

The Woodhills Relationships and Behaviour Charter

Everyone Matters, Every Day Counts

Vision: A school where everyone is nurtured and empowered to be their best selves.

Article 29 of the UN Convention of the Rights of a Child:

"All children have the right to be the best they can be."

School Values : Respect, Reflect, Resilient

These values help us to be respectful, engaged and ready to learn

- Our ethos is to protect and relate to children, to encourage children to access their learning in a safe, nurturing and positive environment where all children, staff and parents respect and care for each other.
- Nurturing positive relationships built on trust, understanding and care will foster children's motivation and promote their learning, social and emotional development and academic achievement.
- We have high behaviour expectations which is essential for effective teaching and learning to take place.
- High self-esteem promotes positive behaviour, effective learning and meaningful relationships. The best results, in terms of promoting positive behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on negative behaviour.
- Through adults modelling positive behaviour, well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.
- Positive and supportive relationships with parents is a key factor in allowing children to achieve their full potential. We will work with families and other agencies to provide support where needed.

- Children are treated as individuals as their needs are different, this may appear unfair but is necessary to ensure each child receives the support they need.
- We will teach strategies to help children and staff regulate and bring down stress levels.
- We will ensure that time is given to children to reflect and repair upon behaviour that has been inappropriate or unacceptable to think about how it can be put right. This will take place with the adult who dealt with the unacceptable behaviour in the first place. This will allow the relationship between the child and adult to remain a positive one.

Implementation:

Respect	We respect ourselves, other people and the world around us
Reflect	We think about how we can make things better in how we learn and how we behave
Resilient	We keep on trying even when it is hard, knowing that the harder we try, the better we will be.

Implementation What do we do? Build positive relationships	<p>Building positive relationships is the main tool we will use to help children to develop in every area including behaviour. Positive relationships between children and staff are vital and when secure, behaviour around them will improve. All staff in the school will be expected to use different strategies to help build positive and nurturing relationships with children and consistent strategies in managing behaviour.</p> <p>Use mood meters to give children a non verbal way to express feelings</p> <p>Some children have had trauma in their lives, they may not have had an adult they can trust. Building positive relationships with these children is a priority and can take months.</p>
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<p>Implementation Strategies</p>	<ul style="list-style-type: none"> ● Consistent, relentless approach across the school ● Keep notes on individuals' hobbies/likes/out-of-school achievements to enable conversations ● Recognition boards ● Children with trauma in their lives will need extra time with staff. ● Meet and greet each morning ● Tapestry and Google Classrooms used to share photos of special moments and good news ● 1 to 1 support at certain trigger periods and transitions ● Small targets/steps ● Regular incentives - rewards system ● Calm Areas ● Teach calm strategies in PSHE and behaviour focus lessons ● Comfort toy - agreed with staff ● Safe holding/positive handling ● Extra breaks for physical activities ● Individual timetable ● Reduced timetable ● Own workspace ● Staff modify their own behaviour depending on the needs of the child ● Individual behaviour plan ● Scripts for use by staff - displayed on lanyards ● Teaching emotional vocabulary and labels for feelings to bring down stress levels ● Time for children to reflect on feelings, actions and alternative actions once calm and repair the relationship with the adult
<p>Implementation Consequences</p>	<ul style="list-style-type: none"> ● A poster clearly setting out the sanction steps ● Lose play ● Lose Golden time ● Apologise and repair the relationship

	<ul style="list-style-type: none"> ● Work taken home ● Mend or tidy (if property damaged) ● Temporary internal or external exclusion ● A poster with rewards ● Award assembly ● Positive verbal and non-verbal praise by staff and children
<p>Implementation</p> <p>Individual Plans</p>	<ul style="list-style-type: none"> ● All behaviour will be logged on the school behaviour log. ● Behaviour causing a safe-guarding concern will be logged on 'My Concern'. ● Some children will require an individual support plan and a personalised timetable. These will be discussed with SENCO, parents and the child.
<p>Implementation</p> <p>Communication</p>	<ul style="list-style-type: none"> ● Clear scripts for language to support and, enable and encourage positive behaviours ● Home school communication through Tapestry and Google classrooms ● Incidents logged on Behaviour tracker ● Incidents logged on My Concern with photos if appropriate ● Regular meetings with parent, child and teacher ● Poster clearly displayed showing steps of sanctions and rewards ● Children are taught the steps of restoring behaviour (reflection, apology, restore)
<p>Implementation</p> <p>Consistency</p>	<ul style="list-style-type: none"> ● To ensure a consistent approach to behaviour and to ensure expectations are clear all staff will follow the overview with examples of behaviour we may see and the expected sanctions. link here

Impact:

- Children, staff and parents are clear about expectations
- Children feel safe and secure and able to access their learning
- Children at risk of permanent exclusion able to remain in school
- Children on reduced timetables increase their time in school
- Reduction in the number of children at risk of internal or external exclusion

Staff	Pupils	Parents
<ol style="list-style-type: none"> 1. Model the values and ethos of the school 2. Model desired learning behaviours 3. Establish routines 4. Apply the behaviour policy consistently 5. Promote active participation 6. Reinforce effort and provide recognition 7. Promote a growth mindset 8. Staff and children to create class charter together about how we want to feel in the class <p>https://docs.google.com/document/d/1FnTwK_xHo43xddqCL2TyIwuCq3vp8-11G5Lqvw6tzw/edit</p>	<ol style="list-style-type: none"> 1. Pupils enact the values and ethos of the school 2. Pupils enact expected behaviour 3. Minimal time is wasted dealing with low-level disruption 4. Pupils can learn free from distraction 5. Pupils are engaged in thinking about key learning 6. Pupils link effort to achievement 7. Pupils are motivated to achieve 8. Follow their class charter and use this to reflect 	<ol style="list-style-type: none"> 1. Parents and staff work together to ensure high standards of education 2. All staff treat parents as they would like to be treated and vice versa (kindness, respect, understanding) 3. Staff make links to build trusted respectful relationships (phone, catch at the gate, share anecdotes from the day,) 4. Communicate clearly with each other and the children.

Rewards:

We believe in focusing and encouraging good behaviour and the feeling this brings and the relationships it builds.

We have a variety way of celebrating success - see appendix 2

APPENDIX

Appendix 1: Behaviour and sanctions flow chart:

[Colehill](#) [Hayeswood](#)

Appendix 2: Calm Down Strategies

- Deep breaths - rocket breaths, smell the flowers blow out the candle, teddy on tummy
- Calm down area in the classroom/just outside classroom with Tiny Turtle (KS1) - stay in there for no longer than 5 minutes.
- Calm down thermometer: Think 'stop' - take 3 deep breaths - stay cool.
- Blow a feather across the room.
- Sensory room
- Sensory breaks with adult supervision
- Mindfulness colouring
- Cosmic yoga
- If in the hall child can choose to sit outside the hall or somewhere else in the school in sight of staff
- If outside sit in a place of child's choice within sight of staff to practice calm-down strategies
- Sand or water play
- Bubble breaths
- Also, see poster [link](#)

Appendix 2: rewards Poster

[Hayeswood and Colehill](#)

Appendix 3

Mood Metre Step 1

Pleasant feeling





Unpleasant feeling

Step 2-

Pleasant feeling







Y	Sad 	Angry 	G Y
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Unpleasant feeling

Step 3

Pleasant feeling

L O W E N E R G Y	Calm Thoughtful Content Peaceful 	Happy Energised Motivated Hopeful 	H I G H E N E R G Y
	Sad Lonely Discouraged Bored 	Angry Frustrated Worried Restless 	

Unpleasant feeling

Step 4

Pleasant feeling

L O W	Serene fulfilled Calm Balanced	Lively Upbeat Excited Ecstatic	H I G H
	Easygoing Chill Thoughtful Content	Enthusiastic Energised Inspired Hyper	
	Satisfied Grateful Tranquil Relaxed	Motivated Surprised Focused Pleasant	
	Comfy Complacent Peaceful Mellow	Joyful Blissful Hopeful Happy	

E N E R G Y	Sad Lonely Tired Bored	Tense Nervous Restless Troubled	E N E R G Y
	Exhausted Drained Apathetic Down	Peeved Worried Frighted Uneasy	
	Pessimistic Concerned Glum Spent	Frustrated Stressed Irritated Angry	
	Discouraged Spent Alienated Low	Stunned Annoyed Panicked Furious	

Unpleasant feeling

Appendix 4: Safe holding/positive handling

Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 5

Emotional support flow chart - when more support is needed

[Pastoral Support Flow Chart.docx](#)

Appendix 6

Scripts

Expectations

- Model and value these as part of daily practice
- Recognition boards, Mood boards being used extensively
- Eyes on the adult leading the session (tracking)
- Share positive messages home (note, sticker, phonecall email)
- Peer recognition to be encouraged
- Clear expectations in all of school life
- Known predictable routines

- Allow children time - to think, return to learning, to calm, to restore

Morning:

- Meet and greet each child as they enter the playground/classroom, verbally with a smile, handshake or greeting of choice
- Register greeting (different language, share feeling)

Assembly

- Proud walking (stand tall, chest out, shoulders back and DOWN not up around the ears!)
- Track the adult who is talking
- Super sitting

Around school:

- Proud walking
- Waiting for others
- Greeting others

Playtimes:

- All helping to tidy
- Quiet lining up

General language:

- What is on your mind/
- I can see you are very angry/upset. I'm wondering if
- I think you might be upset by what happened earlier with the lego/break/sand etc and now you feel angry because you think no one listened to you. Have I got that right?
- First, then
- Now, next
- Praise the effort

- Say what you want to see, Say the child's name (to get their attention) state the behaviour you want to see and then say thank you. le Michael, I would like to see your hand up if you have a question, Thank you. (this assumes the behaviour is going to happen rather than saying please at the start)
- State your expectations and walk away (avoid getting into a discussion about it) State your expectations and then walk away. Don't get into a discussion about it. Everything about you should be saying I'm expecting this to happen not I'm hoping this will happen. Be assertive even if you don't feel it. Be brave, walk away (keeping the child in sight, sometimes may be necessary to say I can see you need one more minute to calm down or to reflect and then you need to come back into the class/building etc I'll be in there waiting for you.
- Match the rage! This can shock them out of the moment and then you can laugh together this regulates child again
- How can we sort this together?
- You can turn this around
- You can turn this around
- I believe in you, I care, I am listening, you have got this, I'll be there for you
- Tell me your worries. Let me help you.
- I've noticed you struggling today. How can I help?
- You're stronger than you know. You've got this.
- That sounds really hard. I'm here to listen
- Let's break it down into small steps

Redirecting behaviour

- Nudge, warning and a minute, script and 2 minutes of teacher time at end of the session
- What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How do we do things differently in the future?
- What was unusual about today's lesson? Why do you think things went wrong? What would make it easier for us to work together/Who could help us with the next steps? If you had the lesson again, what would you change? P74