



Building Positive
Relationships
&
Behaviour Policy
Woodlands Community
Primary





Relational Trust

In Woodlands CPS we endeavour to build the best possible relationships through a Trauma Informed Schools approach. Our school is committed to create and foster an environment which, protects, relates, regulates and reflects the needs of our pupils.

Protect

- Regular 'meet and greet' at the classroom door, welcoming the children into school with a friendly face and greeting. Genuinely happy to see each and every child.
- Staff awareness in PACE modules of interaction. Being playful, attuning and validating children's emotions, being curious and empathetic to behaviours that may be manifesting.
- A whole school commitment to limit raised voices and cease criticism or shaming, as this can be psychologically damaging.
- Pedagogical whole school approaches that build relational trust. Eg I wish my teacher knew activity.
- Emotionally available adults available to all vulnerable pupils.
- Daily check ins with all pupils.
- Pupils to have the opportunity to self-refer to pastoral worker by putting their name on the message tree.
- Regular sensory/mindfulness breaks scheduled throughout the day for all pupils.

Relate

- To ensure we have an environment filled with positivity, safety and trust.
- All pupils to be greeted with positive interactions and joy, to secure relationships and to allow vulnerable pupils to shift from mis-trust to trust.

Regulate

- Relational interventions that reduce toxic stress for vulnerable pupils, enabling the child to feel calm, soothed and safe.
- Evidence based interventions aimed to repair damaged pathways in the brain for children who have been exposed to ACES - Adverse Childhood Experiences/trauma.

- Catch and match strategies, as well as walk and talk interventions to de-escalate or remove a child from a vulnerable position.
- Pupils to have time to return to their window of tolerance before any restorative practice or discussions take place.
- Regulation of staff is also a priority. Change of face should be actively encouraged to help maintain strong relations between pupils and staff.

Reflect

- Empathetic dialogue to be used to pupils, using the WINE sentence stems. I wonder... I imagine... and I notice... As well as empathy towards all pupils.
- The use of interventions to allow vulnerable pupils to understand and make sense of their narrative. Big empathy drawings, emotion cards, 3rd person in the room/puppets and sand tray can be used to allow children to reflect upon a situation or circumstance.
- PSE - To include work on emotions and why they are so important. Activities around mental health, brain science, mindfulness and biophilia to help raise self-awareness and produce good chemicals to the brain, promoting good mental health.
- Continuous, professional development around a trauma informed approach, to equip staff with the expertise to help children understand their emotions rather than behave them. Staff can offer empathetic conversations and change the narrative for the child.
- A behaviour policy that focuses on repair and restorative practices.



Promoting Positive behaviour



In Woodlands CPS we endeavour to build the best possible relationships through a Trauma Informed Schools approach, this is evident in our relationship policy. Our school is committed to create and foster an environment which, protects, relates, regulates and reflects the needs of our pupils.

Aims

At Woodlands we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies in place.

We aim to:

- Build and maintain positive relationships with all our pupils and their families.
- Ensure a safe, nurturing and effective environment for staff and pupils at the school.
- For all stakeholders to have mutual respect for our school code.
- Support the wellbeing of our families, pupils and staff.
- Strive for a consistent, restorative approach when supporting behaviour.
- Adopt trauma informed practices as part of our school's ethos.

Staff Responsibilities

In order to achieve our aims for a positive environment for all staff shall,

- Adopt a trauma informed approach to all pupils and recognise that positive relationships are crucial in successful behaviour management.
- Understand that effective classroom management is key to a positive learning culture.
- Ensure that pupils are consulted at the beginning of each academic year about how they can achieve a positive environment, create a class code and be part of making decisions for class rewards and consequences.
- To ensure pupils are aware of the consequences of their actions; agreeing consequences and rewards, making sure they are applied consistently.
- Staff should use the class code to reinforce what is expected of the children in the class.

- To use specific praise and rewards, the more attention the teacher gives to a child's behaviour the more likely it is that that behaviour will be repeated.
- If a child is displaying negative behaviours then staff should try to deal with that in a non-confrontational way e.g. with praise and encouragement, a look or sign, a quiet verbal reminder, distraction, contingent touch etc before a verbal warning or choice and consequence is given. Only if the behaviour continues, once all these strategies have been tried, or if the behaviour is persistent, should a 'time to think' card be issued to pupils.
- Staff should give children time to act on the reminders before going on to the next stage. This may mean ignoring the unwanted behaviour for a while as long as it wasn't detrimental to teaching and learning.
- To treat everyone equally and begin every day with a fresh start for all pupils.
- Raise awareness of bullying and discrimination. Ensure that any discriminatory matters are dealt with.
- Use circle time to discuss emotions, triggers, behaviours and strategies to regulate.
- To provide regular sensory breaks/mindfulness opportunities as a whole class.
- Develop and foster relationships with families to ensure expectations and consistency can be achieved.
- To reflect on incidents before issuing a consequence. Not reacting to an incident before there has been time to think.

Rights & Responsibilities

At Woodlands we advocate children's rights and encourage our pupils to understand that along with their rights comes responsibilities. We have high expectations of behaviour and inspire our pupils to

- Engage in managing their distractions.
- Be supported in strategies that can help self-regulation.
- Develop positive, respectful relationships.
- Value their own achievements and take pride in the school.
- Be responsible for their actions and behaviour.
- Engage in restorative conversations.
- Reflect on their behaviour and mutually agree a suitable consequence.

Family Engagement

At Woodlands we believe that the best possible outcomes are maintained for our pupils when we can work with families and support one another. Relationships with families are vital in providing the best support and care for our pupils, therefore we encourage our families to

- Keep an open dialogue with the school and inform us of any changes that could affect the child.
- Support school staff in decisions regarding managing behaviour.

School Code

At Woodlands we strive to maintain a happy environment for everyone and ensure wellbeing is at the core of everything we do. We encourage all of our school community to

- Be kind and respectful to everyone.
- To promote our core values.
- To treat everybody fairly and equally.

Our School Code and whole school expectations are discussed, shared and agreed at the beginning of every term in class, during PSE lessons, during restorative conversations and in whole school assemblies.

Class Code

During the beginning of each academic year the class teacher and pupils will work collaboratively to discuss how to maintain the best possible learning environment for everyone. It is then pupils will have the opportunity to agree their own class code, as well as their own class rewards and consequences. This collaborative practice puts responsibility back on the children and helps them manage their own behaviour.

Whole school rewards

As a school we put a huge emphasis on positive reinforcement, it is far more likely that a child will repeat a behaviour if it is rewarded. Therefore immediate, specific feedback is crucial in fostering positive behaviour.

Woodlands practitioners offer a variety of rewards to encourage and motivate positive behaviours

Social Rewards - Praise and recognition, buddy role models, a phone call home or a visit to a senior teacher to show their work or explain what they have done well.

Tangible Rewards - Certificates, stickers, notes home, raffle tickets and lucky dips.

Activity Rewards - Golden time or end of half term treat.

Golden Time - A set amount of time per week will put aside for children to be rewarded for their positive behaviour and motivation to learning. Class teachers will provide fun activities and pupils can choose where they want to spend their time as a reward. Activities can include, arts and crafts, sports, dance or karaoke.

In Foundation Phase, Golden Time will be split between 2 shorter sessions on a Wednesday and Friday to ensure that it is more achievable to earn the time for younger pupils. These Golden Time sessions will be within each classroom and teachers will listen to pupil voice to plan activities.

Some pupils may require individualised reward charts to motivate positive behaviour.

Consequences

Occasionally some pupils can find it difficult to follow the agreed school code. Staff will endeavour to engage in restorative strategies with the child. Discussing 'what went wrong?' and 'what could they have done differently?' When pupils refuse to follow the school code it can have implications on both themselves and other people within the school community. As a result the following consistent consequences must be adhered to.

- On the first instance, a verbal warning will be given by a member of staff, explaining to the pupil what was not acceptable. This is also a time for the child to talk and explain the situation to the staff member.
- If negative behaviours persist the child will be given a, 'Time to think' card. This may result in the pupil being moved into a different class to allow a change of face. This can be really beneficial to both the child and adult, giving them some space from each other. When the pupil returns and is back within their window of tolerance it is then an appropriate consequence can be discussed together. For example, it may be agreed the child misses a proportion of their break time/s or golden time.
- If there is a serious incident or persistent 'Time to think' cards issued, then pupils will receive a consequence card. A consequence card will mean a phone call home to parents, time with a senior member of staff or emotionally available adult. There will also need to be some reflection time, an activity to take place around implications of their actions or cause and effect. In some incidences, serious incidents that require 'Consequence' cards could result in children being withdrawn from activities such as school trips and visits off site, as the health and safety of all our children is paramount.

It is vital that when an incident has occurred the pupil has an opportunity to reflect and resolve, which means that the child has opportunity to move forward and have a fresh start. Relationships with adults need to remain strong and help support ways forward for the pupil. For this reason it is imperative that staff members have time to reflect on incidents and consequences rather than issuing them as a reaction.

Crisis Behaviours

At Woodlands we understand that sometimes children can be emotionally triggered which can often result in crisis behaviours. It is at these times that the safety of the individual and others within the school community is of utmost importance. We adopt a Team Teach approach to pupils who are exhibiting crisis behaviours. In the first instance we endeavour to de-escalate the situation through a variety of trauma informed practices, but on occasions when it is deemed necessary a physical intervention, hold or guide maybe required. During this time the child could be marked, scratched or bruised unintentionally. Holds are minimal but when struggling occurs it could leave marks. Physical intervention will only take place if it is in the best interest of the child, necessary or proportionate.

Pupils with complex and highly complex behaviours may require a bespoke approach to behaviour. They may need an individual development plan as well as a positive handling plan to help support their behaviour and ensure a consistent approach.

Exclusions

A child who is persistently a danger to themselves, other children or staff, or who persistently stops other children from learning will be dealt with more seriously. This may take the form of in-house class exclusion or a formal exclusion.

While a child is excluded they should not attend school. Their class teacher should set the child work. When the child returns to school an effort should be made to help the child catch up with any work missed (where possible). The child should be given a fresh start. Parents will be informed in writing of the reason for the exclusion and a meeting arranged for re-entry to the school where a behaviour management strategy and support plan will be discussed.

Break downs in relationships (Bullying)

At Woodlands we make every effort to build and foster positive relationships. However break downs in relationships can cause conflict and aggression between some pupils.

First and foremost it is vital that every effort is made to keep all pupils safe.

Attempts to repair and restore relationships should be supported by an emotionally available adult if and when appropriate.

Our aims in responding to break downs in relationships (Bullying)

- **Safety of all involved**
- **Listening & responding appropriately**
- **Connecting & empathising**
- **Validation of emotions & circumstances**
- **Taking Action & Recording**
- **Resolution**

Bullying and discrimination

Bullying can be physical, verbal, social, cyber, material or psychological. Children may communicate to members of staff that there is a problem either directly to their class teacher or another member of staff. However, staff must be vigilant of the possible signs of break downs in relationships or discrimination and be prepared to take the initiative and intervene if they have a concern, as bullying is often covert. The most important thing is that a problem is brought to the attention of staff in order that the issue can be dealt with. Both victims and the bullies need intervention.

Children are regularly given opportunities to think about and discuss discrimination and relationships through assemblies, acceptance weeks, circle time, the School Council and Personal and Social Education lessons. Parents are always informed where their child is involved in bullying or alleged incidents of conflict/bullying. Parents should communicate

problems that are picked up at home e.g. a reluctance to come to school. Each case needs to be treated according to the specific circumstances and the nature of the bullying. Each class has an 'I wish my teacher knew' box where they can report any incidents that could be worrying them.