



**THE
WOLDS & VALE
FEDERATION**



Behaviour and Relationship Policy

Policy Statement

The Wolds and Vale Federation understands that children present with a variety of behaviours for a variety of reasons, from experiencing everyday emotions which they may find difficult to articulate, through to Adverse Childhood Experiences and/or Childhood Trauma.

As such, the Federation prioritises the building of positive relationships between children and staff and children and their peers, as well as with parents and carers and the wider community. We aim to promote qualities of pro-social behaviours, emotional self-discipline, respect for others and positive attitudes to learning and towards 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 schools. This provides a secure system in which children can thrive in a nurturing, structured environment with consistent, predictable routines, expectations and responses to behaviour.

Responses to and consequences that follow certain behaviours are made clear to children and follow up discussions should be seen as opportunities to help children understand about what is wrong and right and how to manage their emotions and responses in the future. **See Appendix 1 – Restorative Practice Questions.**

At the Wolds and Vale Federation, however, we are aware, through evidence-based research, that some behaviours are linked to the emotional state of the child, and 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" or a system that involve public discussions of behaviour, or where there needs to be a visual show or a name or photograph of the child being moved, may, in fact, cause shame and ostracise children. This could result in the provocation of further negative behaviour and fail to develop the child's capacity for emotional growth and development. Therefore, 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. We also recognise that, where behaviour does not come up to expectations, a quiet, one-to-one conversation is needed with a child without the need for public visual displays.

Our behaviour system is underpinned by consistency, empathy, trust, positive relationships and restorative reparation. We believe that this approach is inclusive and beneficial to all children within our school communities, and all have an opportunity to display positive, pro-social behaviours and through this system will be able to learn how to identify, understand and control their emotions and understand acceptable and appropriate behaviours.

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 consistent positive 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 and emotional regulation throughout the schools
- 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 our school communities 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

Promoting Pro-Social Behaviour

Whole School Strategies

- 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 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, 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
- Consistently 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.
- To encourage the development of emotional literacy through the use of the Zones of Regulation programme and daily check ins. This also runs alongside our PSHE/RSE curriculum.

Individual and Group Strategies

- Using behaviour specific and child specific positive praise through words, actions and facial/body language
- Adults praising their own children within the classroom and all children around the school - “Notice the Good. Praise the Positive”
- Praise may be public or private dependent on individual need (some children, especially those with attachment need may find public or overt 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
- 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.
- Teaching children how to be independent in the first instance in dealing with others’ behaviours through the “Debugging” process. **See Appendix 2 – The Debugging Process**

The Wolds and Vale Federation Behaviour System

Our behaviour system is based on a consistent, positive, relational and restorative approach whilst also challenging and addressing behaviour that does not meet basic expectations.

Positive Behaviour Strategies

Raise a Hand for Attention

To gather children's attention, the adult will raise one hand. The children will notice this and reciprocate. The adult will wait for all children to have a hand raised, empty hands, eye contact and no talking before speaking. This will alleviate the need for adults to raise voices indoors or out.

Behaviour Expectations - See Appendix 3

These are the basic behaviour expectations of all children. These behaviours are accessible for all children regardless of SEN, background or emotional need.

Behaviour Recognition Board

Each classroom will display a Behaviour Recognition Board. There will be a class specific focus behaviour displayed which all children will be aiming to achieve that session/day. This promotes positive interdependence where all children are eager to help others to achieve the aim. If all children's names appear on the board having consistently displayed the focus behaviour, there is a small class celebration.

Over and Above

If a child displays behaviour beyond the basic Behaviour Expectations, they will receive a call out from the adult verbally praising the behaviour and explaining why it is Over and Above. These behaviours are accessible by all pupils and are aspirational.

Star of the Week

Each week a number of children from each class will be nominated to receive a Star of the Week certificate in assembly on a Friday. This will be presented by the Head/Deputy Head. It may be awarded for social, emotional or academic behaviours or for meeting the Behaviour Expectations or going Over and Above. It may be linked to the class Focus Behaviour.

Note from the Headteacher

Each week children can be nominated to have a postcard from the Headteacher for specific behaviours.

Positive Notes

These can be awarded by any member of staff. They are available in classrooms and the main offices. They are awarded for positive behaviours and given to the class teacher to present to the child.

Visitors to the school are also encouraged to award Positive Notes during their visit.

Hot Chocolate Friday

On the last Friday of each half term, a number of children will be nominated to spend time with the Head and/or Deputy Head to celebrate their consistently good or over and above behaviour. They will receive a certificate to take away with them.

Wobbly Behaviour

Wobbly behaviour is the term used to describe the following behaviours:

- Low level disruption
- Being distracted or distracting others – interrupting their own or that of others
- Impolite
- Disrespectful
- Unhelpful
- Unkind
- Unfriendly
- Lack of effort
- Lack of resilience
- Lack of pride in their work.

Dealing With and Consequences of Wobbly Behaviour

The child will be spoken to quietly and individually. The adult will respond with no emotion and a scripted response.

“You are now showing me Wobbly Behaviour because you are....You need to stop and I am giving you a chance to turn your behaviour around.”

The child will be praised for turning their behaviour around.

If not, “you have chosen not to turn your behaviour around and are continuing to show Wobbly Behaviour. There will now be a pay back. You will miss the first 5 minutes of the next break time”.

Consequences will be immediate and proportionate. The child may turn their behaviour around but the pay back must still be carried out.

If Wobbly behaviour continues, it becomes Unacceptable.

Unacceptable Behaviour

Unacceptable behaviour is the term used to describe the following behaviours:

- Consistently displaying low level disruption
- Consistently being distracted or distracting others – interrupting their own or that of others

- Consistently being impolite
- Consistently being disrespectful
- Consistently being unhelpful
- Consistently being unkind
- Consistently being unfriendly
- Consistently showing lack of effort
- Consistently showing lack of resilience
- Consistently showing lack of pride in their work.
- Physical and/or verbal aggression towards other children and/or adults
- Inappropriate or Unacceptable language – swearing
- Damage to property

Dealing with and Consequences of Unacceptable Behaviour

The child will be spoken to quietly and individually. The adult will respond with no emotion and a scripted response.

“You are now showing me Unacceptable Behaviour because you are....You need to stop and I am giving you a chance to turn your behaviour around.”

The child will be praised for turning their behaviour around.

If not, “you have chosen not to turn your behaviour around and are continuing to show Unacceptable Behaviour. There will now be a pay back. You will miss the first 10 minutes of the next break time. I will also be speaking to Mrs Mould/Mrs Walker about your behaviour and they will be phoning home to let your parents know of your behaviour.”

Consequences will be immediate and proportionate. The child may turn their behaviour around but the pay back must still be carried out.

Incidents of Unacceptable Behaviour will be recorded on CPMS and patterns and trends monitored by SLT. This will feed into the PSHE and/or Safeguarding curriculum/discussions.

SLT will be informed as soon as possible after the behaviour incident and pay back has been given. For extreme behaviours, SLT will visit the child to have a restorative conversation and reiterate positive behaviour messages and reiterate pay back.

SLT will phone home to inform parents and carers of incidents of Unacceptable Behaviour and ask for parental/carers support.

If necessary, for certain, extreme behaviours, an exclusion may be needed for a fixed period of time. SLT will inform parents or carers, giving the reason for and period of for the exclusion. A reintegration meeting will be diarised where a welcome and restorative conversation will be held with the child and positive behaviour reiterated and boundaries reset. These meetings will be minute-ed and minutes shared with parents or carers.

Supporting Children with Social, Emotional and Mental Health Issues

At the Wolds and Vale Federation, 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 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/Coaching – refer back to the Zones of Regulation to talk about their feelings and emotions
- Referral to external services such as the North Yorkshire Inclusion Team
- 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
- Individual short-term targets – written into a specific SEN plan and shared with the child and parents/carers and regularly reviewed.

Positive Physical Intervention (PPI)

If the behaviour of a child becomes physically aggressive and threatens the safety of that of themselves and/or another person (child or adult), 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 and relevant de-escalation techniques.

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.

The reporting of a PPI incident and the required paperwork should be completed alongside the Headteacher as soon as possible after the incident. Members of staff involved will report to the Headteacher and the incident logged and information shared with the parents or carers of the child involved in the incident.

Bullying

Bullying, in any form, is not tolerated at The Wolds and Vale Federation

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.

Children and all school 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 definition, 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 the Federation 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 RSE curricula as well as assemblies sharing the anti-bullying, relational, restorative culture of the school.

See Appendix 4 – STOP Poster

Where children feel that 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 that they are confident in how to raise a concern if needed. Outside agencies such as the school PCSO is 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 (eg: young carers)
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 outlets 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 Federation either between adults and children, children and their peers or between colleagues. In our Federation we aim to build an inclusive community based 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 children involved. Children who have allegedly been bullied as well as children who have allegedly bullied will also provide statements as part of the investigation.

Children who have allegedly been bullied will be reassured and supported by SLT and familiar adults. They are offered help and support in dealing with the consequences of bullying and will be helped to effectively deal with any repeated incidents.

Children who have allegedly bullied are also made to realise that bullying is unacceptable and will not be tolerated. These children are also supported in reflecting on their words and/or actions to prevent repeated incidents and safeguarded against possible backlash from other children.

Parents of children who have allegedly been bullied and who have allegedly have bullied are informed and face to face meetings are offered to share the findings of investigations and to offer support for the children and their families.

Ideally a process or restorative conversations between children involved in the alleged bullying, supported by appropriate adults, will take place for a full understanding of the impact bullying can have on individual children. This will be completed with the consent of the child who has allegedly been bullied and the child who has allegedly bullied and their parents.

Class teams of children involved in alleged bullying incidents are informed to that they may support the children within the class and school communities.

Messages around the unacceptable nature of bullying are shared with the wider school community through assemblies and through the PSHE and SRE curricula, with specific lessons and assemblies planned and delivered in response to bullying incidents.

Child On Child Abuse

Child on Child abuse in any form is not tolerated at The Wolds and Vale Federation

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

Robust systems are in place to investigate any such incidents within the Federation. Consideration is given in equal measure to how the victims and perpetrator and other children might be affected by incidents of child-on-child abuse and support is offered to all parties. Conversations with parents also form part of the investigation process and support is also offered to parents of victims and perpetrators and of any other children affected.

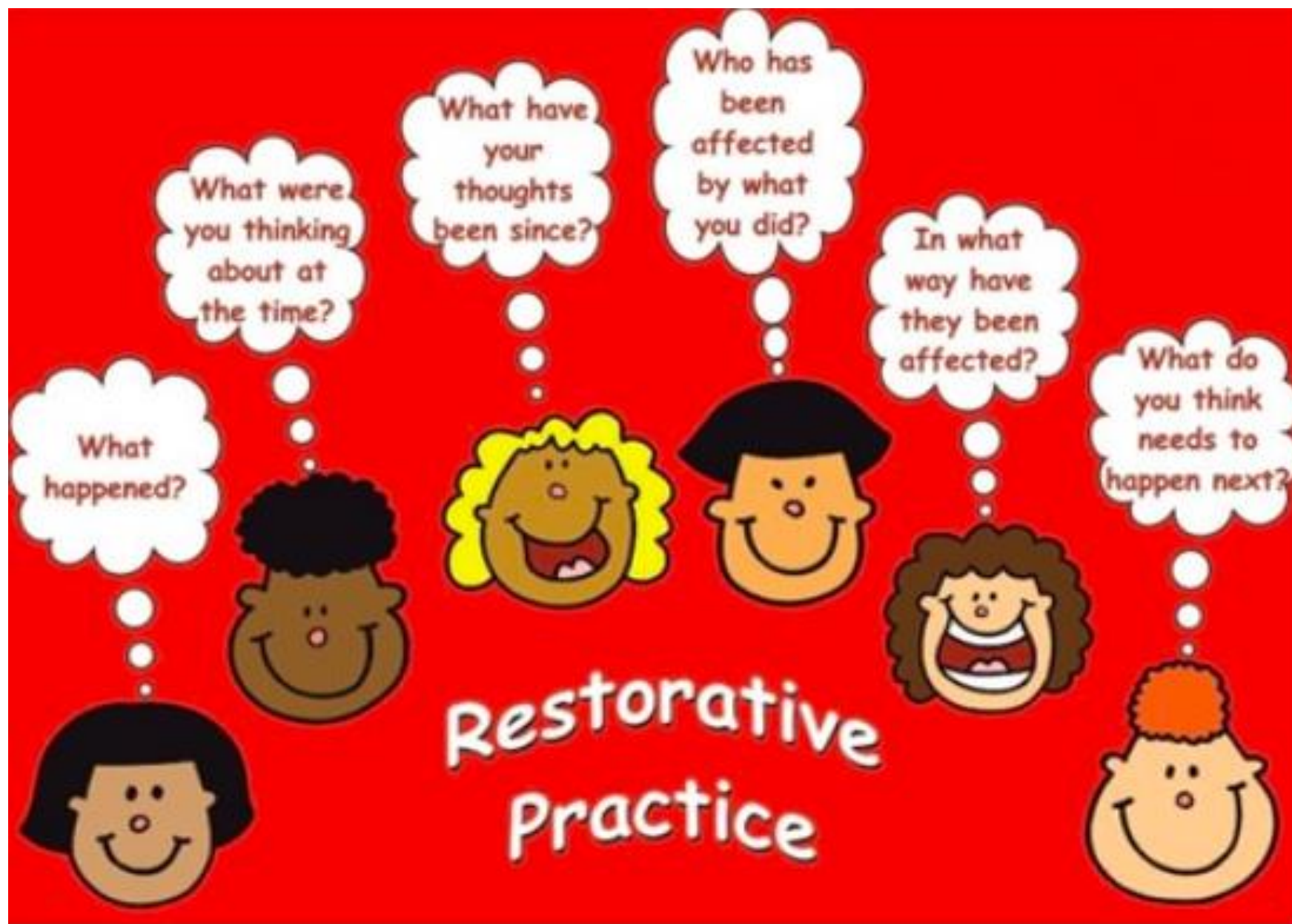
Incidents of child-on-child abuse are reported to the Designated Safeguarding Lead immediately and a 15 Step Plan as well as appropriate Safety Plans are actioned with immediate effect, safeguarding the victim, the perpetrator and other children.

Reflection and analysis take place after any incidents and lesson learnt are also inserted into policy and practice. Staff are trained to recognise the signs and symptoms of child-on-child abuse as part of the annual Statutory 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.

Exclusion – also see the Exclusion Policy

At The Wolds and Vale Federation, 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 or carer to welcome them back into the school community, to reset boundaries and to have a “fresh start”. These meetings will be minute-ed and recorded.

Appendix 1 – Restorative Practice Questions



Debugging

If someone is bugging you,
try to ...

1. Ignore them



2. Move away



3. Talk in friendly way



4. Talk firmly



5. Get adult help



Appendix 3 – Behaviour Expectations



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Behaviour Expectations

Be polite and respectful to everyone at all times.

Be helpful, kind and be a good friend.

Show effort, resilience and pride in your work.

Appendix 4 – STOP Poster – Bullying



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Several

Times

On

Purpose



Start

Telling

Other

People

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
- “When Adults Change, Everything Changes” Paul Dix (2017)