

The Woodland Federation



Behaviour policy
2026-27

1. Introduction

At The Woodland Federation we believe that positive relationships are at the heart of a happy and successful school community. Our Behaviour Policy is based on **relational practice**, fostering mutual respect, understanding, and a sense of belonging. We aim to create a safe, nurturing environment where all children feel valued and can thrive.

We know that children respond to reduced language, short/concise instructions, consistent routines & expectations and calm adults who are emotionally regulated themselves.

2. Our Three Golden Rules

At The Woodland Federation, our golden rules apply to **everyone** in our school community – children, staff, and visitors. We believe that by following these principles, we create a positive and respectful learning environment for all.

At The Woodland Federation, we follow three key rules to guide behaviour:

1. **Respect** – We listen, take turns, and care for each other and our school.
2. **Kindness** – We use kind words and actions to support and include everyone.
3. **Resilience** – We try our best, keep going when things are tough, and learn from our mistakes.

These values are embedded in our daily school life, guiding both children and adults in their interactions and fostering a supportive and respectful school culture. Adults are expected to consistently model these values.

3. Encouraging Positive Behaviour

We use a **relational approach** to encourage good behaviour through:

- **Positive Reinforcement:** Praise, recognition, and rewards.
- **Restorative Conversations:** Helping children understand the impact of their actions.
- **Emotion Coaching:** Supporting children in managing their emotions.
- **Modelling:** Staff demonstrate respectful and caring interactions.
- **Calm, emotionally regulated adults;** create calm, emotionally regulated children.
- **Reduced language;** short, concise instructions. Expectations and routines that are consistent.

4. Addressing Challenging Behaviour with Fewer Consequences

At The Woodland Federation, we prioritise **support over punishment**, recognising that behaviour is a form of communication. Instead of relying on punitive consequences, we use strategies that promote reflection, learning, and positive change. These include:

- **Gentle Reminders:** Encouraging self-correction through calm, clear guidance.
- **Sometimes a sterner word** is needed
- **Reflection Time:** Providing a safe space for children to regulate emotions and think about their actions.
- **Restorative Discussions:** Helping children understand how their behaviour affects others and how to make amends.
- **Emotion Coaching:** Teaching children how to express feelings in a constructive way.
- **Relational Support Plans:** Providing additional help for children who need further guidance, ensuring they feel heard and supported.
- **Praise in public, remind in private:** children's successes are shared publicly, they are reminded about positive behaviour in 1:1 or short interactions with adults.

Our responses to challenging behaviour are always **proportionate and timely**, ensuring that children receive the right level of support at the right time. By using these strategies, we shift the focus from consequences to **growth, responsibility, and relationship-building**, fostering a culture of empathy and mutual respect.

We believe that there are natural consequences to behaviour. For example, if a child has made a mistake, they will be involved in fixing it, this may be through helping to repair something. Children will not experience consequences that are not proportionate or related, for example children will not miss their break/lunchtimes because of a behaviour choice, instead they will help to find a resolution. This could be where they stand with an adult for 5 minutes at a break time whilst the adult leads a conversation around positive choices. Where children have not completed learning tasks in a lesson, they may miss a short portion of their break time in order to complete their work. They will not miss an entire breaktime.

5. Relational Support Plans

Relational support plans are developed to help children and young people feel understood, valued, and supported within the school community. Rooted in a relationship-based approach to behaviour, these plans recognise that behaviour is a form of communication and seek to understand the individual needs, experiences, and circumstances behind a child's actions. They provide a consistent and personalised framework for supporting positive relationships, emotional regulation, and successful engagement with learning. The plans are guided by our Golden Rules of **Kindness, Respect, and Resilience**, encouraging pupils to show care and consideration towards others, value themselves and those around them, and develop the confidence to manage challenges, repair relationships, and make positive choices. Through trusted relationships and consistent support, pupils are empowered to develop the skills needed to thrive socially, emotionally, and academically.

Relational support plans are updated at least half termly and following an incident where it needs changing if it has not been as successful as needed. This will be guided by the Senior Leadership Team.

6. Working Together

We believe that behaviour is a shared responsibility between school, parents, and children. We encourage open communication and collaboration to ensure all pupils feel supported.

By following this policy, we create a positive, respectful, and inclusive learning environment where every child can succeed.

Working in partnership with parents and carers is an essential part of supporting positive behaviour and wellbeing. We believe that open, respectful, and solution-focused communication helps to build strong relationships between home and school and ensures that children receive consistent support. Parents and carers are kept informed through regular feedback that recognises successes as well as areas for development, with conversations focused on understanding needs, sharing strategies, and agreeing next steps. Where challenges arise, we work collaboratively with families to identify the most effective support, celebrate progress, and ensure that every child feels valued, understood, and encouraged to reach their full potential.

7. Mobile Phones

Pupils are not permitted to bring mobile phones, smartwatches or other personal electronic devices to school; any device brought onto the school site without prior agreement will be confiscated and returned only in accordance with the school's procedures.