



Osbalwick Primary Academy

Behaviour and Relationship Policy

(Appendix to Ebor Academy Trust Behaviour (including
Anti Bullying) Policy)



Policy Statement

This Behaviour and Relationship Policy is an Appendix to the Ebor Academy Trust Behaviour (including Anti Bullying) Policy. The following information is specific to Osbaldwick Primary Academy.

A copy of the Ebor Academy Trust Behaviour (including Anti Bullying) Policy can be found [here](#).

Osbaldwick Primary Academy is an Attachment Aware school and, as such, prioritises the building of positive relationships between children and staff and children and their peers, as well as with the school and the wider community. We aim to promote qualities of self-discipline, respect for others and positive attitudes to learning and each other. We believe that, in partnership with parents, we can teach children to regulate their own emotions and behaviour to develop lifelong relational competence that is associated with positive holistic life outcomes.

Rationale

A clear framework for prompting pro-social behaviour is essential for effective teaching and learning and enhances the mental well-being of pupils and staff. It is a pre-requisite for maximising academic and wider life outcomes and builds relationships with children and their parents based on mutual trust and co-operation.

We believe that it is essential to maintain clear boundaries and expectations so that children feel safe in our school. This provides a secure system in which children can thrive in a nurturing, structured environment with predictable routines, expectations and responses to behaviour.

Rewards and consequences that follow certain behaviours are made clear to children and discussions following certain behaviours should be seen as opportunities to help children understand about what is wrong and right.

At Osbaldwick Primary Academy, however, we are aware, through evidence-based training, that some behaviour is linked to the emotional state of the child, it may communicate an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of adults and children understand and managing behaviour.

We also recognise that for children whose emotional development age doesn't match their chronological age, or who are identified as having SEN, a behaviourist model of behaviour management is unhelpful. Children who are particularly vulnerable present with attachment difficulties, developmental trauma or have experienced other adverse childhood experiences. For these children, a behaviourist system may cause further trauma and does not teach how to self-regulate and manage one's own emotions.

In particular, "sanctions" that may cause shame and ostracise children can provoke further negative behaviour and fail to develop the child's capacity for emotional growth and development. Therefore, in line with our being an Attachment Aware and

inclusive school and in line with evidence-based practice including the DfE Mental Health and Behaviour Policy (2018), we recognise the need for flexibility within the system and differentiation to meet specific and individual needs and experiences.

Our behaviour system is underpinned by empathy, connection, trust, positive relationships, and restorative reparation. We believe that this approach is inclusive and beneficial to all children within our school community.

Aims

- To create a safe, happy, calm and purposeful working atmosphere, conducive to learning and emotional well-being
- To develop trusting and positive relationships between staff and children, children and their peers and between school and all stakeholders.
- To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop appropriate communication, cognitive and emotional skills
- To work in partnership with parents to maintain high levels of pro-social behaviour throughout the school
- To help all children to understand and acknowledge their emotions and learn strategies for self-regulation
- To help all children accept responsibility for their own behaviour
- To develop empathetic responses and an awareness of and respect for the needs of others
- To teach and maintain non-abusive strategies for conflict resolution and engage with restorative practice
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or discriminatory behaviour
- To offer differentiated behaviour support for children with social, emotional or mental health needs or other SEN who require additional support to meet our behaviour expectations

Expectations

Our school rules are displayed in each classroom and around school:

1. Be polite and respectful to everyone at all times.
2. Move around school calmly and quietly – “Walk Tall and Proud”
3. Always try your best – aim high, stay positive and be proud of yourself.

Our school values will also be displayed in each classroom and around school:

1. Stay Safe
2. Be Kind
3. Aim High

Promoting Pro-Social Behaviour

Whole School Strategies

- Sharing our expectations with parents and asking them to sign a Home School Agreement to encourage collaborative working between home and school
- Providing feedback on behaviour in parent consultation meetings or as and when needed
- Working in partnership with parents as and when needed to repair and restore after challenging behaviour
- Sharing positive behaviours with parents and encouraging children to share with parents after rewards or positive praise
- Whole School themed days/weeks to focus on specific aspects of behaviour – Anti Bullying Week, Children’s Mental Health Week, Theme of the Week (based on Values, Rules, positive behaviours, PSHE and RE curricula)
- Maintaining a quiet and calm school environment – within classrooms and also transitions and play times
- Prioritising the development of positive relationships between all stakeholders
- Promoting high expectations and developing clear and consistent routines in classrooms and around the school including transition between areas within school and arrival and home times.

Individual and Group Strategies

- Adults modelling specific praise – saying “thank you for...2 and explaining why the child’s behaviour was positive in addition to using positive body language (smiling, nodding, thumbs up)
- Adults praising their own children within the classroom and all children around the school - “Praise the Good and Notice the Positive”
- Praise may be public or private dependent on individual need (some children, especially those with attachment need may find praise unsettling)
- Using children’s work as an example to celebrate “What a Good One Looks Like” or for effort, perseverance, resilience, progression and not just attainment
- Golden Tickets as instant recognition for work or behaviour – the reason for giving a Golden Ticket should be made explicit – good effort, resilience, trying hard, friendliness, politeness, kindness etc) and written on the back so that this may be shared
- Messages or phone calls home – especially where behaviour has previously been challenging or concerning and is now more positive
- Asking for SLT to visit the classroom to praise positive behaviours or to talk quietly to children whose behaviour is causing concern
- Using positive behaviour strategies within class to act as role models and inspire others: “Thank you (child’s name) I can see that you are ready”, “Well done yellow group, I can see that you are settled and working hard”. Avoid choosing groups or individuals that are not doing as asked
- Praising individuals for **progress** in test scores not always attainment– emphasise that progress is individual and not about comparison. Ensure test scores are given out to individuals and not read out or displayed

Osboldwick Primary Academy Behaviour System

Our behaviour system is based on a relational approach and if challenging or concerning behaviour is displayed, the response may be tailored to meet the needs of individual children.

There are 4 levels of behaviour – Wow, Good, Wobbly and Unacceptable.

All children begin each day on Good – even if they have displayed concerning or challenging behaviours on previous days. The system is fluid and at the Wobbly and Unacceptable stage opportunities are given to children to turn behaviour around and to reflect and repair and move, once again, to Good or beyond.

See below for what behaviours and responses look like in each level.

Wow Behaviour looks like...

- Following the school rules
- Showing consistent effort, resilience and pride in my work
- Consistently being polite and respectful to everyone at all times.
- Consistently being helpful, kind and being a good friend
- Consistently displaying our School Rules and Values throughout the day

Rewards for Wow Behaviour...

- Being a role model to my class by having the class celebrate my behaviour with me
- Receiving a Golden Ticket
- Feeling proud of myself

Rewards for Consistently Wow Behaviour...

- Having a visit from Mr Brown or Mrs Mould to celebrate my behaviour
- Receiving a "Going Above and Beyond" certificate in Star Assembly
- Receiving a Positive Postcard at home to celebrate my behaviour
- Friday VIP Lunch
- Feeling very proud of myself

Good Behaviour looks like...

- Following the school rules
- Showing effort, resilience and pride in my work
- Being polite and respectful to everyone at all times.
- Being helpful, kind and being a good friend
- Displaying our School Rules and Values throughout the day

Rewards for Good Behaviour...

- Having my behaviour noticed throughout the day
- "Good is a great place to be!"
- Receiving a Golden Ticket
- Feeling proud of myself

Rewards for Consistently Good Behaviour...

- Being a role model to my class by having the class celebrate my behaviour with me
- Showing Wow Behaviour

Wobbly Behaviour looks like...

- Not following the school rules
- Not showing effort, resilience and pride in my work
- Not being polite and respectful to everyone at all times
- Not being helpful, kind and not being a good friend
- Not displaying our School Rules and Values throughout the day

Consequences of Wobbly Behaviour...

- I will be given a warning - my teacher will talk to me about my behaviour and explain why it is wobbly.
- I have a chance to turn my behaviour around by myself

If this doesn't happen...

- My teacher will speak to me again about my behaviour
- I will be asked to put my name onto the Wobbly board
- As a consequence, I will miss 5 minutes of the next playtime to reflect on my behaviour and make up lost learning time.

If this doesn't happen...

- My teacher will explain to me my behaviour has now become Unacceptable.
- I will move my name to the Unacceptable board

Unacceptable Behaviour looks like....

- Consistently not following the school rules
- Consistently not showing effort, resilience and pride in my work
- Consistently not being polite and respectful to everyone at all times
- Consistently not being helpful, kind and not being a good friend
- Consistently not displaying our School Rules and Values throughout the day

Consequences of Unacceptable Behaviour...

- My teacher will talk to me about my behaviour and explain why it has become Unacceptable.
- I will have a chance to turn my behaviour around by myself

If this happens...

- I move back to Good and start afresh

If my behaviour continues to be Unacceptable...

- I will move my name to the Unacceptable Board.
- I will be given a period of "Pay Back" at the end of the day.

If my behaviour continues to be Unacceptable...

- Mr Brown or Mrs Mould will be told and will visit me to discuss my behaviour.
- My parents may be contacted and asked to come into school to meet with my teachers and/or Mr Brown or Mrs Mould

Extremely and Consistent Unacceptable Behaviour...

- I may have to be excluded from school for a certain period of time.

Supporting Children with Social, Emotional and Mental Health Issues

We are very aware that some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health needs. For this reason, our Behaviour System is not seen as a “one size fits all” and can be adapted in response to individual need.

It is helpful for adults to understand that these children struggle to handle something difficult and therefore need support to manage distress, rather than thinking of them as choosing to behave “badly” or are “naughty” and concluding that they need to be “punished”.

Children such as described above may also require specific provision which is in addition to or different from most of their peers. Such provision should be planned with the SENDCO and Pastoral Lead and may include:

- Regulation times or sensory breaks – access to a quiet area, a “regulation station” including Busy Boxes, fidget toys, physical exercise, safe spaces such as a tent
- Emotion Management – refer back to the Zones of Regulation to talk about their feelings and emotions
- Support from a trained ELSA
- Referral to external services such as the Well-Being Service
- Individual short-term targets – written with the child to address a specific issue and meet need in a bespoke way. These would be reviewed at the end of each lesson and/or day.

Positive Physical Intervention (PPI)

If the behaviour of a child becomes physically aggressive and threatens the safety of that or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspection Act 2006.

No member of staff should restrain a child unless they are properly trained **unless** there is an imminent threat of danger or risk of injury to themselves, the child, other children or colleagues. This may also include risk of significant damage to school property.

Staff have been trained in how to support colleagues dealing with a child displaying physically challenging behaviour. For more details, please see the Designated Safeguarding Lead, Mrs Mould.

The decision to use reasonable force is down to the professional judgement of the trained staff member concerned and depends on individual circumstances. It is the duty of the Headteacher to ensure that appropriate training is provided for identified staff. However, if, in an emergency, staff had to intervene in circumstances outside of their previous training or experience, a full review of the situation would be completed, analysed and further training for staff would be provided if necessary.

As soon as possible after an incident of physical intervention, the member of staff involved will report the incident via CPOMS. Staff may request the opportunity to access personal support from a Senior Member of staff or have the opportunity to access external counselling if needed.

Bullying

Bullying in any form – physical, verbal, emotional, online – is not tolerated within our school either between adults and children, children and their peers or between colleagues.

If an incident is classed as Bullying, it will be brought to the attention of SLT and appropriate next steps will be taken, including following guidance and reporting procedures as set out by the Trust.

Exclusion

At Osbaldwick Primary Academy, exclusion is only used as a last resort. When a child returns to school following a period of exclusion, they will be invited to meet a member of SLT with their parent to welcome them back into the school community, to reset boundaries and to have a “fresh start”. These meetings will be recorded and logged.

We follow the Ebor Academy Trust Exclusion Policy.

A copy of the Ebor Academy Trust Exclusion Policy can be accessed [here](#).

References

- Mental Health and Behaviour Policy (DfE 2018)
- Behaviour Policies (developing attachment friendly policies) – Dr Cathy Arden (CYC Educational Psychologist Service 2020)
- Restorative Practice Strategies – Phil Bence – (BOSS Project 2021)
- Persistent Demand Avoidance – Harriet Powell – (BOSS Project 2021)
- Trauma and Attachment – Dr Cathy Arden (CYC Educational Psychologist -2020) and Harriet Powell (BOSS Project 2021)
- Beacon House – Therapeutic Services and Trauma Team Resources