour approach. More serious incidents are referred to class teachers, phase leaders or members of the HST.

The canteen should be a calm and respectful environment where children:

- move around safely
 - demonstrate good manners
 - respect others
 - follow adult instructions
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Positive Playtimes

Playtimes provide valuable opportunities for children to develop:

- friendships
- teamwork
- resilience
- cooperation
- physical wellbeing

A range of activities are available to encourage positive engagement, including sports, games, structured activities and quieter spaces.

Adults on duty:

- actively supervise
- engage with children
- support positive play
- identify and respond to concerns
- encourage children to use problem-solving skills

Children who find playtimes challenging may be provided with additional support, alternative arrangements or structured activities to help them experience success.

Breakfast Club, After-School Clubs and Activities

Children attending breakfast club, after-school clubs and enrichment activities are expected to follow the Underhill Way and demonstrate our Be Words.

These activities are an extension of school life and the same expectations apply.

Where behaviour concerns occur:

- staff will respond in line with this policy
- parents/carers may be contacted
- additional support may be put in place
- continued attendance may be reviewed in consultation with the HST where behaviour prevents the safe enjoyment of the activity for others

Developing Positive Behaviour Systems

At Underhill School and Children's Centre, we believe that positive behaviour should receive the greatest recognition and attention.

Our approach is based on the principle that:

Good behaviour gets first attention.

Children are encouraged to make positive choices because they understand the value of being caring, confident, curious and cooperative, rather than simply because they are seeking a reward.

All behaviour, both positive and negative, is discussed using the shared language of the **Underhill Way** and our four **Be Words**.

Adults consistently recognise children who demonstrate:

- kindness and respect
- positive attitudes to learning
- resilience and perseverance
- responsibility
- teamwork and cooperation
- care for themselves, others and the environment

Rewards and recognition are used to reinforce our values, celebrate success and help children understand the behaviours that enable our community to thrive.

Rewards and Recognition

House Dojos

(EYFS and Year 1 use House Stickers)

House Dojos recognise children who demonstrate positive behaviour, attitudes and choices linked to the Underhill Way.

- House Dojos/stickers are awarded for behaviours that demonstrate our Be Words.
- Individual dojo scores contribute towards the whole-school House competition.
- House scores are collected weekly and celebrated during Friday's Star of the Week assembly.
- The winning House is announced at the end of each half term.
- The overall winning House receives the House Dojo Cup at the end of the academic year.

Once awarded, House Dojos are never removed.

We believe recognition should celebrate positive choices rather than be taken away as a consequence.

Star of the Week

Each week, one child from each class is recognised as **Star of the Week**.

Children are chosen because they have demonstrated the Underhill Way through:

- their behaviour
- their attitude to learning
- their relationships with others
- their personal growth
- their commitment to our values

Children receive a certificate during Friday's Star of the Week assembly, with the reason for their award clearly linked to one or more of our Be Words. Teachers will keep a record of Star of the Week certificates they have awarded in order to ensure no child is overlooked.

Marbles

Marbles recognise positive behaviour as a class community.

Classes from Reception to Year 6 can earn marbles when children demonstrate excellent teamwork, cooperation and commitment to the Underhill Way.

When a class reaches their marble target, they earn a class celebration.

Marble targets are:

- Nursery: 15 marbles
- Reception: 20 marbles

- Key Stage 1: 30 marbles
- Year 3: 40 marbles
- Years 4–6: 50 marbles

Guidance:

- Children work together to achieve the class target.
- Parents/carers receive at least one week's notice before a marble celebration takes place.
- Celebrations are planned with the children.
- Food is not brought into school for marble celebrations.
- Marble celebrations do not take place during PPA time.
- Children should not normally be excluded from a class celebration. Any exceptional circumstances must be discussed and agreed with the Co-Headteachers.

Once awarded, marbles are never removed.

Golden Tickets

Golden Tickets recognise exceptional effort, achievement and attitudes.

A child may receive a Golden Ticket when they demonstrate behaviour or work that is exceptional in relation to their own ability, progress or circumstances.

Golden Tickets are awarded when children have:

- produced work of exceptional quality
- demonstrated outstanding effort
- shown remarkable resilience
- demonstrated our values in an exceptional way

The expectation is not that children compete against each other, but that they are recognised for their own achievements and personal growth.

Children receiving a Golden Ticket:

- receive a Golden Ticket sticker
- enter the weekly prize draw
- share their work, achievement or explanation with the Co-Headteachers

The prize draw takes place weekly, with winners announced during the Underhill Way assembly. Teachers will keep a record of Golden Tickets they have awarded in order to ensure no child is overlooked.

Our Unsung Heroes

Each term, children from every class are nominated as **Unsung Heroes**.

These children are recognised because they consistently demonstrate the Underhill values and make a positive contribution to our school community.

Unsung Heroes receive:

- a certificate

- recognition during the Unsung Hero assembly
- a letter sent home to parents/carers
- recognition in the school newsletter and website

Unsung Heroes celebrate children who often make a difference through their everyday actions, kindness and care for others.

Yes Days

Yes Days are part of our whole-school reading reward system.

They celebrate the collective achievement of the whole school community when children work together towards a shared goal.

When children collectively achieve **10,000 FRED ticks** on home reading bookmarks, the whole school earns a Yes Day.

Each class contributes ideas towards the celebration, ensuring children have ownership of the event.

Yes Days promote:

- a love of reading
 - teamwork
 - shared success
 - a positive reading culture
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Roots and Wings Termly Themes

Each term, children explore a theme linked to our whole-school Big Idea.

Through assemblies, discussions and practical challenges, children are given opportunities to apply our values in meaningful ways.

Children may complete quests, challenges or activities that encourage them to:

- demonstrate kindness
- develop confidence
- show curiosity
- work cooperatively

Rewards linked to these challenges may include House Dojos, class recognition or other celebrations.

Classroom-Based Recognition

Teachers may use additional class-based recognition systems to support motivation and celebrate progress.

These may include:

- table points
- individual recognition
- class achievements
- learning celebrations

These systems should complement, not replace, the whole-school Underhill behaviour approach.

All rewards should reflect our values and encourage children to develop intrinsic motivation and responsibility.

The Role of Adults in Recognition

All adults at Underhill contribute to a positive behaviour culture by:

- noticing positive behaviour regularly
- giving specific praise
- recognising effort as well as achievement
- celebrating progress and personal growth
- ensuring every child has opportunities to experience success

Recognition should be meaningful, genuine and connected to the values we want children to develop.

Our Approach to Behaviour Concerns

At Underhill School and Children's Centre, we believe that behaviour is a form of communication. When children find it difficult to meet expectations, our role is to understand what is happening, support them to regulate and teach them how to make positive choices.

Children are expected to follow the Underhill Way and demonstrate our four Be Words. However, we recognise that all children make mistakes and that some children may require additional support to develop the skills needed to manage their behaviour successfully.

Our response to behaviour is designed to:

- maintain a safe and respectful learning environment
- help children understand the impact of their choices
- support children to repair relationships
- develop responsibility and self-regulation
- ensure consistency and fairness across the school

Adults will always seek to understand the reasons behind behaviour while maintaining clear and consistent expectations.

A Consistent Approach

Consistency is essential in creating a positive behaviour culture.

All adults at Underhill are expected to:

- use the language of the Underhill Way

- explain expectations clearly
- recognise positive behaviour first
- respond calmly and respectfully
- avoid escalating situations unnecessarily
- provide opportunities for reflection and repair
- seek support when behaviour presents a challenge

If a member of staff is struggling with a child's behaviour, they should seek support from their Phase Leader or a member of the HST.

No adult should feel that they are solely responsible for managing challenging behaviour.

The Underhill Behaviour Response System

Children are supported through a staged approach that helps them understand expectations, reflect on choices and make improvements.

The purpose of the system is not to punish children, but to provide clear boundaries and opportunities for learning.

All incidents involving Orange and Red responses are recorded on SchoolPod.

Records must include:

- the child or children involved
- the child or children affected
- the behaviour concern
- actions taken
- follow-up support

This allows leaders to monitor patterns, identify additional needs and ensure appropriate support is provided.

All children involved in a behaviour incident that is being recorded must be identified and named within the body of text that explains what happened and actions taken. Support

Green – Good to Go!

We are following the Underhill Way.

Children who consistently demonstrate positive choices and follow the Underhill Way are recognised and celebrated.

At the end of each day, children who have remained on Green receive a House Dojo.

Green represents our aim: a calm, respectful and positive environment where children can learn successfully.



Blue Warning – Stop and Think

A Blue Warning provides a child with an opportunity to pause and reflect.

An adult will:

- identify the behaviour that does not match the Underhill Way
- explain which value or expectation has not been followed
- support the child to recognise what they need to do differently

The aim is for children to make a positive change and return successfully to learning.



Yellow Warning – Reminder and Reflection

A Yellow Warning is given when behaviour continues after a Blue Warning or when a child requires further support to meet expectations.

An adult will:

- explain clearly what needs to change
- remind the child of the expected behaviour
- explain that continued negative choices may result in lost playtime minutes

Children are supported to make a better choice and return to the Underhill Way.



Orange Warning – Time to Reflect

An Orange Warning is given when behaviour continues despite previous support, or when behaviour has a greater impact on others.

An Orange Warning may result in:

- up to 10 minutes of lost playtime at break or lunchtime
- reflection time with an adult
- a restorative conversation
- communication with parents/carers at the end of the day

If an Orange Warning occurs during the afternoon, reflection time may take place during the following day's break or lunchtime.

In EYFS, responses are age appropriate and may include immediate opportunities for reflection, such as time on the thinking chair or supported discussion with an adult.

The purpose of reflection time is to help children understand their choices and develop strategies for future success.



Red Warning – Serious Behaviour Concern

A Red Warning represents a serious breach of the Underhill Way.

Red behaviours are those that significantly affect the safety, wellbeing or learning of others.

A Red Warning may result in:

- immediate involvement of a Phase Leader or member of the HST
- a discussion with the child about the incident
- parent/carer contact
- further investigation
- appropriate support and/or consequences

Responses will be proportionate and take into account:

- the seriousness of the behaviour
 - the impact on others
 - the child's age and developmental stage
 - any SEND or additional needs
 - previous behaviour patterns
 - support already in place
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Recording and Monitoring Behaviour

Accurate recording of behaviour incidents enables the school to identify patterns, provide appropriate support and evaluate the effectiveness of our approach.

Leaders regularly review behaviour information, including:

- frequency and type of incidents
- location and timing of incidents
- groups of pupils affected
- children requiring additional support
- patterns relating to bullying, discrimination or safeguarding concerns

This forms a standing item for discussion on the weekly inclusion meeting minutes and the phase leader meeting minutes.

Behaviour information is used to inform:

- individual support plans
 - staff support and training
 - curriculum and pastoral responses
 - discussions with families
 - leadership and governor monitoring
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Supporting Children Who Need Additional Help

We recognise that some children may need additional support to meet behaviour expectations.

Where a child is regularly finding it difficult to follow the Underhill Way, support will be developed through partnership between:

- the class teacher
- Phase Leader
- Inclusion Team
- parents/carers
- external professionals where appropriate

Support may include:

- additional emotional regulation strategies
- behaviour monitoring
- individual targets
- structured routines
- sensory support
- adapted approaches
- restorative work
- One page profile
- Individual Support Plans

The aim is always to help children develop the skills needed to succeed and remain positively included within school life.

Professional Conduct and Staff Relationships

Adults play a crucial role in modelling the behaviour we expect from children.

All staff are expected to communicate respectfully and professionally with colleagues, children and families.

Staff must not:

- deliberately undermine another member of staff
- encourage or provoke another person to respond inappropriately
- behave in a way that could cause another colleague to breach the Staff Code of Conduct
- dismiss or undermine agreed behaviour approaches

Concerns or disagreements should be discussed professionally through the appropriate channels, with the aim of maintaining a positive and supportive school culture.

Serious Behaviour Concerns

Red Warning – Serious Behaviour

Red warnings represent serious breaches of the Underhill Way. These behaviours are unacceptable because they have a significant impact on the safety, wellbeing, dignity or learning of others.

Serious behaviour concerns may happen:

- within school
- on the journey to and from school
- during educational visits or activities
- online, where behaviour affects members of the school community

All incidents will be considered carefully. Leaders will take into account:

- the seriousness of the incident
- the impact on others
- the circumstances surrounding the behaviour
- the child's age and developmental stage
- any SEND, communication needs or vulnerabilities
- previous behaviour patterns and support already in place

Our response will always aim to balance accountability with support, ensuring children understand the impact of their actions and are helped to make positive changes.

Serious Behaviour Includes:

Examples of serious behaviour concerns include:

- racism, misogyny, homophobia, transphobia, ableism, religious discrimination or any other form of prejudice-based behaviour
- bullying in any form, including online bullying
- deliberately hurting or injuring another child, adult or member of the community
- behaviour that places others at serious risk of harm
- deliberately damaging school property or another person's belongings
- leaving the school premises without permission
- swearing or using highly offensive language
- persistent disruption that significantly affects learning
- spitting
- repeated refusal to follow reasonable adult instructions
- repeated anti-social behaviour that has not improved following support
- receiving more than two Orange Warnings within a five-day period

Any behaviour linked to protected characteristics will always be taken seriously, recorded appropriately and followed up in line with our safeguarding and equality responsibilities.

Unacceptable and Anti-Social Behaviour

At Underhill, we recognise that repeated smaller behaviours can negatively affect relationships and the sense of belonging within our community.

Examples may include:

- deliberately rude or disrespectful behaviour
- repeated unkind comments
- talking negatively about others or spreading rumours
- dismissive gestures or responses towards adults or children
- laughing at, mocking or deliberately undermining others
- refusing to accept responsibility after being supported to reflect
- making hurtful comments about children, families or adults
- deliberate damage to property
- offensive messages or communication online

These behaviours will be addressed through our behaviour systems and may become a serious behaviour concern if repeated.

Bullying

What is Bullying?

At Underhill School and Children's Centre, we define bullying as behaviour that:

- deliberately causes harm or distress
- is repeated over time
- involves an imbalance of power, making it difficult for the person experiencing it to defend themselves

Bullying can have a significant impact on a child's:

- emotional wellbeing
- confidence and self-esteem
- friendships
- sense of belonging
- ability to learn

All concerns about bullying are taken seriously and are always thoroughly investigated.

We are careful to distinguish between bullying and other forms of unkind or inappropriate behaviour. However, all behaviour that causes harm or impacts negatively on others will be addressed.

Forms of Bullying

Bullying may be:

Physical

Including:

- hitting, kicking, pushing or hurting someone
- damaging belongings
- taking possessions
- forcing someone to do something they do not want to do

Verbal

Including:

- name-calling
- insults
- threats
- offensive comments
- harmful language relating to identity or difference

Social or Relational

Including:

- deliberately excluding someone
- spreading rumours
- encouraging others not to include someone
- manipulating friendships

Online/Cyberbullying

Including:

- hurtful messages
- inappropriate posts or comments
- sharing images or videos to embarrass or harm someone
- exclusion from online groups
- harmful behaviour through games, apps or social media

Online behaviour that affects children's safety or wellbeing will be addressed in line with our Online Safety and Safeguarding policies.

Bullying and Protected Characteristics

Underhill School has a zero-tolerance approach to discrimination and bullying connected to protected characteristics under the Equality Act 2010.

These include:

- race
- religion or belief
- disability

- sex
- sexual orientation
- gender reassignment
- age
- pregnancy and maternity
- marriage and civil partnership

We also recognise that children may experience bullying related to:

- appearance
- health conditions
- family circumstances
- being a young carer
- being looked-after or previously looked-after
- academic ability or achievement

Derogatory language or “jokes/roasting” relating to these areas are not acceptable.

We teach children that words matter and that behaviour intended as humour can still cause harm.

Responding to Bullying Concerns

When a bullying concern is raised, staff will:

1. Listen carefully and take the concern seriously.
2. Reassure the child that they have done the right thing by telling an adult.
3. Gather information from those involved.
4. Record incidents and actions on SchoolPod.
5. Ensure the child experiencing bullying feels safe and supported.
6. Speak with the child or children responsible for the behaviour.
7. Consider the most appropriate response.
8. Monitor the situation over time.

It is never the responsibility of the child experiencing bullying to avoid certain areas, change friendships or manage the behaviour of another child.

The responsibility lies with the school and wider community to ensure children are safe.

Supporting All Children Involved

Bullying situations can involve different roles, including:

- the child responsible for the bullying
- children who encourage or support the behaviour
- children who witness the behaviour
- children who defend or support others

We recognise that children may move between these roles.

Our response will support all children involved by:

- ensuring safety

- developing understanding
 - encouraging empathy
 - repairing relationships where appropriate
 - teaching positive behaviours and choices
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Responses to Bullying

Different situations require different responses.

Depending on the circumstances, responses may include:

- restorative conversations
- supported discussions
- relationship repair
- emotional support
- social skills support
- behaviour interventions
- sanctions in line with this policy
- parent/carer meetings
- safety plans
- involvement of external agencies where appropriate

The response will always aim to stop the harmful behaviour and help children develop the skills needed for positive relationships.

Preventing Bullying and Discrimination

Prevention is central to our approach.

We promote respectful relationships through:

- the Underhill Way and our Be Words
- assemblies
- PSHE education
- curriculum opportunities
- discussions about diversity and inclusion
- Anti-Bullying Week activities
- pupil voice
- trusted adults and reporting systems

Children are taught to:

- value difference
- challenge unfairness
- show empathy
- use their voice appropriately
- stand up for what is right
- support others

All adults model respectful behaviour and challenge bullying, discrimination and unkindness whenever they occur.

Supporting Children with Complex Needs

At Underhill School and Children's Centre, we are committed to ensuring that all children are supported to succeed.

We recognise that some children may experience additional challenges in regulating their emotions, communicating their needs or managing their behaviour due to a range of factors, including:

- special educational needs and disabilities (SEND)
- communication needs
- sensory needs
- emotional or social difficulties
- developmental differences
- previous experiences or circumstances

We understand that behaviour is a form of communication. Some behaviours that appear challenging may indicate that a child is experiencing difficulty, feeling overwhelmed or unable to communicate their needs in another way.

While all children are expected to follow the Underhill Way, we recognise that some children may require additional support and reasonable adjustments to help them meet these expectations.

Individualised Support

Where a child's behaviour indicates that they require additional support, an individual approach will be developed in partnership with:

- the child
- parents/carers
- class teacher
- Phase Leader
- Inclusion Team
- relevant external professionals where appropriate

The aim of this support is to understand the child's needs, reduce barriers and provide strategies that enable them to be successful.

Support may include:

- identifying triggers and early signs of dysregulation
- understanding the function of behaviour
- adapting routines, environments or expectations
- providing additional regulation strategies
- supporting communication and emotional expression
- developing individual behaviour targets
- creating an Individual Support Plan
- completing risk assessments where required

Plans will be shared with relevant staff to ensure consistency and appropriate support throughout the school day.

Emotional Regulation Support

At Underhill, we use approaches including:

- Zones of Regulation
- Emotion Coaching
- Energy Accounting

to support children in developing:

- emotional awareness
- self-regulation skills
- problem-solving strategies
- independence
- confidence in managing challenges

Adults support children to recognise emotions, understand their responses and develop strategies that help them return to a regulated state.

Our aim is not simply to stop behaviours but to teach children the skills they need to manage situations more successfully in the future.

External Support and Professional Advice

Where appropriate, the school may seek advice and support from external professionals, including:

- Inclusion Advisory Team
- Autism Advisory Team
- educational psychologists
- speech and language therapists
- other specialist services

This support helps the school develop appropriate strategies and ensure children's needs are understood and met effectively.

Behaviour Systems and Children with Additional Needs

We recognise that the whole-school behaviour system may not always be the most effective response for every child.

For children with additional needs, staff will consider:

- whether the behaviour reflects a need or difficulty
- whether reasonable adjustments are required
- whether additional teaching or support is needed
- whether the child understands the expectation

- whether communication or sensory needs are affecting their ability to respond

High expectations remain in place for all children; however, equality does not always mean treating every child identically. Some children require additional support or adaptations to enable them to succeed.

Safety and Significant Behaviour Incidents

There may be occasions where a child's behaviour presents a significant risk to themselves, other children or adults.

In these circumstances, the school will take appropriate action to ensure everyone's safety.

This may include:

- providing immediate support to help the child regulate
- moving children or adults away from risk
- contacting parents/carers to work collaboratively with school
- reviewing support plans and risk assessments
- seeking advice from relevant professionals
- considering whether further measures are required

Any decisions regarding suspension will be made carefully by the Co-Headteachers in line with statutory guidance and taking into account:

- the seriousness of the incident
- the risk posed
- the child's individual needs
- reasonable adjustments already in place
- the support required to prevent recurrence

Our aim is always to maintain inclusion and support children to remain successful members of the school community.

Positive Handling and the Use of Reasonable Force

At Underhill School and Children's Centre, we are committed to maintaining a safe environment where all children and adults feel protected and respected.

There may be rare occasions when staff need to use reasonable force or physical intervention to prevent harm and maintain safety.

Physical intervention is always a **last resort** and will only be used when it is:

- necessary
- reasonable
- proportionate to the circumstances

Physical intervention will never be used:

- as a punishment
 - to enforce compliance
 - as a routine behaviour management strategy
-

When Reasonable Force May Be Used

The use of reasonable force may be considered in situations such as:

- a child is at risk of seriously harming themselves
 - a child is physically attacking another child or adult
 - a child's actions are placing others at significant risk
 - a child is attempting to leave an area or the school site where doing so would place them or others at risk
 - a child refuses to leave a situation where their continued presence creates a safety concern
 - staff are managing a serious incident during an educational visit where usual support systems may not be available
-

Use of Physical Intervention

Where physical intervention is required, staff will consider the individual circumstances of the child, including:

- age and developmental stage
- SEND needs
- communication needs
- sensory needs
- emotional state
- previous experiences or vulnerabilities

The minimum amount of force necessary will be used for the shortest possible time.

After an Incident Involving Physical Intervention

Following any physical intervention, the school will ensure that:

- the child is supported to recover and regulate
- the incident is recorded appropriately
- parents/carers are informed
- the incident is reviewed by leaders
- staff reflect on whether further support or adjustments are needed

Where appropriate, restorative conversations will take place to support understanding and repair relationships.

All physical intervention is carried out in accordance with the school's **Physical Intervention Policy** and relevant statutory guidance.

Suspension and Permanent Exclusion

At Underhill School and Children's Centre, we believe that every child has the right to be educated in a safe, respectful and inclusive environment.

Suspension or permanent exclusion is a serious measure and is used only when necessary, appropriate and proportionate.

Our aim is always to support children to remain successfully included within school through:

- strong relationships
- early identification of need
- emotional regulation strategies
- appropriate interventions
- partnership with families
- support from external professionals where required

However, there may be occasions where a child's behaviour presents a significant risk to the safety or wellbeing of others, or where behaviour is so serious that suspension must be considered.

Any decision to suspend a child will be made by the Co-Headteachers in accordance with statutory guidance.

Suspension

A suspension may be considered where:

- a child's behaviour presents a serious risk of harm
- a serious incident has occurred
- previous support and interventions have not successfully reduced risk
- the safety, wellbeing or education of others has been significantly affected

Before making a decision, leaders will consider:

- the seriousness of the incident
- the impact on others
- the child's age and understanding
- SEND and additional needs
- reasonable adjustments that have been made
- the support already provided
- safeguarding considerations

Parents/carers will be informed as soon as possible and will be provided with information about the reasons for the suspension and the next steps.

Permanent Exclusion

Permanent exclusion is an extremely serious decision and will only be considered in exceptional

circumstances.

A permanent exclusion may be considered where:

- there has been a serious breach of the school's behaviour expectations
- allowing the child to remain in school would seriously harm the education or welfare of others
- repeated support, intervention and strategies have not enabled the child to remain safely included

Permanent exclusions are managed in accordance with statutory guidance and involve:

- the Headteachers
- Governing Body
- Local Authority
- parents/carers

The school will ensure that all processes are fair, lawful and fully documented.

Educational Experiences and Inclusion

Underhill School values the importance of all children accessing the full range of educational experiences available.

Children will not normally be removed from:

- trips
- visits
- enrichment opportunities
- celebrations
- wider school experiences

as a behavioural punishment.

Where there are concerns about safety, leaders will complete appropriate risk assessments and consider reasonable adjustments to enable participation wherever possible.

Any decision to restrict participation will be made carefully by the HST, in consultation with parents/carers and relevant professionals where appropriate.

Monitoring, Evaluation and Impact

At Underhill School, we believe that an effective behaviour approach must be monitored regularly to ensure it is improving outcomes for children.

Leaders use a range of information to evaluate the impact of this policy, including:

- behaviour records on SchoolPod
- bullying and prejudice-related incident records on CPOMS
- suspension information
- attendance information
- safeguarding records
- pupil voice
- parent/carer feedback

- staff feedback
 - observations of behaviour across the school day
-

Behaviour Data Analysis

Leaders regularly analyse behaviour information to identify:

- patterns and trends
- repeated incidents
- locations where behaviour concerns occur
- times of day where additional support may be needed
- groups of pupils who may require additional support
- the effectiveness of interventions

Analysis considers whether any groups of pupils are disproportionately affected, including:

- pupils with SEND
- disadvantaged pupils
- vulnerable pupils
- children with additional pastoral needs

Where patterns are identified, leaders take appropriate action.

Reviewing the Effectiveness of Support

Where a child requires additional behaviour support, leaders ensure that:

- strategies are reviewed regularly
- progress is monitored
- families are involved
- staff have appropriate information and guidance
- external advice is sought where necessary

The purpose of monitoring is not simply to record behaviour incidents, but to ensure children receive the support they need to be successful.

Pupil Voice

Children's views are an important part of evaluating our behaviour culture.

Through pupil voice activities, children are supported to share:

- whether they feel safe
- whether they understand behaviour expectations
- whether adults support them fairly
- whether they know who to talk to if they have a concern
- how we can continue to improve our school community

Parent and Carer Partnership

We recognise that positive behaviour develops through strong partnerships between school and families.

Parents and carers are encouraged to:

- support the Underhill Way
- discuss behaviour expectations with their children
- communicate concerns promptly
- work collaboratively with staff when support is needed

Where behaviour concerns arise, we aim to work with families in a solution-focused way, ensuring that children receive consistent messages and support.

Staff Development and Consistency

Leaders recognise that consistency from adults is essential to a successful behaviour culture.

Staff receive appropriate support and guidance to ensure they understand:

- the Underhill behaviour approach
- emotional regulation strategies
- SEND and inclusive practice
- safeguarding responsibilities
- how to respond consistently to behaviour concerns

Staff are encouraged to reflect on behaviour approaches and share effective practice.

Governor Oversight

Governors monitor the effectiveness of the behaviour approach through:

- reviewing behaviour data
 - considering trends and patterns
 - challenging leaders on the impact of interventions
 - ensuring the policy remains compliant with statutory guidance
 - supporting the development of a safe and inclusive school culture
-

Conclusion

At Underhill School and Children's Centre, our behaviour approach is built on the belief that every child can

succeed when they feel safe, understood and valued.

Through the Underhill Way we aim to develop children who are caring, confident, curious and cooperative.

By working together as a community, we create a school where children can learn successfully, build positive relationships and develop the skills, attitudes and values needed for their future.



I can.



You can.



We can.