



HEADLANDS PRIMARY SCHOOL

WOODLANDS BEHAVIOUR AND RELATIONSHIPS



Date Reviewed (Annual):	April 2023
Reviewed by:	Darren Smith, Head Teacher
Date approved by the Local Governing Body:	06.07.23
Chair of Governor's signature:	
Renewal Date:	April 2024

Woodlands Relationships Policy

History of Changes

- May 2021 - Policy written by Karen Smith
- April 2022 - Minor amendments made by Karen Smith
- April 2023 - Reviewed by Sophie Moore, Woodlands Unit Lead - minor amendments made to the Reporting and Recording section

Woodlands Relationships Policy

This policy should be read alongside other school policies, particularly Safeguarding, Inclusion, Anti-Bullying, Physical intervention and Exclusions.

Introduction

At Headlands Primary School we hold an unconditional positive regard for our children and have high expectations of everyone in our school. We strive to be a safe, happy and successful community where individuals are welcomed, accepted and valued.

We want to create visible positive consistency between adults. Visible consistency with visible kindness allows exceptional behaviour to flourish and impacts positively on learning and success in all areas of the curriculum and school life. A focus on building positive relationships between staff and children builds self-esteem, trust and increases confidence.

All staff in school are good role models to the children and to each other. Staff at Headlands Primary School share an understanding of the language, non-verbal communication, and consistent procedures we use to interact with our children, building positive relationships.

In Woodlands we strive to create a warm, happy, and positive environment where everyone is valued. All staff in Woodlands understand how effective the TEACCH approach is in supporting children with communication and interaction difficulties. This approach supports building positive relationships by using visuals to communicate with the children.

Aims

- to make clear the ethos and expectations of building relationships
- to ensure consistency of the approach to building relationships
- to provide guidance on the systems and processes used to build relationships

Woodlands Values

Our Woodlands CISS values underpin everything we do.

 <p>Communication</p>	<p>To be confident communicators in their own form of communication.</p>	 <p>Social interaction</p>	<p>To be confident to engage in social interaction using the social skills they have learnt and developed in their own unique way.</p>
 <p>Independent</p>	<p>To be as independent as possible and have self-help skills for learning and life.</p>	 <p>Success</p>	<p>To be happy and confident individuals who access and learn from an enriched curriculum that meets their needs.</p>
 <p>Inclusion</p>	<p>To experience opportunities that develop a strong sense of belonging whilst embracing diversity and individuality.</p>		

Strategies to develop positive relationships



In Woodlands we value our relationships with both parents and children. We have an open-door policy where we take the time to talk to parents daily to build positive relationships and offer support when needed.

Having small class sizes enables us to get to know our children well. All children have a **one-page profile** which is updated regularly and ensures all staff know what is important to the children and how best to connect with them.

Class Teams work closely together with a solution focused approach, using the children's strengths and interests and keeping the children at the forefront of our approach.

Developing Self-regulation



We want all our children to leave us with the skills to recognise their emotions and have strategies to use to self-regulate. We use a range of techniques to support the children with this throughout our provision.

Heartbeat tap

A simple method, where children are taught to tap their body with a rhythmic tap which regulates their heartbeat. Children go on to learn how to do this their peers too which develops empathy for each other.

Green square/beanbag

This is a place where children can go to, or be directed to, to allow them to have some quiet time to regulate or co-regulate with an adult. A variety of visuals are used to support this.

Movement breaks

Across Woodlands we use movement breaks both when we recognise the signs that a child needs a break, and as part of an individual plan. All children have access to the movement corridor throughout the day. Movement breaks are also taken outside using the equipment available too.

Sensory Room

All children have access to this space. It is used both as a quiet and calm space and to promote interaction with the children too.

Sensory Diets

We have an Occupational Therapist that visits every term. Some children have individual sensory diets that support their self-regulation.

Woodlands Rules



In every class they are set of simple visual rules that are explained daily as part of the children's morning routine. These are our **good rules** and **oh dear** rules. We believe our children flourish by making clear what is expected of them, and which behaviours are acceptable and not acceptable.

Rewards



We endeavour to create a climate which has a positive effect on the children's learning and behaviour. We believe that it is important to celebrate children's successes/achievements as this will nurture their self-esteem, motivate, and encourage positive behaviour.

Rewards include:

- ✓ Positive praise, smile, nod, wink, high five
- ✓ Stickers
- ✓ Sharing work with the class
- ✓ Star of the week
- ✓ Friend of the week
- ✓ CISS Certificates
- ✓ Visit to Woodlands Lead/preferred adult to share work/achievement
- ✓ WOW Work displays/displaying children's work
- ✓ Phone call/email home to share positive achievements
- ✓ Individualised reward/token charts
- ✓ Assemblies are used as opportunity for celebration

We use a **Rainbow** Sticker Chart system which is used across Woodlands, starting in Hedgehogs Class. The children work their way through – red, yellow, pink, green, purple, orange, and blue sticker charts. The children are given stickers for a range of things including demonstrating the CISS Values.

Consequences

We do not believe in the concept of punishment, because it focusses the child's mind on the punishment, rather than what she/he did. This frequently leads to children feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. It is important for our children to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the child. We use social stories to support the children in understanding rules and social behaviour.

Behaviour	Consequence
Hurting another child	Remind the child of our 'good' rules and our 'oh dear' rules. Follow child's individual proactive support plan. Child to be encouraged to communicate sorry (visual, words, writing)
Dysregulated behaviour	Follow child's individual proactive support plan and ensure disruption is kept to a minimum. Support the child to self-regulate and when calm rejoin the learning and praise for making a good choice.
Throwing items/equipment	Child to collect items thrown and be supported to handle/put them down/pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary.

Reporting and Recording

ABC charts are used to track a child's behaviour. Through monitoring and recording the child's experience, behaviours and responses useful information is gathered and analysed to plan strategies and support the child. When children's behaviour is dysregulated a proactive behaviour support plan is written which outlines approaches and strategies to be used. The purpose of the plan is to provide all those involved with the children the preferred communication and strategies to be used. These are shared with parents and updated as part of the annual review process. Serious incidents of behaviour and / or changes in a child's behaviour are recorded on Arbor.

Staff in Woodlands are Team Teach trained and are skilled in using a range of de-escalation techniques, as well as being able to use a physical intervention as a last resort, if needed. All incidents of behaviour requiring physical intervention are recorded on a serious incident form and then in the Bound and Numbered book. Parents/carers are informed on the same day as the incident. All incidents of behaviour involving a physical intervention are recorded in the bound and numbered book. These are closely monitored and advice and support given to the class team to minimize incidents of behaviour requiring physical intervention – see *Physical intervention policy*.

Monitoring and review

This policy will be reviewed annually.