

Wookey's Relational Approach to Behaviour



Visible Consistencies, Visible Kindness

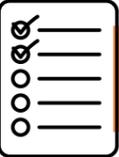
Building positive relationships is essential. All staff will be consistent, predictable, reliable and trustworthy. Children will witness the following visible consistencies and kindness at Wookey:

- Greeting and welcoming children into a calm, ready school and classroom. We will be on time, ready and welcoming
- Consistent rules which are understood by all **'ready, respectful, safe'**
- Playfulness, acceptance, curiosity and empathy (PACE)
- Praising in public. Reminding in private
- Consistent language and behaviour scripts
- Deliberate attention and interest to build relationships

Excellence Recognition

We will deliberately and persistently notice children making positive choices and will praise them for it publicly. These are the types of praise the children will see at Wookey:

- Non-verbal, verbal or written praise
- Praise to parent or carer at pick-up
- Phone call or Seesaw message home
- Show work to an adult, child, or class in school
- House points and house point rewards
- Class specific rewards
- Star of The Week certificates
- Headteacher's postcard
- Upstander Certificates
- Excellence Award stickers



Some children will need additional support to be ready, respectful and safe. They will require a relational support plan written in collaboration with parents, teachers and the child. They may require access to specific interventions to support them.

Stepped Boundaries

At Wookey, we use stepped boundaries to ensure consistency. Throughout the stepped boundaries, adults will remain calm and use scripts which redirect behaviour so children can be ready, respectful and safe to learn:

Nudge - This is gentle encouragement and may be non-verbal

Reminder - This is a short, polite reminder of the rules

Reset & Time to Choose - This is discreet 30 second intervention (max) to make a positive choice (always away from other children)

1:1 Conversation - 2 minutes with the adult after the lesson/at break/at lunch.

Repair and Restore - 5 minute restorative conversation followed by 10 minute logical consequence

Behaviours which Harms Others

Responding and Calming

If children display behaviours which harm others anywhere in the school environment, adults will remain calm and say:

✓ STOP
✓ I CAN HELP YOU

✓ LET'S GO (to a calmer space)

If they need help, they will be supported by available adults. If none are available, adults can call senior leaders using a walkie talkie. Children will be taken to a safe place to regulate. This may be the Zen Den, a bench, The Nest etc. and will depend on the child and their needs. Our first priority will always be to keep all children and adults safe. **In some circumstances, school staff may need to positively handle a child in order to move them to a safe, calm space in order to regulate. Dysregulated children cannot reason.**

Repairing and Restoring

Restorative conversations aim for all parties involved to learn from the incident, have their needs identified, feelings listened to and valued and supported to be able to repair and restore their relationships.

Adults leading restorative conversations will ask the following questions to all involved:

- 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?

Consequences

Consequences to behaviour which harms others will be logical and will help those who have caused harm to learn, reflect on and adapt their behaviour. Unfair, severe consequences are often counterproductive. It's not the severity of the consequence that matters, rather its certainty.

Consequences may be:

Not being on the playground at the same time as other children for ___ days/playtimes until we rebuild trust that they can be ready, respectful and safe

Working in another classroom/ in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe



When a child needs continued support to help them regulate, or they have shown behaviour which harms others three or more times in a half term, they will require a responsive co-regulation plan written in collaboration with parents, teachers and the child. They may require access to specific interventions to support them.