



**Woodcot**  
**Primary School**  
TOGETHER WE LEARN AND GROW



**UPAT**  
University of Portsmouth  
Academy Trust

## Behaviour and Relationships Policy

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<b>Statutory / Non-Statutory:</b>	Statutory
<b>Last Reviewed:</b>	November 2023



### **Being**

Everyone in our community has the capability and competence to develop and flourish. We create engaging opportunities for each individual to learn, make sense of the world, and realise their unique potential.

### **Belonging**

Each school in the Trust is a place of belonging, where everyone feels valued, accepted, included and supported. Our schools are safe, respectful learning communities, where diversity is welcome and celebrated.

### **Becoming**

We are ambitious for everyone in our community. We use responsive and innovative approaches to learning and development, to build confidence, and nurture the essential qualities of creativity, independence and resilience.

**At Woodcot, we aim to:**

- Create a positive, safe, calm and orderly school environment
- Ensure that everyone has a sense of belonging: feeling welcome, listened to and valued
- Develop children's positive attitude to learning recognising its importance as a lifelong skill
- Promote a mutual respect between all members of the school community including for belongings and our school environment
- Provide a clear, consistent and fair approach to promoting positive behaviour

We believe that children and adults need to be valued and encouraged within an atmosphere of mutual trust and respect, where there is an overriding enjoyment in learning and the social aspects of school life.

Our positive ethos is achieved through the promotion of our Woodcot values: Consideration, Resilience and Independence and our 3 school rules: Be Ready, Be Respectful and Be Safe.



**Consideration**



**Resilience**



**Independence**



**Be Ready...**

To learn, in your uniform, with the things you need



**Be Respectful...**

To everyone and everything, everyday



**Be Safe...**

Inside, outside and online

We believe that we will get more of the behaviour we notice most. Therefore, our first attention will be for best behaviour. We will promote positive behaviour by noticing and commenting on it when we see it. At Woodcot Primary School, we believe that good behaviour is central to a good education.

High expectations for behaviour will be promoted through healthy relationships as well as being based on mutual respect for each other and each other's property. The agreed expectations, held and implemented by everyone in the school, are the key to positive behaviour. Everyone is responsible for supporting and encouraging positive behaviour through our school values and our three golden rules.

Being taught how to behave well and appropriately is central to a good education and vital for all children to be successful. Positive behaviour is taught through our curriculum. Pupils are taught the knowledge, skills, and understanding they need to form healthy, positive relationships. Our children learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective relationships.

### **Positive Consequences, Encouragement and Praise**

As a school we recognise that positive consequences, encouragement and praise are the most effective means of promoting positive behaviour. Such reinforcement teaches pupils that they receive positive attention through good behaviour choices. Positive consequences for good behaviour or learning may include:

- Acknowledgement of good behaviours through verbal or non-verbal communication
- Visual display of class rewards e.g. marbles in the jar leading to a whole class treat
- Team points - children can earn points for their team both inside and outside the classroom
- 'Learner of the Week' certificate for good behaviour for learning (growth mindset) and showing our school values
- Stickers awarded when children show our Woodcot values of consideration, courage, curiosity, communication and creativity
- Hot Chocolate Friday - children who have gone 'Over and above' our expectations will have hot chocolate with the headteacher during break on a Friday (approximately one per class)
- Positive notes/texts/certificates home

### **'I'm Respectful' Badges**

Every day, five children from each class receive an 'I'm respectful' badge. This is awarded by the teacher or their classmates and can be for being respectful and going over and above our behaviour expectations.

### **Class Charter**

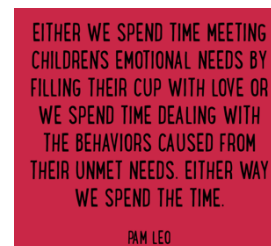
Each class is responsible for creating their own Class Charter. The Class Charter will display the class rules which link to our 3 golden rules. This helps provide ownership of the class rules and expectations whilst encouraging good learning behaviours. This will help to build positive relationships with peers encouraging respect and teaching children to treat each other well.

### **House Points**

There will be opportunities for children to earn points for their house both inside and outside the classroom. Children will be awarded house points for many areas of their school life, not just academic, including: recognition for their good attitude to learning, hard work, academic achievements, politeness (above the normal expectations), considerate behaviour, leading by example and putting others before themselves. The house team that has achieved the most points, each week, will be announced in assembly. At the end of each half term, the children in the house with the highest house points will enjoy a special treat to celebrate their hard work.

## Restorative Approach

At Woodcot, we believe in a restorative approach. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is a proactive way of working WITH people, not doing things TO them or FOR them. The restorative approach builds on values which separate the person from the behaviour which promote accountability and seek to repair any harm.



## Restorative Approach

As a school, we follow the restorative approach which is based on five core beliefs:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour
3. Our actions impact on those around us – we need to consider the consequences of our actions
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

This positive approach enables our children to learn to reflect on their behaviours and consider how it can impact on others. It enables children to resolve disagreements, take ownership of their behaviour and engage in acts of empathy and forgiveness.

Children are supported in conflict resolution through the use of the following five questions:

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?

Our aim is to build, improve and repair the relationships between every member of the school community. Outcomes from the restorative conversations will differ depending on the conflict. The conversation may suffice at times; however, on occasions, the children will need to decide on a fair and appropriate solution.

Some children may need time and space to calm before a restorative approach can take place. This meaningful conversation, with a trusted adult, is what will change a child's behaviour over time. This conversation will only take place when a child is able to listen and reflect on the five questions.

## Safe Space

This is a designated space to provide children with a place to go to in which they will feel safe. These spaces help children to recognise and regulate their emotions. They are equipped with comforting objects that can promote mindfulness, breathing and reflection. Every classroom has a safe space. However, children may choose to use an alternative space to feel safe.

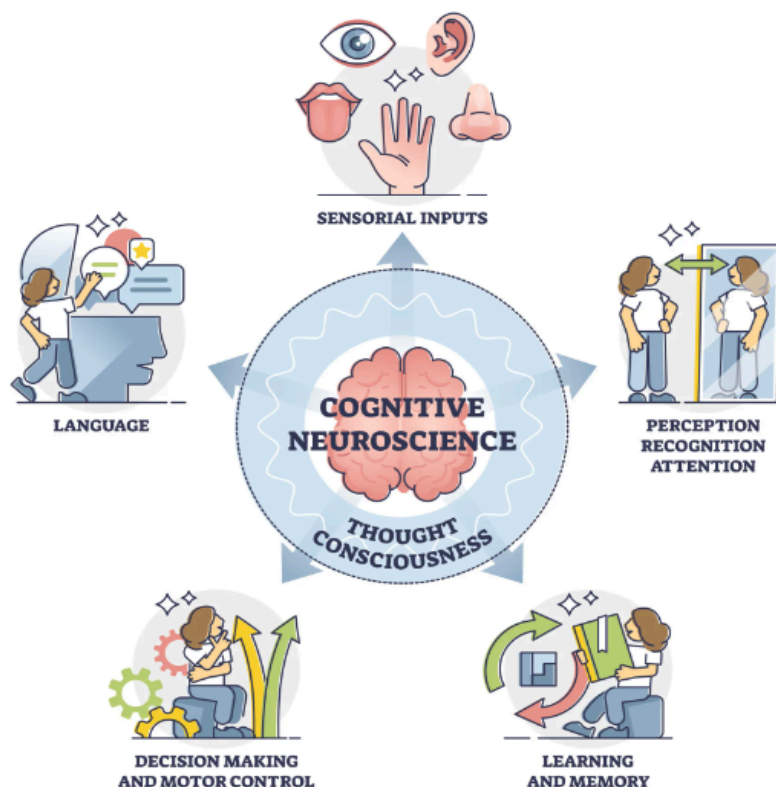
Safe spaces help children to practise identifying feelings and emotions to better manage stress and self-regulate. Having a space designed to support them helps them to feel safe and comfortable, allowing them to let down their guard to process different feelings.

## Neuroscience

When developing a response to behaviour, it is important to first understand a child's neuroscience. This knowledge underpins our aim to be developmentally appropriate, ultimately leading to more effective strategies for behaviour management.

The brain is formed in three different regions that develop in a sequence. The first area to develop is the brainstem (often referred to as the reptilian complex) and this is associated with functions such as breathing. However, most importantly, it drives behaviours commonly associated with fight / flight responses due to influencing our reactions to perceived threats or immediate needs. The limbic system is second and is reported to grow at great speed from the age of 6 months and supports us developing our emotions. The final part of the brain to establish is the neocortex (often referred to as our cortical brain). This comes online at 18 months and continues to develop until the brain finishes growing at 25, and assembles complex thought and all things creative, including language.

Fascinatingly, when the reptilian brain becomes activated, it effectively inhibits other regions of the brain, making it very difficult to access language and reasoning capabilities from the neocortex and limbic system; this can cause a child's thinking to temporarily shut down, underscoring the importance of adults acting as co-regulators and offering their thinking brain support during these moments.



## Natural Consequences

Based on this foundation of neuroscience knowledge, we have opted to incorporate natural consequences into our relational approach journey. Natural consequences refer to a learning point that provides opportunities for a child to begin and continue to form connections between their behaviour to a naturally occurring consequence. These should be delivered through highlighting the positive effect this will have in making reparation. Due to the risk posed of heightening the child with discussing the natural consequences when they are in the escalation and crisis stage of their assault cycle, natural consequences need to be communicated to a child when they are in a regulated state.

These natural consequences could include missed break times, lunchtimes or staying behind after school. Each natural consequence will be decided on a case by case basis and parents will be informed if this includes staying behind after school. We will endeavour to put a natural consequence in place on the same day as we believe that each new day is a fresh start.

## Examples of Natural Consequence Script

"I know it's tricky for you to make the right choice and do your work. The problem is, if it is not done now, it will need to be done later during breaktime."

"Tearing up your friend's work earlier was unhelpful. She was very upset. I wonder if I could help you show her that you are sorry? We could write her a sorry note at the end of the day."

"It's lunchtime, in a moment. All that time you spent earlier having those angry feelings, I am not sure if you are ready to be safe outside. I think it would be best if you played inside today so that we can stay safe."

## PACE

Developed by Dan Hughes, we are implementing the PACE approach as a way of thinking, behaving and communicating to enhance the children's sense of safety. The foundation of this will focus on building trusting relationships and emotional safe connections between all stakeholders at Woodcot.

Exploring further, PACE refers to:

**Playfulness:** Maintaining a playful attitude doesn't mean constantly trying to be funny, especially when a child is upset. It's about fostering an environment where children feel more receptive to positive connections. While this approach may not be suitable during distressing moments, when dealing with some behaviours, incorporating playfulness can help maintain a sense of perspective for all involved.

**Acceptance:** Ensuring you are displaying unconditional acceptance for whatever the child is feeling right now is vital. This is about the child's experience, thoughts, feelings and perceptions being accepted without judgement, even if you disagree.

**Curiosity:** In the PACE acronym, being curious refers to maintaining an attitude of genuine interest and inquisitiveness toward a child's behaviour. It involves seeking to understand the underlying communication or message behind their actions, allowing for a deeper connection and effective response. Using script language, such as "I wonder if ..." can be very effective here.

**Empathy:** Placing ourselves in a place of empathy for all stakeholders is paramount to allow ourselves to feel what the other person must be feeling. This sense of compassion can enable us to carry and contain emotions for our children.

## **School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. We will explain to children how our 3 golden rules always apply and the importance of representing the school positively in the community. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parents and, on occasions, may request them to accompany their child on a visit.

## **Suspension or Exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible consequences, as detailed in the school's Behaviour and Relationships Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil: Physical assault against a pupil; Physical assault against an adult; Verbal abuse or threatening behaviour against a pupil; Verbal abuse or threatening behaviour against an adult; Use, or threat of use, of an offensive weapon or prohibited item; Bullying; Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse.

Pupils can be suspended on a fixed-period basis or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The school has the power to direct a pupil off-site to improve their behaviour.

The school takes the consequence of suspension extremely seriously and will make every effort to promote an improvement in a child's behaviour before this stage is reached. The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of poor behaviour, including how it affects a child's learning, the learning of their peers, and the health and safety of themselves and others.

## **Child on Child Abuse**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse. Our school recognises that children are vulnerable to, and capable of, abusing their peers. This includes verbal as well as physical abuse. Child on child will not be tolerated or passed off as part of "banter" or "part of growing up" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it

In cases where Child on child abuse is identified we will follow our child protection procedures, supporting all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and internet safety policy.

## **Physical Prompts**

Physical prompts are a very gentle way of using touch to support a child to make a good choice for example, redirecting a child's hands into their lap, putting an arm out to prompt them to stop running, guiding them in the right direction by placing a hand on their shoulder.

## **Use of Reasonable Force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical

contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force if a child displays behaviour that puts themselves, others or property at significant risk. In such circumstances, it may be necessary for staff to use a physical hold. This will only be used if de-escalation techniques have failed and will never be a first course of action. Several members of staff are 'Positive Handling' trained, so they know how to perform a hold in a way that protects themselves and the child. All incidents will be recorded and reported to parents.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching, Screening and Confiscation**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### **The Role of all Stakeholders**

Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other.

All stakeholders, which includes all staff, parents and governors, will work collaboratively together to ensure that the behaviour policy is implemented effectively using a relational approach. This will allow children to receive a consistent message about how to behave at home and at school using positive language. All adults, parents and members of staff have a responsibility towards supporting and modelling the expectations of behaviour for our children and building in opportunities to reflect on current practice.

Stakeholders will utilise the key principles of the relational approach to ensure consistency for all children. The main priority for all stakeholders will be to ensure that all children can feel safe, welcomed and have a sense of belonging at Woodcot.

In addition to the key stakeholders, the school may seek to involve outside agencies such as the Educational Psychology (EP) or Primary Behaviour Service (PBS) to support further in order to meet the needs of all children and adapt provision accordingly.

All staff have read and understood this behaviour and relationship policy and know how it should be implemented. All staff and governors know and understand their safeguarding responsibilities as set out in Keeping Children Safe in Education (KCSiE). Staff receive regular training and updates on behaviour management in line with our ethos of positive relationships and restorative practice.

### **The Role of Governors**

The governing board has overall responsibility for ensuring that this policy does not discriminate in any way. The governing board monitor and evaluate the implementation of the school's behaviour and relationship policy and review it regularly.