

Woodlands Park Primary

Relationship (Behaviour) Policy

Updated September 2026



Vision: *"Roots to grow, wings to fly"*

Values: *Resilience, Ownership, Opportunity, Togetherness, Success (ROOTS)*

Woodlands Rules: *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) and Trauma Informed Practice (Dan Hughes and Louise Bomber)

Introduction:

"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
- Provide an environment where behaviour and regulation are intentionally taught.
- Enable staff to support children with their feelings and behaviour through providing children with strategies to manage their own feelings, choices 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:

"Roots to Grow, Wings to Fly."

At Woodlands Park Primary School, we believe that every child should have strong roots in a safe, respectful and nurturing environment, enabling them to grow with confidence and develop the wings they need to develop confidence and the self-belief to successfully fly. Every child has the right to be respected and to show respect to others. We are committed to ensuring that all pupils feel safe, secure and valued in their learning and play environments. No child should be deprived of these opportunities through behaviour that disrupts learning, transitions, playtimes or lunchtimes. By fostering positive relationships, high expectations and mutual respect, we help every child grow, thrive and achieve their full potential.

Our Values:

This policy clearly aligns with the core values of Woodlands Park Primary School, which are embodied in **ROOTS: Resilience, Ownership, Opportunity, Togetherness and Success**. Through promoting positive behaviour, high expectations and a culture of respect, the policy supports pupils to develop resilience, take ownership of their actions, embrace opportunities for growth, work together as a supportive community and achieve success both academically and personally.

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) knows and follows consistent routines, expectations and boundaries.

Relationships support the needs and rights of everyone in the school to feel safe, respected and valued, and to feel that they belong. Positive relationships, underpinned by clear and consistent routines, create the 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 recognising the influences that shape their experiences and behaviour.

Everyday routines and expectations:

At Woodlands Park Primary School, behaviour is taught through a structured Behaviour Curriculum. Children are explicitly taught what Ready, Respectful and Safe looks like in classrooms, corridors, playgrounds, lunchtimes, assemblies, transitions and within the wider community.

We expect every adult in our school community to:

- Intentionally teach what 'ready, respectful, safe' looks like in every area eg lining up, transitions, learning time, talk with learning partners, organizing resources, how we leave the classroom at the end of the morning or day, how we use resources, where coats/lunchboxes/bottles/reading books are stored, routines in the dining hall, in the playground, in each area of the school as examples
- Intentionally teach rights, responsibilities, consequences and rewards using the JIGSAW PSHE Class Charter display
- Intentionally teach regulation strategies using the 5 Point Scale
- Intentionally use the regulation mantra that 'we can feel anything but we can't do anything we want to do' so that everyone understands that all emotions are acceptable but not all actions are suitable or permitted
- Meet and greet each child in their care at the start of the day and at each transition
- Use the consistent language of 'ready, respectful, safe'
- Model positive behaviours and proactively build relationships
- Be calm when using stepped boundaries of: Look, Talk, Time to reflect, Time to repair, Talking with parents/SLT
- Follow up every time; retain ownership and engage in reflective dialogue with children
- Use the PACE approach during a restorative conversation (Playfulness, Acceptance, Curiosity, Empathy)
- Following a restorative conversation, reset the expectations
- Following a restorative conversation, allow time and creativity for appropriate repair
- Never ignore or walk past children who are not making ready, respectful or safe choices (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 verbal or written praise, collaborative class rewards such as 'Marble in the Jar', 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, using shared language, agreed non-verbal signals and clear expectations to promote calm, positive and purposeful behaviour that is universally understood.

- Meet and greet on transitions
- Magnet eyes

- Turn to your learning partner
- My turn, your turn
- Team stop
- 123 for transition and movement around the school (1 – Stand up, 2 – Move, 3 – Show you're ready to ... sit down, leave the classroom etc)

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 (shared list created by class at the start of the year for collaborative award)
- Celebration Assembly
- Headteacher Awards and stickers
- Termly Achievement Awards Ceremony
- Lunchtime Awards
- Positive Phone call home
- Positive Class Dojo comments
- 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:

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: Look A non-verbal reminder of the rules: ready, respectful, safe, a non-disruptive non-verbal reminder that does not interrupt teaching

Step 2: Caution/Talk A clear verbal caution as a warning, 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 or link to the rights and responsibilities display:

Next time, try ...

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

Thank you for ... (not calling out so that everyone can hear or take turns)

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

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

Step 3: Last Chance Talk: A final opportunity to engage. A scripted conversation should be used at this point. (See Appendix 2)

Step 4: Time to reflect 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. I think it would help you to have some time in the calming area/nest/your safe space/away from the classroom."*

Step 5: Time to 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 or fix it. Children may need to spend some time completing the missed work or thinking about how they could behave next time. This could be to clean up or fix what has been broken or damaged. This time should be dependent on the age of the child and should rarely 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 use the PACE approach and when necessary, using the 5 Point Scale:

- **Playfulness** – using warmth, encouragement and positive interactions to build trust, strengthen relationships and create a sense of belonging for every child.
- **Acceptance** – recognising and valuing each child as an individual while supporting them to take responsibility for their actions and learn from their choices.
- **Curiosity** – seeking to understand the reasons behind behaviour, exploring a child's experiences and needs, and working together to identify effective solutions using wondering stem sentences.
- **Empathy** – responding with understanding, compassion and support, helping children repair harm, regulate emotions and remain successfully engaged in school life.

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
- **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 School, we recognise that behaviour is a form of communication and that pupils may present and respond differently due to their individual needs, experiences, development or SEND. We understand that the same behaviour may have different underlying causes for different children. Therefore, before applying consequences, staff will consider any relevant contextual information and whether reasonable adjustments are required. We remain consistent in our expectations and principles whilst being flexible in our practice, ensuring that responses are fair, proportionate and designed to help every child succeed.

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



Consequences:

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

We create intentional opportunities for children to learn, practise and understand what it means to be **Ready, Respectful and Safe**, both within school and in preparation for their future lives. Through clear expectations, consistent routines and positive role modelling, we support children to develop the values, behaviours and skills needed to thrive as successful learners, responsible citizens and confident individuals.

"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.
- **Repair 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, 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.
- **Senior Leadership Team (SLT) involvement** – we believe that a strong partnership between staff, pupils, parents and leaders is essential in promoting positive behaviour. Members of the Senior Leadership Team (Headteacher, Deputy, SENCo, Key Stage Leader) will support staff with repeated or more serious incidents, work with children to understand and improve behaviour, and engage with parents where appropriate through phone calls, informal meetings or formal meetings to ensure a consistent and supportive approach.

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 reflection, internal suspension or Westcountry School's Trust exclusion policy may need to be implemented.

Any incidents involving bullying, child-on-child abuse, online harm, discrimination, harmful sexual behaviour or serious violence will be treated as safeguarding concerns and managed in line with the school's safeguarding procedures.

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.

Behaviour, attendance, safeguarding and wellbeing are closely linked. Where concerns arise, we will work proactively with children, families and external agencies to identify and address any underlying needs or barriers to success. We recognise that behaviour can sometimes be an indicator of unmet need, and all concerns will be considered alongside safeguarding, attendance, SEND and contextual information to ensure children receive the right support at the right time.

The effectiveness of this policy will be monitored through regular review of behaviour, attendance, safeguarding and inclusion data. Leaders and governors will evaluate patterns, trends and the impact of interventions to ensure that systems remain fair, effective and equitable for all pupils, including those with SEND and other vulnerabilities. This monitoring will inform ongoing school improvement and help ensure that every child feels safe, valued, included and able to flourish.

***"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 – School Rules



At Woodlands Park Primary
we are



Ready



Respectful



Safe

ROOTS

Appendix 2

PACE style script examples to be used as a Last Chance reminder and support:

- 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 and stopping others from listening/learning.

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. Tell me the story of what happened?
2. I wonder what were you thinking at the time?
3. I wonder what have you thought since?
4. How did this make people feel? Can you show me on the 5 point scale?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right? How can we fix this now?
8. How can we do things differently in the future? What would you do differently next time?

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?
- 5 Point Scale: 'Where would you be on the 5 Point Scale?' @What would you need to be a 1 or a 2 again?'
- 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		