

# Woodlands Park Primary Relationship (Behaviour) Policy



*“Together we all discover, learn, grow and succeed.”*

Updated February 2025

## **Ready, Respectful, Safe**

This policy and our practice have been inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017)

## Introduction and why the change:

*"It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age" (Dix, 2017)*

### **Strong relationships between staff and pupils are vital.**

At Woodlands Park Primary School, we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. Staff must be fair and consistent with children (taking into account individual needs). Children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally, staff must be approachable, kind and be there to help and discipline (to teach and not punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

*"Children who struggle to contain their anger often carry the invisible shrapnel of traumatic lives. Their deep mistrust of adults is well founded and their hyper vigilance is driven by real experience of abusive behaviour...Anger is fuelled by unrealistic expectations, but they are real expectations to the child. Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic...angry children follow people first, then follow rules" (Dix, 2017)*

## Aims:

At Woodlands Park, we strive to:

- Have an inclusive, relational and kind school.
- Provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence
- Enable staff to support children with their feelings and behaviour through providing children with strategies to manage their own feelings and behaviour.
- Maintain a calm and purposeful working atmosphere.
- Ensure that all children and adults have a sense of belonging, feeling safe, secure and valued
- Provide a clear, fair and consistent approach to behaviour.
- Foster, nurture and value strong and healthy relationships.
- Ensure that our children are motivated to do the right thing because it is the right thing to do.

## Our Vision:

*"Together we all discover, learn, grow and succeed"*

We believe that every child at Woodlands Park Primary School, has the right to be respected and to show respect to others. Every child deserves to feel safe and secure in their learning and play environments, and no child should be able to take away these rights through disturbance in class teaching, transitions or during play and lunch times.

*"Ready, Respectful, Safe"*

## Our Values:

This policy clearly aligns with the core values of Woodlands Park Primary School, which is **WARMTH**. (Wellbeing, Aspire and Achieve, Relationships, Motivated, Trust and Holistic)

## Building Positive Relationships

It is essential that all our staff create environments in which everyone feels that they belong and that they are safe. We endeavour to ensure that our school environment allows everyone to thrive as individuals and learners. For this to happen, we must insist on establishing appropriate learning focused relationships, where expectations are set high and where everyone, (staff and children) know the expected routines and boundaries.

Relationships support the needs and the rights of everyone in the school to feel safe, respected and valued; to feel that they belong. Positive relationships also underpin creating conditions where children and staff can focus on learning, free from distractions or emotional distress. All staff will persevere and be determined to build positive relationships with the children in their class, understanding each child's personal context and will know and understand each child's personal influences.

## Everyday routines and expectations:

**We expect every adult in our school community to:**

- Meet and greet each child in their care
- Use the consistent language of 'ready, respectful, safe'
- Model positive behaviours and build relationships
- Be calm when using stepped boundaries
- Follow up every time; retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are not behaving safely (stop, notice, remind, move on)

**...so that children are 'ready, respectful and safe'**

**Adults display consistent, calm adult behaviour** – All adults address poor behaviour in a calm manner. Poor behaviour is never ignored; rather it is dealt with without emotion, using a stepped process.

**Adults will give attention to best conduct** – All adults will look out for, and recognise, those children who go over and above expectations. This may be using collaborative class rewards, sending messages home or awarding Star of the Week certificates.

**Adults will insist upon routines** – All adults will put into place relentless routines that are consistent across the school e.g. meet and greet, magnet eyes and silent stop.

## Recognition Strategies

At Woodlands Park Primary School, the following positive strategies will be used by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and are motivated to always try their best.

*"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible." Paul Dix*

All adults will be looking out for children who show Woodlands Park Primary School's values and who go above and beyond. Some ways that children will be recognised for doing so are:

- Whole class adding marbles to a jar for a collaborative reward
- Recognition Certificates for Attainment and Achievements
- Celebration Assembly
- Termly Achievement Awards
- Sporting Achievement Awards
- Lunchtime Awards
- Positive Phone call home
- Positive Class Dojo comments
- In class Sunshine Recognition Board
- Class Sunshine Recognition cards
- Golden Table on a Friday during lunch time
- Relentless positivity from all staff

## Collaborative Award Systems

Collaborative Award Systems will be used to encourage social or learning behaviours. Adults or pupils in the class can nominate for e.g. a marble being placed in the pot, as someone or a group of children have demonstrated being ready, respectful or safe. The emphasis is on children working together as a team.

There is no material prize for class awards. Each class chooses a celebration when the collaborative award e.g. the marble jar is full. There is no time limit to how long it will take for pupils to complete the award.

*"This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team, focused on one learning behaviour and moving in one direction." Paul Dix*

## Boundaries for safe behaviour:

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We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. When behaviour is displayed that falls below our expectations, we will follow a stepped process. All staff retain ownership for these processes and SLT may be called to offer support, but not to complete the process for staff.

**Step 1: Reminder** A reminder of the 3 simple rules: ready, respectful, safe

**Step 2: Caution** A clear caution, making the pupil aware of their behaviour and clear communication of the consequences if they continue. *"I am expecting kind hands at all times. When children don't use kind hands, they need to sit separately so that everyone is safe."*

You could try some of these phrases:

Next time, try ...

I noticed that ... I wonder if ...

Thank you for ...

I understand ... (that you are angry/upset)

I need you to ... (come with me so that we can resolve this properly)

I hear you ... (it's not easy but I know that you can do that brilliantly)

**Step 3: Last Chance** A final opportunity to engage. A 30 second scripted conversation should be used at this point (see appendix 2).

**Step 4: Reflection time** A few minutes for the child to calm down, breathe and compose themselves. This may be in a different space. *"I can see that you are still finding this hard. Would it help you to have some time in the nature nest/your safe space/away from the classroom?"*

**Step 5: Repair** A restorative conversation; this may be informal or a more formal discussion, depending on the needs of the child (see appendix 3). We do not expect children to say sorry but encourage them to consider how they could 'repair' the situation. Children may need to spend some time completing the missed work or thinking about how they could behave next time. This time should be dependent on the age of the child and should never take away their whole break or lunch time. They still need the time to release their energies outside of the classroom.

*"Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so that it is predictable, consistent and empathetic" (Dix, 2017)*

## Restorative Approach Not Punishment:

Our approach to behaviour management is restorative and relationship focused, with connection taking precedence over correction. At Woodlands Park Primary School, we believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children understand how their behaviour affects others, teach children what safe behaviour looks like, and to give them the tools they can use to avoid a similar incident happening in the future.

Restorative approaches are based on four key features:

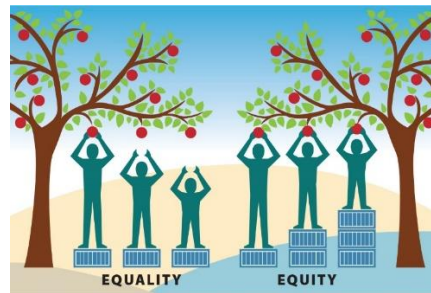
- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for your own actions

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- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** – working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

At Woodlands Park Primary, we recognise that 'all behaviour is communication', and ask ourselves what is this behaviour trying to communicate? We realise that this can be different for all children and may look different in some individual cases.

*Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).*



## Consequences:

At Woodlands Park Primary, we always encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children.

*"Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before" (Dan Hughes and Louise Bomber - Settling to Learn, 2013)*

The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed in their Relational Support Plan (Appendix 4).

Consequences implemented will give children the chance to reflect on their behaviour or, in more serious circumstances, parental phone calls home or a parental meeting. They are designed to encourage the child to make good choices and understand that their actions have consequences. For example, not completing work in class, due to choices made regarding behaviour that is not reflective of our school values, results in lost learning time which then needs to be paid back.

- **Reflection Time** – a reflective time where the child and the class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- **Pay it Back time** – is an appropriate action linked to incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies,

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work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.

- **Parental involvement** – we feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing behaviour engagement with learning is always our primary aim at Woodlands Park Primary. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Boundaries' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. In more serious cases, an internal seclusion or Westcountry School's Trust exclusion policy may need to be implemented.

### **Impact:**

We expect the impact of this policy to be evident in the relationships between adults and children. The language of ready, respectful, safe should be used naturally and understood throughout the school environment and wider community. As a result of building positive relationships, our school should be a calm, safe environment with a culture of exceptionally good behaviour.

***“Why crush behaviours with punishment when you can grow them with love?  
Visible consistency with visible kindness allows exceptional behaviour to  
flourish” (Dix, 2017)***

# Appendix 1 – Relationships Blueprint



## Woodlands Park Primary School

*“Together we all learn, grow and succeed”*

### Our Relationships Blueprint

#### Relentless Routines

Meet and Greet  
Wonderful Walking -  
'The Woodlands Park  
Way'  
Magnet Eyes  
Silent Team Stop  
1-2-3 Transition

#### Consistencies

Meet and Greet  
Calm and Consistent  
Adult Behaviour  
First Attention to Best  
Conduct  
Listening

#### Recognition

Marbles in the Jar  
Celebration Assembly  
Headteacher's Award  
Assemblies  
Sunshine awards

#### Rules

Ready

Respectful

Safe



#### 30 Second Script

I have noticed you  
are...  
It was the rule about  
... that you broke.  
You have chosen to...  
Do you remember  
when you...That is  
who I need to see  
today.  
Thank you for  
listening.

#### Restorative Questions

What happened?  
What were you  
thinking/feeling at the  
time?  
Who has been  
affected?  
What should we do to  
put things right?  
How could we do  
things differently in  
the future?

#### Stepped Boundaries

1. Reminder of the 3 rules.
2. Quiet caution (think carefully, make a good choice.)
3. Last chance (30 Second Script)
4. Reflection time (refocus time, nurture room)
5. Repair (restorative conversation)



## Appendix 2

### 30 second script examples:

- I noticed you are...(having trouble getting started/struggling to get going/wandering around the classroom)

It was the rule about... (lining up/staying on task/being unkind to others) that you broke.

You have chosen to... (move to the back/catch up with your work at lunchtime).

Do you remember last week when you... (got star of the week/completed all of your learning/were kind to your friend)?

That is who I need to see today...

Thank you for listening. (Then give the child some 'calm down' time)

- I would like you to understand that every choice has a consequence.

If you choose to do the work that would be fantastic, and this will happen...

If you choose not to do the work, then this will happen...

I will leave you to make your decision.

- Do you remember yesterday when you helped me to tidy up?

That is the person I need to see today; that is the person you can be all the time.

- Your behaviour right now is disruptive.

I believe you can turn this around and be a success.

- I know you will ... (help to clear the mess off the floor)

## Appendix 3

Restorative Questions. Five questions are enough. Choose up to five from the options below. (Dix, 2017:128)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

With younger pupils, 1-3 questions may be more appropriate. If pupils find it difficult to answer these questions, you could consider using:

- 'Ok, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?
- 1-10 scales: 'On a scale of 1-10, how angry were you?'
- Offer a postponement and some support if they are not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two/to meet with me tomorrow/answer the questions with someone else?'

## Appendix 4 – Relational Support Plan template

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
Calm Safe / Socially engaged		
Mild stress Alert / Aroused / Agitated		
Dysregulated Mobilised / Immobilised		
Crisis Unsafe		