



Osballdwick 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 understanding 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 where everyone shows consideration and kindness to one another
- 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 positive attachment, co-regulation opportunities 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 create an environment where children feel safe to make mistakes and learn from these, ensuring they are committed to growing in their learning in this way
- To foster happy, healthy children who know how to stay safe and who enjoy their relationships with others; understanding healthy boundaries
- 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 at all time
2. Move around school calmly and quietly
3. Always try your best

School Values

Our school values will also be displayed in each classroom (Nursery to Year 6) and around both school sites:

1. Be Kind
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


Osballdwick 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




I’m consistently following the school values.



I’ve done something that I’m proud of!



I’ll get a ‘Golden Ticket’.



I may be chosen for a half termly treat with Mr Brown.



Good behaviour



I'm feeling good.
I'm ready to learn.
I'm on task.
I'm aiming high.



Wobbly behaviour



I'm off task.

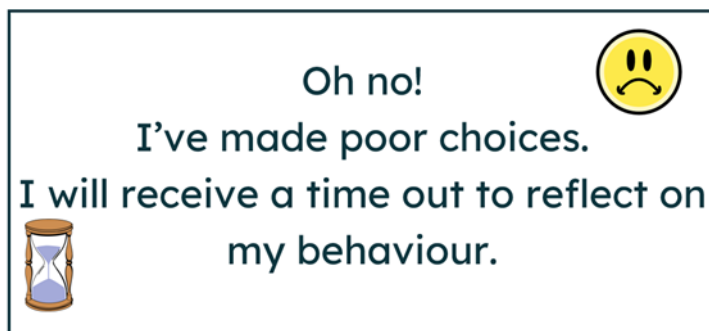
I will receive a warning before being
moved to wobbly.

I will have the chance to turn my behaviour
around and get back to 'Good'.





Unacceptable behaviour



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 (Emotional Literacy Support Assistant) or Wellbeing Practitioner
- 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 themselves 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 Bryan-Smith, Mr Brown or Mrs Ferguson.

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. A senior member of staff will then complete a debrief with the member of staff, who will also have the opportunity to access external wellbeing support if needed.

Bullying

Bullying, in any form, is not tolerated at Osbaldwick Primary Academy.

Preventing bullying is everyone's responsibility

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

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. Children and all staff, volunteers and adults on placements are made aware of their responsibilities in stopping bullying from happening and reporting any incidents immediately to the DSL/DDSL. All school staff, volunteers and adults on placement receive training on bullying – the definitions, the types and the reporting procedures – as part of Statutory Safeguarding Training, at inductions, before commencement of placements and in response to specific incidents.

In school we provide opportunities for children to understand this concept and to develop successful social and emotional literacy and resilience. This is built into our age appropriate PSHE and SRE curricula as well as assemblies sharing the anti-bullying, relational, restorative culture of the school.

Where children feel they are being bullied and have the need to report it, we ensure that adults are available and listen respectfully and sensitively, valuing what a child has to say.

Regular opportunities to capture pupil voice enable school leaders to obtain an overview and analyse children's perceptions and thoughts about bullying and the response given if incidents occur.

Information about bullying is shared with parents so they are confident in how to raise a concern if needed. Outside agencies such as the school PCSO are utilised if needed to provide support to investigation or post incident conversations.

There are various types of bullying:

1. Physical – hitting, kicking, pinching etc and theft
2. Verbal – name calling, racist, religious, homophobic, and/or transphobic remarks, derogatory remarks about additional needs/ or disabilities, physical appearance, health conditions, contextual (e.g. young carer)
3. Indirect – spreading rumours, excluding someone from social groups
4. Cyber Bullying – the inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, messenger apps, websites and social media platforms and sending offensive or degrading images via phone or via the internet.
5. Sexual Harassment or Abuse – the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal comments to physical sexual abuse or assault.

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. In our school we aim to build an inclusive community built on safe, kind, respectful relationships.

Should an incident of bullying be reported, a thorough investigation will be carried out. This will involve gathering statements from victims and any witnesses as well as the views and feelings of perpetrator involved as part of the investigation. If necessary, advice and/ or support will be sought from the Trust Safeguarding Lead.

Victims will be reassured and supported by SLT and members of our WEB Team. They are offered help and support in dealing with the consequences of bullying and will be helped to effectively deal with any repeated incidents.

Perpetrators are also assisted to realise that bullying is unacceptable and will not be tolerated. Perpetrators are also supported in reflecting on their words and /or actions to prevent repeated incidents and safeguarded against possible backlash from other children. Parents/ Carers of victims and perpetrators are informed and meetings are offered to share the findings of investigations and to offer support for children and their families. Ideally a process of restorative conversations between victims and perpetrators, supported by adults, will take place for a full understanding of the impact of bullying can have on individuals – both victims and perpetrators. This will be completed with the consent of the victim, the perpetrator and parents/ carers. Messages around the unacceptable nature of bullying are shared with the wider school community through assemblies and through PSHE and SRE curricula, with specific lessons and assemblies planned and delivered in response to bullying incidents.

Child on Child Harm

Child on Child Harm in any form is not tolerated at Osbaldwick Primary Academy

We encourage a culture of safety and respect where children know they are able to report any incidents of child-on-child harm confidently to trusted adults who will listen sensitively and will be taken seriously.

Robust systems are in place to investigate any such incidents within the school and at Trust level. Consideration is given in equal measure to how the victims and perpetrator and other children might be affected by incidents of child on child harm and support is offered to all parties.

Conversations with parents also inform part of the investigation process and support is also offered to parents of victims and perpetrators and of any other affected children.

Incidents of child-on-child harm are reported to the Trust Safeguarding Lead immediately and the Trust 15 step plan as well as appropriate Safety plans are actioned with immediate effect, safeguarding the victim, the perpetrator and any other children.

Reflection and analysis take place after any incidents and lessons learnt are also integrated into policy and practice. Staff are trained to recognise the signs and symptoms of child-on-child abuse as part of the annual Safeguarding Training as well as how to listen sensitively and the reporting procedures. This training also forms part of inductions for volunteers and adults on placement.

Suspension and Exclusion

At Osbaldwick Primary Academy, suspension and exclusion is only used as a last resort. When a child returns to school following a period of suspension, 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. The school work closely with the local authority drawing support from Extended and Alternative Provision where mutually agreed appropriate.

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)
- Trauma and Attachment – Dr Cathy Arden (CYC Educational Psychologist -2020)
- Beacon House – Therapeutic Services and Trauma Team Resources

