



Name of Policy:	Relationships and Behaviour Development Policy
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Links with other policies:	Governor's Behaviour Statement, Positive Handling (Team Teach), Exclusions, Calming Rooms, Anti-Bullying.
Links to procedures:	Behaviour management, behaviour and achievement recording and monitoring, Team Teach and PHP protocol.
Approval:	25/2/26

Woodlands Meed Equalities Statement is available at www.woodlandsmeed.co.uk under Policies.

This policy aims to:

- Inform staff practice and support for behaviour regulation and positive relationships.
- Ensure a consistent approach across the whole school community in understanding how relationships shape behaviour
- Cultivate best outcomes for pupils to prepare them for life in the adult world

Roles and responsibilities of staff and governors

- The Governing Body and Head Teacher are responsible for ensuring that the principles of this policy are embedded across Woodlands Meed
- The leadership team are responsible for overseeing best practice across school and college
- Class teachers are responsible for implementing best practice in individual classes supported by the wider staff team
- The wellbeing team will provide support and guidance to all staff regarding specific strategies / individual cases.

Guidance for staff on responding to behaviour

Relationships are the underpinning principle for all behaviours and support measures.

- Responses to pupils should be individualised, based on our relationships and knowledge of pupils.
- At Woodlands Meed we understand that relationships are key to supporting and promoting positive behaviours. Our knowledge of SEN principles and good practice, and

our specific knowledge of each pupil guides our decision-making.

- Relationship building is the first step to supporting positive behaviours, which are essential for effective learning to take place.
- Woodlands Meed upholds essential rules and expectations, which help our learners understand and monitor their own behaviour, and meaningful consequences remain important to help pupils understand and follow rules within school as they do in the wider world. However, our relationships and understanding of our pupils' needs are key in supporting positive behaviours and promoting pro-social behaviours and work-skills. Our knowledge of our pupils is what helps our staff team guide and cultivate positive behaviour, and this guidance enshrines principles from up to date training in trauma-informed, positive therapeutic practice and attachment theory.
- Our educational teaching is vitally important, but equally important is our teaching of positive relationships and developing trust; this often has to take place before meaningful academic learning can take place. Children learn better when they feel safe and have secure relationships with those supporting them.
- How we talk to pupils has significant impact on their ongoing behaviour, particularly when they are dysregulated, distressed or anxious. Our interactions can help them regulate, learn to better manage their emotions and inform their responses and connections to others in various social situations as they get older, including more challenging situations. Our role modelling of positive relationships and pro-social behaviours becomes a model for our pupils.

Some scenarios (page 7) can help demonstrate this, for example adults modelling apologies in context can inform future pupil behaviour and positive relationships with others.

- Relationships and pupil knowledge inform our response to different types of behaviours, those in different areas of school, or those where expectations may change over time, depending on age or developmental ability. Historically, Woodlands Meed supported many pupils with much more complex challenging behaviour. Whilst this has reduced over time, and behaviour presentations are less-physical and aggression-centred at present, these behaviours may still present at times. As a SEND school staff need to be prepared to support different types and levels of behaviours, that may be considerably more challenging than those observed in mainstream schools- See Team Teach policy and protocol.
- Class Teachers and their teams are responsible for maintaining and promoting positive relationships, pro-social behaviour and positive interactions within their classes. As key adults for their pupils, class teams typically have most trusting relationships with pupils, and develop the best understanding of their interactions, behaviours and challenges. Pupils often respond best to those they know best. The SMT and Wellbeing Team support class teams with behavioural responses and expectations, and colleagues with established relationships with particular pupils may have useful insights into how to best support a pupil in developing trust, establishing positive relationships and supporting positive behaviours.
- Woodlands Meeds upholds some specific Golden Rules (**Page 11**) to help pupils understand basic expectations, and these are useful for clarity and certainty for many young people, however some staff discretion is always advised in specific expectations

for individual pupils, based on our knowledge of them, their circumstances and their developmental understanding. Supportive measures, consequences and responses are likely to vary based on our knowledge of pupils and our relationship to them. We recognise that young people often work best and behave more positively with those staff with whom they have the most meaningful relationships.

“When I like the teacher, I want to do the work”

‘Relationally Safe Schools’ (An attachment model for supporting behaviour)

Team Teach, Regulation and De-Escalation.

Our staff are trained in Team Teach, a de-escalation, behaviour support and safe restraint programme. (See Team Teach Policy). Team Teach training informs staff on best practice for managing dysregulation and behaviour that challenges; this is 95% based on de-escalation – using tools, strategies, distractions, humour, interests, preferred staff or other measures to resolve challenging situations calmly and safely. At Woodlands Meed we place great emphasis on, and directly teach our pupils about regulation. We help pupils identify what helps them regulate and calm, and give them tools to deploy when they are feeling dysregulated, anxious or distressed.

PHPs, ABCs and Behaviour reporting.

In some situations, typically 5% or less, de-escalation strategies are insufficient, and physical support is required to keep a child safe. This is only used when reasonable, proportionate and necessary, in the event that a pupil's behaviour may be a risk to themselves or others, or in some cases to property, and de-escalation/regulation support has not resolved a situation, it may be necessary to perform a Restrictive Physical Intervention (RPI) to prevent injury, harm or damage. In these situations, trained staff will deploy a sanctioned hold as per their training to move a child to safety (typically a designated calming room), or contain their behaviour safely in situ. Where an RPI has taken place, the staff involved are asked to complete an ABC (Antecedent, Behaviour, Consequence) form to record the incident and explore any triggers or patterns that prompted higher-risk behaviours. If a pattern emerges where a pupil may require RPI to stay safe more regularly, a PHP is completed to guide staff as to the safest way to de-escalate and safest means to deploy an RPI for that specific pupil. Families are informed if an RPI is necessary within the school day. Lower level behaviours, with lower-risk and higher frequency are recorded on Bromcom and all behaviours are analysed and reported to governors termly.

See Team Teach Policy for more details

Practice Skills (Skills for Life and Learning)

Woodlands Meed aims to promote positive behaviour, as well as supporting pupils in the event of dysregulation that can lead to challenging behaviours.

At Woodlands Meed we promote 8 key skills, the development of which support pupils in successful learning and in later life in terms of personal development, independence and future employment. The 8 key skills are distilled from guidance and advice from employers and educators regarding optimal behaviours for working life.

Skills for Life and Learning



	<p>Perseverance Trying, coping, overcoming problems, resilience, keeping going, determination, completing something.</p>	<p><i>Example</i> I finished a piece of work I find hard</p>
	<p>Respect Being kind, helpful, consideration, honesty, taking turns, doing favours, punctuality, positive attitudes.</p>	<p><i>Example</i> I took turns in a game</p>
	<p>Adaptability Flexibility, problem solving, trying new things, changing your mind, coping with change, managing transitions.</p>	<p><i>Example</i> I tried a new fruit at snack time</p>
	<p>Communication Making choices, listening well, focusing attention, giving opinions, presenting, interaction.</p>	<p><i>Example</i> I told staff when I was worried</p>
	<p>Teamwork Joining in, sharing activities, helping out, working with others, sportsmanship, good manners, sharing.</p>	<p><i>Example</i> I worked with another pupil</p>
	<p>Independence Self-occupying, working unaided, developing self-care, starting a task, continuing a task, developing life skills.</p>	<p><i>Example</i> I wrote a sentence on my own</p>
	<p>Creativity Showing initiative, realising something needs doing, new ideas, improvising, making something beautiful.</p>	<p><i>Example</i> I tidied up without being asked</p>
	<p>Emotional Regulation Resilience, coping with feelings, recognising feelings, sharing feelings labelling emotions, using strategies.</p>	<p><i>Example</i> I kept calm when I was worried</p>

Our aim is that all pupils will be supported in understanding these behaviours and encouraged to demonstrate them at an appropriate level. Each skill relates not only to engagement in learning during school time, but also to a pupil's engagement in the wider world, and in their personal development and endeavours upon leaving Woodlands Meed as young adults.

We also aim to support pupils in understanding what skills and behaviours are being rewarded and celebrated, why these skills are important, and how they will help a pupil at school and in later life. It is important that pupils understand as much as possible which skills that they are

showing are being rewarded, though this will vary from class to class, pupil to pupil and by age and need.

Consequences, Rewards and Sanctions

Consequences are not a punishment, but a tool to teach real world outcomes, reduce challenging behaviours and promote positive behaviours, all whilst we build understanding. Consequences can be positive as well as negative. Care must be taken when deploying consequences to ensure they are meaningful to a specific pupil, and that the pupil understands what the consequence is for. Relationships and pupil knowledge remain key in deploying effective consequences.

Based on high-quality relationships with pupils, staff knowledge, and established trust, consequences should be used to help pupils understand when a behaviour is to be celebrated, praised and rewarded (therefore repeated) or when it is harmful, upsetting, or high-risk (therefore not to be repeated). As such, staff aim to link consequences to the preceding behaviour as clearly as possible to aid understanding, in an effective and timely way.

We observe that positive relationships between staff and pupils cultivate positive behaviours from our learners, and positive relationships between pupils. Where relationships are strong and trusting, there is less need for sanctions or negative consequences. Woodlands Meed aims to focus on positive relationships and pro-social behaviours, celebrating and rewarding these, as opposed to a focus on sanctions for challenging or unsafe behaviour, though these remain necessary at times, where carefully deployed.

Rewards and Consequences will vary in accordance with their relevance to pupils; they must be understood to be meaningful, and appropriate for the pupils and the circumstances. As ever, pupil knowledge and relationships inform these decisions, but some examples may include:

- *Praise and acknowledgement on an on-going basis in class and around the school / college tailored to the individual child.*
- *Reward time or 'choosing time'.*
- *Star of the Week and Celebration Assemblies.*
- *Tuck shop vouchers.*
- *Headteacher's stickers, and a small chocolate, fruit or toy treat.*
- *Golden Time where the pupil has some choice over their activity.*
- *Reward charts/stickers/stamps for each day or each lesson.*
- *Publicising achievements in the half termly newsletter.*
- *Logging achievements on Bromcom*
- *House Team Points and celebratory Team events*
- *Contacting parents about good behaviour, work or personal progress.*
- *Reward trips or activities for groups or classes.*

And possible consequences include:

- *Supportive advice and reminders from staff to reduce or stop the unwanted behaviour.*
- *Withdrawal of a 'tick' or time towards Golden Time or Choosing time.*

- *Referral to SMT or Leadership.*
- *Restorative Justice plans- where the pupil makes amends for their actions and makes an effort to improve the relationships with any perceived victims of their behaviour.*
- *Taking the pupil away from the situation until they are more regulated- usually to a wellbeing leader or senior leader, and always with supervision.*
- *Informing parents of behaviour concerns or episodes.*
- *Break time or after school detentions can be appropriate for some older pupils but after school sanctions are only used in exceptional circumstances, in agreement with families.*
- *Internal exclusion, where a learner works away from other learners, for a period of time, with staff supervision.*
- *Fixed period exclusion is only used in extreme cases, and guidelines from the Local Authority are followed. This can only be authorised by the Head Teacher or Deputies.*
- *Permanent exclusion, in exceptional circumstances.*

Restorative work/conversations have a key role to play in understanding meaningful consequences. It can be difficult to see how restorative conversations can take the place of more traditional consequences, however these enable pupils to develop understanding, avoiding feelings of shame and resentment. They can also help pupils to develop and maintain relationships, which is often more impactful in changing behaviour than a traditional sanction.

Long term understanding is important to consider. Not all strategies and consequences are impactful right away. Staff may not even see the benefit of behaviour approaches or restorative work in their year with a pupil, but are building pupils' understanding year on year to support a successful adulthood.

Relationships between staff are paramount as part of our positive behaviour work.

Professional disagreements may occur between staff, however these should be approached within the expectations of professional conduct. We have a responsibility to model positive relationships, and to demonstrate how to manage and resolve disagreements respectfully. It is powerful and impactful for pupils to see staff resolving a difficulty in a positive, respectful way, and can help inform their understanding and their own behaviour.

Relationships with families

Relationships with families should be modelled similarly, as another key learning point for pupils to inform their own developing positive interactions and collaborations. Class teams will inform families where pupil behaviour becomes a concern, and will work with families to develop solutions and strategies to improve this. Staff are also able to support families with concerns around pupil behaviour in the home, and can provide advice, guidance and often resources to mirror behaviour approaches within school. Pupils typically develop more pro-social behaviours and positive interactions where these strategies are deployed more consistently. The wellbeing team are also experienced in providing more practical, specific support to families regarding positive behaviour approaches, and specialist training is available to families who are experiencing a high degree of challenging behaviour in the home.

Training and Support

All classroom staff are trained on positive handling, Team Teach, De-Escalation and regulation upon induction at Woodlands Meed. This is renewed every two years. In addition

to this, regular refreshers are scheduled to ensure best practice is maintained, or to address any specific training needs that may arise. Additional sessions are planned if there are ever concerns about particular behaviour approaches being deployed effectively.

Scenarios and Discussion Points

The below scenarios are derived from ongoing dialogue about best-practice approaches in schools, and are designed to encourage thought and discussion about how restorative principles and positive relationships might guide adult responses. Where knowledge of a pupil is well-developed, and a trusting positive relationship is established, staff are better-placed to intervene and support pupil behaviour. Consider the following:

Scenario 1:

A parent wants help with behaviour at home. Is this the remit of the school?

Considerations: We do tend to support with behaviour at home (resources, ideas, strategies), and apply rewards in school at times for good behaviour out of school/on transport, etc. This is generally recognised as part of our partnership with families.

We don't apply sanctions in school for challenging behaviour at home however.

Scenario 2:

A teacher displays positive behaviour points on a board. A teacher uses Red, Amber, Green on the board to inform a pupil their behaviour is becoming disruptive.

Considerations: Is this supportive to positive behaviour and relationship building? Does it cause shame? Can this be communicated to a pupil more effectively or sensitively without being public?

How would staff feel if their mistakes / success ranking were displayed on a board in the staffroom?

Scenario 3:

Some children who present with more challenging behaviour are rewarded very regularly. Pupils who behave consistently well are rarely rewarded for this. Is this fair?

Considerations: What rewards do these more consistent pupils get that their more challenging counterpart might not ever see? What is the lived experience of the children who present with challenging behaviours? They may go home to less inherent stability and reward than others. What do the individual children need to help them maintain their good behaviour, and do responses have to always be the same for all?

Scenario 4:

A staff member makes a child say sorry after hurting someone.

Considerations: Is this helpful / meaningful? Or is the dialogue about the incident what will make a difference? It might be helpful for the other child to have an apology; this is a pro-social skill, but does it have value if it is forced?

Could we facilitate an apology? "There's something/a word that person might need to hear to make them feel better. You don't have to do it now, but do you think that might make everyone feel better about it? When might you be ready to do that?"

What will be most impactful long-term?

Scenario 5:

A child is opting out of class and sitting in the corridor. They have not engaged in work.

Considerations: Is it controlling behaviour? Are they regulating? Is it avoidance of work demands?

Some adults want to see a consequence for this behaviour, but this child is not happy to be missing out. Are they already having a consequence, albeit self-imposed? What will help them re-engage best, or will work *long-term* to help them succeed in lessons.

Scenario 6:

A teacher shouts at a pupil because they have hurt someone on the playground. Are we a school that shouts?

Considerations: What sort of school do we want to be? Does shouting even work? There may be contexts where shouting is important because of danger or urgency, or because a teacher needs to be heard; it may be necessary in some circumstances. Shouting rarely improves behaviour, and can escalate challenging behaviour; some children are shouted at a lot and it seems to make no difference. Some shout back even louder and the incident escalates. What if we minimise shouting and facilitate restorative conversations; these may help children learn better what went wrong and how to do better. What would happen if you spoke softly?

Shouting may be necessary in some circumstances- but we can apologise afterwards. "Sorry I shouted. I was feeling cross / upset because of XYZ. Sometimes people shout when they're annoyed." This way we can help pupils understand why shouting might happen, understand other people also have feelings, and have apologies modelled to them in a positive way they might go on to replicate.

Scenario 7:

A child does not complete their work in class, and they are kept in at play, but they refuse to use the time catching up, and become dysregulated.

Considerations: Missing playtime is a commonplace consequence, and can be meaningful for some, but not others. For example, those who've experienced Early Trauma tend to respond better if playtime is used for a restorative conversation, culminating in "then we'll go down to the playground together"... this time is used to explore feelings, triggers, and alternatives. Does the pupil understand why what they did was wrong? Have we taught them what might be better next time?

We can present consequences differently for different pupils with different needs, based on our relationship and our knowledge of the pupil. Losing Playtime vs. A conversation with a trusted adult at playtime. Both are consequences... but are we interested in punishment for wrongdoing or a consequence that helps reduce behaviour? Punishment that doesn't work is not helping pupils or staff.

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences”.

Daniel Siegel and Tina Payne Bryson – The Whole Brain Child. (2012)

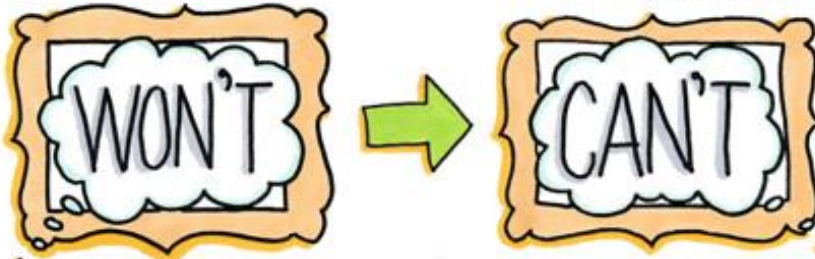


School restorative practice in action

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
 - FIND UNMET NEEDS → MEET THEM
 - FIND SKILLS DEFICITS → TEACH THEM
- @kwiens62

Woodlands Meed Behaviour Code



Everyone at Woodlands Meed has the right

- to learn
- to work
- to feel safe
- to enjoy themselves
- to achieve their full potential

Remembering these 6 rules will help us make this possible:

1. Respect others
2. Be kind and helpful
3. Look after each other
4. Be polite
5. Be honest
6. Look after our School and College

Each Class or Key Stage will consider our behaviour code and make their own agreed version for display