



The Schools of Woolton Hill

Positive Relationships Policy (formally Behaviour Policy)

October 2026

Reviewed by Paul Davies

Approved by Governing Body: October 2026

Next Review: October 2027



Governing Body Guiding Principles

It is the duty of the Governing body to:

- a. Provide written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils
- b. To notify the head teacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

In creating a guiding set of principles, we have taken consideration and advice from the following documents:

Behaviour and Discipline in schools Guidance for Governing Bodies

Use of Reasonable Force – advice for head teachers, staff and governing bodies:
December 2025

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and discipline in schools Advice for headteachers and school staff (February 2024)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Guiding Principles

- Promote positive behaviour for children to create the best environment for learning.
- Promote high levels of expectation for behaviour by all members of the school community both on and off site when identifiable as a pupil of the school.
- Governors expect the staff to adhere to the standards of conduct within the Teachers standards to the highest level.
- Follow the Hampshire procedures for misconduct.
- Governors Principles are underpinned by their obligation to promote the welfare of children in accordance with the Education Act 2011
- The Governing body support the application of the process of suspension
- The Governors support the school policy on the use reasonable force. This will help ensure that staff can be confident of the governing body's support if they follow that guidance.

Introduction

Jesus said **“Let your light shine”**, Matthew 5.

Jesus encouraged all his children to live life in all its' fullness and to let their light shine. We encourage our children to shine in God's world, by living out the Christian values of wisdom, courage and respect, now and in their future. We nurture an irresistible love of learning and our children enjoy learning about themselves, about others and the world which we are guardians of.

This policy is a statement of the aims and strategies for ensuring positive relationships between children, adults in the school, parents and other members of the wider school community.

It is a primary aim of our Federation that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on the Christian ethos of mutual trust and respect for all. This policy is designed to explain how we encourage pupils to behave with integrity and co-operate consistently well with each other, so as all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At The Woolton Hill Schools, we believe that the Federation has a responsibility to promote the spiritual, cultural, moral, emotional and physical development of the children. We believe that as a community we have a responsibility to lay firm foundations on which our children can build and learn, enabling them to eventually participate and contribute to the wider society.

It is our belief that an effective policy is one that nurtures children towards self-belief, high self-esteem and self-discipline this is nurtured through developing positive relationships and high expectations for behaviour.

The success of the policy is dependent on the involvement and commitment of all members of the community. All staff are responsible for building positive relationships and for ensuring fair and consistent implementation of the policy.

Aims:

- To ensure that all members of the school community are treated fairly and with respect.
- To follow a consistent whole school policy, rooted in our core values of wisdom, courage and respect.
- To ensure the development of the whole child, supporting them to build a sense of community, through a values led approach.
- To apply the policy in a nurturing, safe ethos, enabling effective teaching and learning to take place for all children.
- To recognise good behaviour consistently and in an age-appropriate way.
- Ensure that children are supported in thinking about how their behaviour affects others

and learn from this.

Our core Christian values of Wisdom, Courage and Respect underpin everything we do. Our school rules and class charters are framed around these values.

Wisdom:

At the Schools of Woolton Hill we believe that wisdom comes from God and that this value helps us to contribute to the world around us. Through our value of wisdom, we learn the ability to use knowledge, understanding, experience, common sense and insight to make sound decisions and sensible judgements.

"For the Lord gives wisdom, from His mouth come knowledge & understanding."

Proverbs 2:6

Courage:

At the Schools of Woolton Hill we believe that courage is a life-long process of challenging ourselves to be the best we can be – even when this becomes hard. Through our value of courage, we learn to stick to a task even when it is difficult. We stand up for our beliefs and what we believe is right. We are brave to say 'no', even when others are not.

"Be strong & courageous, do not be frightened, for the Lord your God is with you wherever we go."

Joshua 1:9

Respect:

At the Schools of Woolton Hill we believe that we must show respect towards each other as everyone's contribution is important and everyone's feelings should be considered. Through our value of respect, we learn to appreciate and celebrate difference. We develop a respect for everyone and everything on our planet so together we can all share and enjoy our precious world.

"Treat others as you would want them to treat you."

Matthews Gospel 7:12

Restorative Practice and Emotion Coaching

As a Church school, we use Restorative Practice approaches to help improve behaviour choices and continue to build our sense of community.

This is a way:

- To help resolve a disagreement and repair relationships.
- To understand how actions and words make another person feel.
- To find a fair and just way to get along.
- To seek a way of stopping the same thing from happening again.

Sometimes calming down time and space is needed before people are ready to talk. If there is a disagreement between members of the school, then they will be asked and supported to follow steps to resolve the disagreement.

Occasionally, questions will be asked to children individually and responses shared with the children separately. Adults will listen to each person who has concerns by asking them a set list of questions.

Restorative Practice Questions:

What happened? Each person shares their side of the story without interrupting each other.

What were you thinking/feeling at the time? Each person shares their thoughts/feelings without interrupting each other.

Who has been affected by this and how? Talk about the other children and adults involved and how they might be feeling.

What do you need to do to make things better? Each person shares what they think should happen and come to an agreement.

**These questions can be adapted as required to support children of different stages, using a visual debrief prompt as required.*

To ensure that those who have been making poor choices can be held accountable they will be expected to take responsibility for their actions. The consequences, as outlines in this policy, will be followed. As part of our Christian ethos, we will encourage children to apologise for wrong doing and we will also ask whether the wronged person can forgive the person who have caused upset.

Staff draw on training in Emotional Coaching to support children to use moments of heightened emotion and resulting behaviour to guide and teach a child about a more effective response. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

Our Federation Code of Conduct

Across our Federation, we have a very simple set of rules (ABC):

- We accept that instructions must be followed (Accept)
- We behave in a polite and respectful way (Behave)
- We care for everyone and everything (Care)

We believe that behaviour is a form of communication, this helps everyone to see that behaviour is a communication of an emotional need (whether conscious or unconscious). Keeping this in mind helps us to respond accordingly with non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Our ethos is built on the foundations of positive relationships. We believe that children need to be taught expected behaviours through a consistent approach and adults acting as role models. It is our belief that behaviour can be changed or re-learned. We aim to teach children how to be considerate and self-disciplined individuals. Reinforcing positive behaviours through our teaching and through recognition, and when appropriate applying consequences according to our graduated approach (see below) is an important part of our approach.

Recognition

Used consistently and fairly throughout the Federation; staff praise and recognise good behaviour choices, acts of kindness, good effort with learning and for displaying our school values as well as our Life Learning behaviours of resilience, focus, boundaries, independence, and self-regulation. We chose to recognise rather than reward as we believe children should want to do these behaviours for the good feeling it gives them and the intrinsic knowledge that it is the right way to behaviour not just to receive a reward.

Recognition is offered by staff and children, in leadership roles, in many different ways which are age appropriate to the children. Recognition could be:

- Verbal praise
- Showing their learning to another member of staff
- Stickers given out in class
- A House Point for your House Team (1 as a time and reason given)
- Taking their learning to show a member of the Senior Leadership Team (SLT)
- Learning being submitted for Presentation Pals (Juniors only)
- Star Award Certificates in Celebration Assembly
- Life Learning Certificates in Celebration Assembly
- Write up in the school Newsletter or blog post on the website

Each class teaching team have some autonomy for example to decide if the school wide system of House Points will be given with balls in a jar, tally marks on a board or electronically

with Dojo points. House Points are totally weekly and the results shared in Celebration Assembly. Each half term the winning team is recognised with a non-uniform day. Yearly winners are also calculated and shared.

Teachers can also organise a whole class reward system for the class collectively working together well. This can be determined by the teacher (to meet the needs and interest of their own class). They have autonomy to decide how these class points are collected and how success is recognised (max total of 1 hour of recognition time per half term, no toys or sweets as rewards).

Consequences

At the Schools of Woolton Hill we do not tolerate unkind hands, feet or inappropriate language or actions. If a child deliberately uses unkind hands and feet, or inappropriate language or actions or another child is physically hurt by these actions then parents will be contacted as soon as possible either by their child's class teacher or member of SLT. Consequences for physically hurting another child deliberately start at Stage 3 on the table below. Children are responsible for their own behaviour therefore consequences are a result of a choice a child has made. Where applicable, before a consequence is given a child must be given the opportunity to turn their behaviour around using the language of choices. However, there may be occasions when the behaviour displayed results in an immediate consequence.

All behaviour incidents are recorded internally (on Arbor within 24 hours of an incident), this enables information to be stored securely in accordance with the data protection laws. Behaviour incidents are regularly monitored by the SLT so that patterns and/or triggers may be identified and appropriate actions taken.

When issuing consequences, we begin by using the Restorative Practice Questions and this three-step approach to consequences:

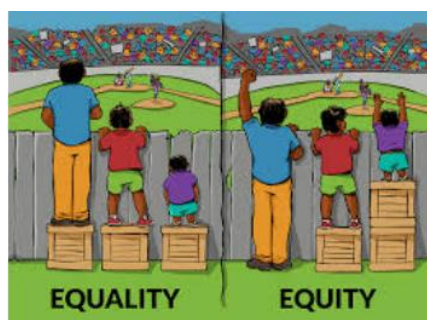
- Related – being clear about why we are doing this
- Respectful – it is being done to help the child; not as a punishment
- Reasonable – the consequence must be proportionate to the behaviour

	WHJS	St Thomas'
Stage 1	Verbal reminder	Verbal reminder
Stage 2	Verbal warning <i>If you choose to then you are choosing to ...</i> <i>I understand you are feeling...but...</i>	Verbal warning <i>If you choose to then you are choosing to ...</i> <i>I understand you are feeling...but...</i>

Stage 3	Timeout from playtime (differentiated – to a maximum of 15 minutes) Parents informed	Timeout from playtime (differentiated – to a maximum of 7 minutes) Parents informed
Stage 4	Individualised plan (SLT/EHT) Learning away from their class for a period of time Parents informed	Individualised plan (SLT/EHT) Learning away from their class for a period of time Parents informed

Individual Pupil Needs

The School of Woolton Hill recognise that pupils have individual needs, some children may need extrinsic motivation to support them to make and learn about good choices. This may be age related, or because of specific learning needs. As stated in the Equality Act (2010), *'provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim'.*



Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aim to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Whilst we seek to apply the above system of recognition and consequence fairly and consistently, for some children the above approach is not appropriate and will not work. Where children have identified needs around their behaviour the Federation will put in place an Individual Behaviour/Regulation Plan (IBP) that follows the graduated approach to behaviour management as set out in Appendix 2.

Our Attachment and Trauma Aware training promotes a resilience and evidence-based model that provides a framework for supporting children to focus on positive interactions and develop positive relationships that shape behaviour. This is summarised by the acronym **PACE** (created by Dan Hughes):

PLAYFULNESS is about creating an atmosphere of interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept their feelings, thoughts and perceptions that are underneath the outward behaviour. Accepting a child makes them feel secure and safe.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets

the child know that the adults understand. Without judgement.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Responsibilities

It is the responsibility of the child to:

- Work hard and to the best of their ability
- Show a desire to achieve and respect others.
- Use time wisely
- Talk to each other politely and in a courteous manner.
- Demonstrate quiet, orderly behaviour around the school.
- Accept responsibility for personal behaviour and to apologise when necessary.
- Show respect, care and kindness for others
- Show respect and care of belongings and surroundings.
- Respond appropriately to any adult
- On the playground have fun but play safely and sensibly respecting others games and space.
- Avoid arguments and fights so that there is no rough behaviour, fighting, kicking, punching, name calling and refer to an adult for their help if necessary

It is the responsibility of staff to:

- Build positive relationships with all children.
- Being positive role models for pupils to follow and ensuring that they are fully aware of the behaviour that is expected in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it
- Establishing and maintaining high expectations at all times and praising when expectations are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner.
- Consistently promoting positive social behaviour: "treat others as we would like to be treated"
- Facilitate learning about relationships and behaviour
- Try different approaches to meet the needs of individual children (using an assess, plan, do approach).

It is the responsibility of parents to:

- Recognise the need for a good partnership with school and engage in two-way conversation with their child's class teacher.
- Reinforce the school's values of Wisdom, Courage and Respect.
- Attend Parents' Consultations.
- Support their child in following the school Code of Conduct (ABC).
- Understand that effective learning cannot occur without good behaviour, and supporting this.

It is the responsibility of senior leaders and the Governors to:

- Create a positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Support staff to develop positive relationships with children and other adults in school.
- Promote the use of recognition and consequences systems which promote good behaviour ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all.
- Ensure regular and clear communication with parents/carers about the role they are expected to play in the development of their child's behaviour at school. Regularity depending on need.
- Develop effective monitoring and review of behaviour throughout the school.
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Ensure regular training on a whole school basis and for individuals.

Bullying

Bullying is not tolerated in any way, shape or form across the Schools of Woolton Hill.

In most definitions of bullying there are three key characteristics. These are that bullying is:

1. ongoing (it is not the same as conflict between two equals or random unprovoked aggressive acts);
2. deliberate;
3. unequal – it involves a power imbalance (this can result from size, number, higher status, or as a result of having access to limited resources).

The range of behaviour that is unacceptable and constitutes bullying is as follows:

- Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional – tormenting, threatening ridicule, humiliation, suspension from groups or activities
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments.
- Religious – abusive comments, ridicule, suspension, taunts.

As far as is reasonably practical the structures and procedures embedded in this policy prevent bullying. However, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

When a disclosure is made it is always treated seriously.

Children who are being bullied at school will not always be prepared to tell those in authority. For those children unable to inform staff about their problem, observations regarding specific behaviour patterns should ensure it is picked up.

All staff use their knowledge of the children to identify changes in their behaviour that might indicate bullying, and report any suspicion of bullying to a senior member of staff. Children are encouraged to be open with their parents who can then pass on concerns to the school.

Major breaches of discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premise without permission, verbal abuse, misuse of illegal drugs/other substances, carrying an offensive weapon, arson, refusal to work and sustained disruptive behaviour. This type of behaviour is rare. This is not an exhaustive list and there may be other situations where the Executive Headteacher makes the judgement that suspension is appropriate.

Parents have the right to appeal the Governing Body against any decision to exclude.

Our procedures for managing major breaches of discipline:

1. Withdrawal with a member of SLT to be away from the classroom for a fixed period, if appropriate.
2. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
3. The writing of, or review of, an Individual Behaviour Plan (IBP).
4. Adaptations made to timetable, provision and playtimes, as appropriate.
5. Referrals to support agencies as appropriate.

If behaviours are severe and reoccurring, then temporary permanent suspension procedures are implemented in line with the County procedures. Suspension is an extreme sanction and only the Executive Headteacher, or nominated teacher in the Head's absence, may exclude for a fixed period or on a permanent basis. In most cases, a fixed term suspension will be used.

When a decision is taken to suspend a child:

- the parent/guardian of the child is informed immediately (by telephone or in person) and told of the period of suspension, the reason for suspension, that representation can be made to the governing body about the suspension and the way in which that representation can be made;
- the Executive Headteacher writes to the parent within one school day of the decision confirming all the above information and including details for the continuing education of

- the child (setting and marking of work) and the right of the parent to see the child's school record;
- the governing body and LEA are informed immediately (NB when the suspension is for more than five school days in any one term this is a legal requirement);

The responsibilities of the governing body are laid out in "The School Standards and Framework Act 1998" and these are adhered to in cases of suspension. The following links are also useful.

<https://www.gov.uk/government/publications/school-suspension>

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/suspension>

Intervention

At The Schools of Woolton Hill we will follow DFE – Restrictive Interventions – Including the use of reasonable force Advice for Headteachers Staff and Governors

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At The Schools of Woolton Hill De-escalation of a situation is always the first strategy:

- Remain Calm
- Ensure the SLT is informed and that additional adults can attend
- Remove the rest of the class from the situation
- Talk calmly to the child – listen to responses
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Conduct outside the school gate

When undertaking a school visit, this policy will be applied. When children are in uniform, travelling to and from school, the same high standards of conduct are expected, this policy will apply in all cases.

Screening, searching and confiscation

The EHT, and staff authorised by them, have a statutory power to search children or their possessions without consent where they suspect a child has certain prohibited items, Staff can confiscate any item they consider harmful or detrimental to school discipline (DfE 0056-2011).

Appendix 1: SLT Referral

Behaviours dealt with through 'Stepped Consequences'	Referral to SLT
Leaving the classroom – phone parents Refusal to co-operate Ignoring instructions Not coming when asked Not stopping when asked Inappropriate use of equipment Not collecting equipment Answering an adult back Going into out of bound areas Arguing with peers Boisterous playing Sparring Teasing Pushing or pushing in a line Wasting time Being noisy Running inside Spitting on the floor Interrupting Calling / shouting out Arguing Uncooperative Name calling Inappropriate or rude language/gesture Lying Rudeness Arguing back to staff Refusal to follow instructions Swearing Squabbles Retaliating Kicking Graffiti Loss of control or temper Threatening peers Spitting Stealing from peers Leaving or threatening to leave the building (returns promptly)	Threatening to leave school premises without permission Deliberately and violently hurting peers Repeated bullying, racism or other discrimination Outright defiance Fighting/aggressive violence Causing a mark that remains on a child till home time Excessive swearing Damaging property deliberately or theft from school Dangerous refusal to follow instructions Racial or homophobic abuse Physical abuse -leaving a mark Swearing at staff Biting

Appendix 2: Graduated approach to Behaviour Management

At The Schools of Woolton Hill all children are treated with dignity and respect as unique individuals, and this includes our approach to supporting learning behaviour and conduct.

Tiers A-C	Profile of the child	Strategies and Approaches at school	Role of parents	Role of child	Consequences as a result of behaviour could include:
Child A is able to self-regulate without support	• Generally outstanding behaviour; • Occasional deviation from expected code of conduct; • Understands and able to follow the expected code of conduct.	• School behaviour policy/code of conduct; • Discussion with child to identify what may be worrying/upsetting them; • Discuss strategies to equip them to manage the situation; • Instant validation/praise from making 'the right choice' (self-regulation); • Informal discussion with parent as necessary (phone or in person).	• Attend parent progress meetings including feedback about behaviour; • Provide support at home with homework; • Inform the school of any circumstances which may be causing anxiety e.g. change in family circumstances/bereavement which may lead to a change in behaviour.	• Follow the school code of conduct both in lessons and during break and lunchtimes; • Talk to an adult about what happened and by truthful about your role in the situation; • Accept the consequences and learn from the situation; • Talk to a trusted adult in school if you are upset or worried about anything.	• Restorative conversation following an incident; • Providing a written or verbal apology explaining what you are sorry for following the restorative conversation; • Class teacher will have a discussion with your parents. • Missed break

Child B is able to self-regulate with some support	• Occasional deviation from expected code of conduct; • Behaviour in lessons distracts others; • Refusal to complete learning tasks; • Difficulty with social interaction during structured and/or unstructured times can lead to conflict – verbal and/or physical	In addition to approaches in A above: • Class teacher arrange formal discussion with parents outlining concerns; • Additional support strategies put in place during lessons/unstructured times; • Teacher arrange discussion with SENCo or SLT for advice on strategies to put in place; • Employ de-escalation strategies; • Implement visual time table; • Introduce 'pay back' for lost learning time; • Monitor and introduce a Support Plan if behaviour continues to be a cause for concern after a given period of time.	• Attend regular meetings with the class teacher as required (daily/weekly/half termly); • Understand that the child may be required to make up lost learning time; • Share successful home strategies with school and vice/versa;	• Talk to an adult about what happened and be truthful about your role in the situation; • Accept the consequences and learn from the situation; • Talk to a trusted adult in school if you are upset or worried about anything; • Make up lost learning time	• Restorative conversation following an incident; • Providing a written or verbal apology explaining what they are sorry for following the restorative conversation; • The teacher will have a discussion with your parents. • Missed break when appropriate
Child C requires significant support to self-	• Does not have the capacity to understand or abide by the code of conduct during	In addition to approaches in B above: • SLT/SENCo and Class teacher meet with parents to outline concerns and	• Attend meetings with SLT/SENCo/class teacher; • Consent to additional assessments/referrals by external agencies/professionals;	• Use your visual time-table and Now/Next board; • An adult will help you to	• Alternative arrangements at break/lunch to minimise sensory overwhelm

regulate owing to a diagnosed underlying Social, Emotional or Mental Health Need	structured and/or unstructured time without significant support; • Limited language for social communication makes it difficult to express feelings appropriately; • Requires significant modifications set out within an individualised support plan; • Possible extreme behaviours including physical and/or verbal;	establish frequency of contact going forward; • Referrals and/or assessments carried out by appropriate professionals with parental consent; • Outcomes/strategies/advice developed into an individual Support Plan; • Use a visual time table/Now-Next board; • Complete a risk assessment; • Complete a Nurture/ELSA Assessment/Action Plan for individual support • Reduced hours may be recommended as a strategy to ensure time in school is a positive experience and reduce the risk of suspension;	• Understand and consent to the measures/targets outlined in the Individual Support Plan; • Attend meetings if necessary with professionals from other agencies; • Give consent for reduced hours to reduce the risk of suspension;	explain what happened and it is important you try to be truthful about your role in the situation – they may use a comic strip/speech bubbles to help you if you don't have the communication skills to explain; • The adult will help you understand the consequences of what has happened; • Talk to a trusted adult in school if you are upset or worried about anything if you are able to;	and/or potential social conflict; • The CT/SLT will have a discussion with your parents; • In extreme circumstances where there has been a serious physical/verbal assault or damage to school property, a fixed-term suspension will be issued by the EHT;
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