



WOODTHORPE INFANT SCHOOL
Positive Relationships and Behaviour Policy

Updated September 2025

Signed: E Bowler (Head Teacher)

Signed: L Kay (Chair of C & P Committee)

1. Introduction

Woodthorpe Infant School supports children to develop good interpersonal skills and learning behaviours, which improves their self-esteem and maximises their learning opportunities. Children are encouraged to develop awareness of their own behaviour and how this impacts others through a restorative approach to relationships, which promotes children's inner, 'intrinsic' motivation to choose to do the right thing for its own sake, rather than due to fear of punishment. We develop the skills of open and honest communication, showing respect to others, and reflecting on and taking responsibility for our own actions, so that the children learn to independently make good behaviour choices. Positive behaviour and interactions are consistently modelled by staff, who are sensitive to the needs of individual children who may for any reason require additional support to achieve this.

2. Aims of this Policy

- To develop children's intrinsic motivation to make good behavioural choices.
- To encourage them to show respect for others, and to reflect on and take responsibility for their actions.
- To prevent bullying in any form.
- To create a safe and happy community in which everyone can learn effectively.
- To establish and maintain a consistent and fair approach to the management of behaviour.

3. Our School Expectations: Be Kind, Be Brave, Be Happy

Our school expectation is that everyone in our school community will **be kind, be brave, be happy**. These expectations are reinforced throughout the school day and form the basis of our approach to positive relationships and behaviour.

4. The Woodthorpe Infant School (WIS) Way: being a good learner and behaving appropriately

Learning is not just about academic progress; it is also about learning to behave appropriately and to show consideration for others. To help the children with this, we encourage them all to behave in the 'WIS way'. The WIS way means to have a Growth Mindset, doing their best to demonstrate the following learning powers both with their academic work and in their behaviour:

- **Reflectiveness:** This means that you learn from experience and what has happened before; make careful decisions, consider your behaviour choices and think about learning.
- **Respect:** This means being positive and encouraging; being fair and supportive; knowing that everyone has a right to their ideas, to work, learn, develop their

potential and to feel safe no matter who they are, what they look like and what their talents and skills are.

- **Reciprocity:** This is helpfulness and teamwork; taking turns and allowing others to try; doing something good back when someone is good to you.
- **Resilience:** This means sticking at it; being positive; practising and setting targets even when things are tricky; developing friendships or new skills; staying calm; being safe and trying your best; taking responsibility for your actions; understanding that challenge is good and mistakes are a good thing for learning, and never giving up.
- **Resourcefulness:** This means knowing what to do and who can help when you get stuck; developing independence; making thoughtful decisions with good reasons and having interesting ideas.

We use this vocabulary with the children throughout the school day so that they understand what their learning powers are and how their learning powers help them to improve.

5. Responsibilities

Promoting positive behaviour is the responsibility of the entire school community.

- The **Governing body** reviews the Positive Behaviour and Relationships policy annually to ensure that practices are appropriate, conform to all statutory guidance and ensure the safeguarding, welfare and equality of all pupils.
- The **Head Teacher** ensures that a clear, consistent policy is implemented and shared with the school community; provides training and support for staff; engages with pupils to support them with their behaviour; and ensures that appropriate recording and exclusion procedures are carried out.
- **Staff** provide a strong model of appropriate behaviour to form positive relationships with children and parents; create a safe, secure and stimulating learning environment, in which rewards, restorative practices and sanctions are used consistently and fairly; show sensitivity and provide support for children with additional needs; and keep records which are shared with parents and/or the Head Teacher when necessary.
- **Children** are expected to do their best to behave in the WIS way and take responsibility for their actions, including engaging in discussions about how they can repair the situation if they have made the wrong choice.
- **Parents** are expected to show an interest in their child's school life and support learning at home; encourage their children to behave appropriately, including helping their child to reflect on their behaviour and any changes they need to make; and develop supportive relationships with the school, informing school of any concerns, and not take issues up with other parents directly nor publicise them on social media.

6. Promoting Good Behaviour and Preventing Poor Behaviour

All members of staff share responsibility for supporting with behaviour management, and other staff and volunteers should report positive and negative behaviour to a teacher or the Head Teacher.

6.1 Promoting Positive Relationships

Each class has a daily circle time where each child is encouraged to participate, share their feelings and discuss any concerns they may have and obtain any support they may need. If a child has a difficulty, they may choose a friend to support them until they feel more confident. If appropriate, problems within a group or class may be discussed, and the children are encouraged to think about how problems could be resolved.

Circle time teaches children that they are all valued members of our school and helps them to understand they have the right to be heard and the responsibility to listen to others. This is the basis of forming positive relationships amongst children and adults within school.

6.2 Rewards

Primarily, children receive frequent praise for making good choices and acting appropriately. Children's names are used, and the comment will be specific and where appropriate, linked to our expectations or learning powers, so the child is clear about what they have done well. As well as verbal praise, the children receive rewards in the form of stickers and or through Class Dojo points (linked to our learning powers). When children get a Class Dojo point, parents receive a notification.

Children may also be invited to share their achievements with other classes or members of staff including the Head Teacher. Children are also given opportunities to take on responsible ambassador roles whilst at WIS. These roles help raise their self-esteem and promote good behaviour, peer support and co-operation.

6.3 Consequences

When a child makes the wrong behaviour choice, we believe that a restorative approach is more effective than a punishment to ensure the child understands why their behaviour was inappropriate and to encourage them to take responsibility for changing this in the future. All staff have received training in restorative approaches, and will have a structured conversation with those involved, using neutral, non-judgemental questions that allow the children to reflect on their behaviour,

empathise with those affected and take responsibility for how they will repair the situation.

Questions used may include:

- What happened?
- What were you feeling/thinking at the time? What about now?
- Who has been affected by what happened? How have they been affected?
- What needs to happen to put this right?
- What would you do differently next time?

Depending on the severity of the incident, this may take the form of an informal chat that happens immediately, or later in the day once the children have had time to calm down and reflect. For severe or complex incidents, a more formal conversation will take place later in the day to give an opportunity for the adult conducting the conversation to support and prepare the children involved.

As a result of the conversation, appropriate consequences may be agreed between the individuals involved. This would generally take the form of a 'sorry action' that helps to repair the relationship between the children affected. This might include missing some playtime, writing a letter or card, or agreeing an improvement that will be made in the future if the issue were to occur again. Staff and/or peer support will then be provided to help the children move on from the situation.

In very serious cases, for example, severe incidents of violence or bullying, a formal conference would be held. A trained member of staff will conduct these conferences and parents/carers would be invited to attend.

Appendix 1 illustrates how this process is followed in school.

6.4 Extreme or violent behaviour

Members of paid staff may use reasonable force, if necessary, to keep themselves and others safe, or to search for dangerous items, which may be confiscated or disposed of as appropriate. Corporal punishment is illegal in all circumstances.

Incidents of serious violent behaviour towards staff will be followed up by a member of the senior leadership team (SLT) and a telephone call will be made to parents/carers to inform them of such incidents.

For children who display violent behaviour when dysregulated, an individual behaviour plan and risk assessment will be put in place. This will detail strategies to support the child with their emotional regulation as well as individual actions and responses to unwanted behaviour. They will also receive regular 'attachment time' with the members of staff they work closely with, such as their teacher and teaching assistant. Any incidents of extreme or violent behaviour will be followed up with some 're-integration time' – this is adult-led supported time with those affected by the child's behaviour to repair the relationships of those involved.

Exclusion is exceptional and rare and would be the consequence of extreme behaviours. If exclusion is necessary, the Head Teacher will contact the pupil's parents/carers and the Chair of Governors and follow the Local Authority procedures published on their website.

School welcomes the support of external professionals to support individuals with their behaviour, which may include medical, psychological, child and mental health professionals. Such support will always be sought with parental agreement.

6.5 Bullying

Please refer to our Anti-Bullying Policy for the school's processes and response to any bullying incidents.

7. Record keeping and informing parents

Staff keep records of significant behaviours and consequences, which are reviewed frequently by the leadership team.

Teachers speak to parents when appropriate to discuss behaviours and strategies. However, every child has a right to learn from their mistakes and improve so parents/carers might not initially be involved depending on the frequency and severity of the behaviour. Parents would be involved at a proportional level; for example, on the day if they had bitten or sworn but not if there had been a playground fallout or scuffle, unless it was part of an emerging pattern. Parents/carers are urged to contact their child's class teacher if they have any concerns and the Head Teacher may become involved when necessary.

Due to the ages of the children, the school cannot accept responsibility for the children's behaviour outside of school, unless it is directly witnessed by a member of staff or has associations which impact in school, such as bullying.

Appendix 1: Response to Inappropriate Behaviour

1st Incident of inappropriate behaviour – verbal reminder

Reminder given in a positive manner, directing them towards positive behaviour.

2nd Incident of inappropriate behaviour – verbal reminder

Reminder given in a positive manner, directing them towards positive behaviour.
May include reminder of the WIS way/reference to the learning power they need to focus on

Aim: for the child to choose to improve their behaviour

Class circles, check in/outs
Discussion/reminders of the WIS way
Children may choose to have a friend to support them

3rd Incident of inappropriate behaviour, or immediately if another child is upset

If needed, some thinking time to calm down and reflect
Informal chat with member of staff (if another child is affected, this will involve both children)
Sorry action if appropriate

Aim: To take responsibility, acknowledge harm and choose their next steps.

Class circles, check in/outs
Issues may be discussed if appropriate
Children praised for making good choices

Continued inappropriate behaviour or more serious incident e.g. violence

Some thinking time to calm down, reflect and prepare for discussion
Restorative formal chat with an adult.
Sorry action

Aim: To take responsibility, acknowledge harm, choose their next steps and change behaviour in future.

Follow up support provided e.g. adults or children might check in with the children involved to see how they are feeling afterwards

Failure to change behaviour/breaking agreement or serious misbehaviour e.g. bullying, persistent violence ***Send to Deputy/Head Teacher***

Parents/carers to be called in to school for fully prepared restorative conference
Restorative agreement to be made with pupil with support from parents