

Forest Glade Primary School



Behaviour Policy 2024 - 2026

To be reviewed September 2026



Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships, personal development and engagement with school and learning.

Aims and Expectations

At Forest Glade Primary School, we aim to ensure that every member of the school community feels valued, respected and displays our school values. We ensure that all our children grow socially, emotionally, personally and academically during their time with us to prepare them for the next stage of their journey and beyond. Forest Glade's Behaviour Policy is reflective of the way in which all members of the school community, staff, pupils and families, work together to build positive and effective relationships which are both supportive and collaborative. We aim to create a safe, happy and supportive environment where all children can play an active role in their education and which promotes confidence and self-worth.

Our Values

Our behaviour policy is based on our school values, which are:

- Aspiration
- Confidence
- Creativity
- Enjoyment
- Kindness
- Perseverance
- Pride
- Responsibility

These values underpin everything we do. They are displayed in various places around school, in the playground and in every classroom.

At the start of each academic year, every class engages in discussions about our values to ensure that every child understands the standard of behaviour expected at our school. Additionally, we reinforce these values each Monday during our Values Assembly, where we introduce the focus value for the week. Our behaviour policy is not merely a set of rules to be enforced; it is a framework designed to foster positive relationships and mutual understanding. This approach enables everyone to collaborate effectively, helping all pupils to achieve their best and develop essential life-long skills and strategies.

Working together

This policy allows everyone to work together in an effective, consistent and mindful way. Working together with families is an important part of our school ethos. Our aim is that our families support the school and work collaboratively with us to provide the best provision for their child in line with our values. At the start of each school year, a Home School agreement will be sent home for parents to sign.

Staff Responsibility

Building supportive relationships with pupils is the responsibility of all staff members. Staff will seek to understand each pupil's perspective in various situations and strive to empathise with the child's feelings while maintaining a safe, happy, and supportive environment aligned with our values. They will assist pupils in developing strategies to meet our expectations. It is the responsibility of all staff to cultivate empathetic relationships with pupils and ensure that our school values and expectations are applied fairly throughout the school. All staff have high expectations for children's behaviour and are committed to helping them achieve their best. As social, emotional, and learning role models, staff will treat all pupils with respect and understanding and are responsible for helping pupils regulate their behaviour when it does not meet school expectations.

Rewards

At Forest Glade, our children are rewarded for demonstrating our values in the classroom and around school. We use the following rewards:

- **Dojo points:** Staff give Dojo points for the following:
 - ✓ Following our values
 - ✓ Completing home learning

When children achieve 100 Dojos (bronze), 200 (silver) or 300 (gold) , certificates are given out in our celebration assembly and they are given a badge of the corresponding colour.

- **Celebration Assembly:** Each class celebrates a child in assembly every week. This links to our value of the week and the child is presented with a certificate.
- **Class Rewards:** For every 2000 Dojo points earned by a class, as a team, the class will receive a reward. The class reward is predetermined and decided upon as a class. Examples are a film afternoon, class picnic or a walk to the park.
- **Dinner Time Dojos:** Children are given Dinner Time Dojos by the midday supervisors for demonstrating our school values. This is represented as a sticker and when they return to class, their class teacher awards them with the dojo.

Emotion Coaching

All staff have been Emotion Coaching trained (Appendix 1) and we use this strategy to support our children to understand, regulate and reflect on their behaviour. Emotion Coaching is a relational approach which develops internal regulation. We recognise that this is important for children to be able to internally regulate their emotions and behaviour, which is a vital life skill.

The steps of Emotion Coaching:

1. Recognise the child's feelings and empathise with them	<ul style="list-style-type: none">• Recognising, empathising, soothing to calm• e.g., 'I can see you are upset; I'm here'.
2. Labelling feelings and validating them	<ul style="list-style-type: none">• e.g., 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'
3. Setting expectations to behaviour	<ul style="list-style-type: none">• If needed• e.g., 'We can't always get what we want'.
4. Problem-Solving	<ul style="list-style-type: none">• With the young person.• e.g., 'We can sort this out'.

The relationship between school staff and children, especially class teachers, is key to this approach working successfully. Our staff have positive relationships with the children and this is central to the children's personal, social and emotional development. Staff in our school are calm when dealing with any element of behaviour and ensure the needs of the child are met.

We recognise that there are occasions when children need time to calm down and return to baseline before being in the right place emotionally and step 3 and 4 can begin (Appendix 2- Breakwell assault cycle). Therefore, as a staff, we ensure we nurture and give the child the time needed to regulate before beginning to reflect on the incident together.

Step 4 of this approach will involve restorative questions to guide the child to reflect on the incident and to work with an adult to think of an appropriate way to 'repair' what has happened. These questions are:

- What happened?
- What were you thinking about/ feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Consequences at Forest Glade

We use the 'Responding in the Moment' model (Appendix 3) as this is a model for relationship-based conversations and interactions particularly in the face of strong emotions and challenging behaviour. The Emotion Coaching (EC) steps can be seen within this model.



The majority of incidents will be dealt with immediately, through the relationship between the staff member and the child involved in the incident, through this process. There are processes in place to support children, where there is an increased frequency of challenging behaviour which is detrimentally impacting on the child's learning and engagement with the school community (see below).

As a school, we believe in connection before correction and the power of unconditional positive regard towards a child. We have therefore incorporated the Responding in the Moment model and Emotion Coaching into the following steps to support children when they are not following our values. The aim of this is to support children to regulate their emotions so that they are ready to learn.

Steps of Support

Prompt

Staff will inform the child that their behaviour is not following our values through a look, an action, a gesture or by saying their name.



Reminder

Staff will speak to the child/children and state the behaviour that does not show a particular value.
e.g. You are continuing to _____ and this does not show our value of _____.



Restorative conversation

When the child is regulated, staff will speak to the child in more detail using the steps of Emotion Coaching. They will discuss why they are displaying the behaviour and how the child can put it right.



Time to repair

If the child continues to show the behaviour that isn't following the values, staff involved will explain they will need to spend some time with them to repair what has happened. Again, restorative questions will be used to support the discussion with the child. This may take place at play or lunchtime for a maximum amount of 10 minutes. During this conversation, the behaviour will be recorded by the staff member to ensure class teachers and phase leaders can monitor behaviour to help identify any possible patterns. The member of staff will also inform the child's parent/carer.

- If a member of staff, alongside the child, records the behaviour for a second time in a day, a fourth time in a week or an eighth time in a half term, the child will be referred to a member of the Senior Leadership Team (SLT), they will then decide as to whether or not the behaviour warrants also being recorded as a serious behaviour incident on CPOMS.
- There will be a fresh start each day and once the child has had 'time to repair'. After any of the above steps, staff must adopt unconditional positive regard so that the child knows that they can move forward.

- Class teachers will monitor the recorded behaviour incidents each week and discuss concerning patterns with SLT in weekly phase meetings to discuss strategies in dealing with behaviour. Behaviour will also be discussed in SLT and is part of a phase leader's monitoring.
- All serious behaviour incidents, as listed below, should be referred directly to SLT and will automatically be recorded on CPOMS. A member of the senior leadership team will support teachers in reaching a resolution.

Serious Behaviour Incidents

- Racism
- Abuse against sexual orientation or gender
- Abuse relating to disability
- Assault (pupil)
- Assault (staff)
- Bullying
- Cyber bullying
- Defiance
- Repeated Disruptive behaviour
- Drug/alcohol related
- Fighting
- Online incident
- Sexual misconduct
- Theft
- Use/threat of use of offensive weapon/prohibited item
- Verbal abuse (pupil)
- Verbal abuse (staff)

In such instances, each case is considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. A phone call/face to face conversation will happen with families. We aim to work in partnership with the families of the child to seek a resolution and support the child in moving towards a positive outcome.

- If a child has had two serious incidents recorded on CPOMS, the child's parent/carer will be invited to a meeting with the Headteacher, Deputy Headteacher or a phase leader to discuss behaviour. The child may need a personalised behaviour plan that will support the child to show the expectations of behaviour expected. This will be done in conjunction with the SENCo and class teacher where appropriate.

Fixed term and permanent exclusions will only be used as a last resort after following the steps above, unless:

- a) A child assaults a member of staff, in which case fixed term exclusion will be applied, the length of which will be determined by the seriousness of the assault. A second assault on a member of staff may result in permanent exclusion.
- b) A serious assault on another child that results in significant harm to the other child.
- c) A child leaves the school premises without permission (runs away), in which case, a 2-day fixed term exclusion will be enforced.

Behaviour at Lunchtime

At lunchtime, Midday supervisors use the same steps of support as all staff. When it reaches the 'time to repair' step, or a serious behaviour incident occurs, the class teacher is informed immediately to assist the Midday supervisors to best support the child. These behaviours should be logged by the class teacher.

Individual Behaviour Plans

We acknowledge that some pupils' behaviour may reflect their special educational needs which may require additional provision to what is outlined in this policy. In this circumstance, staff will be guided by the SENCO and/or relevant external agencies. When appropriate, a child may have a personalised behaviour plan. These are reviewed termly and discussed with parents.

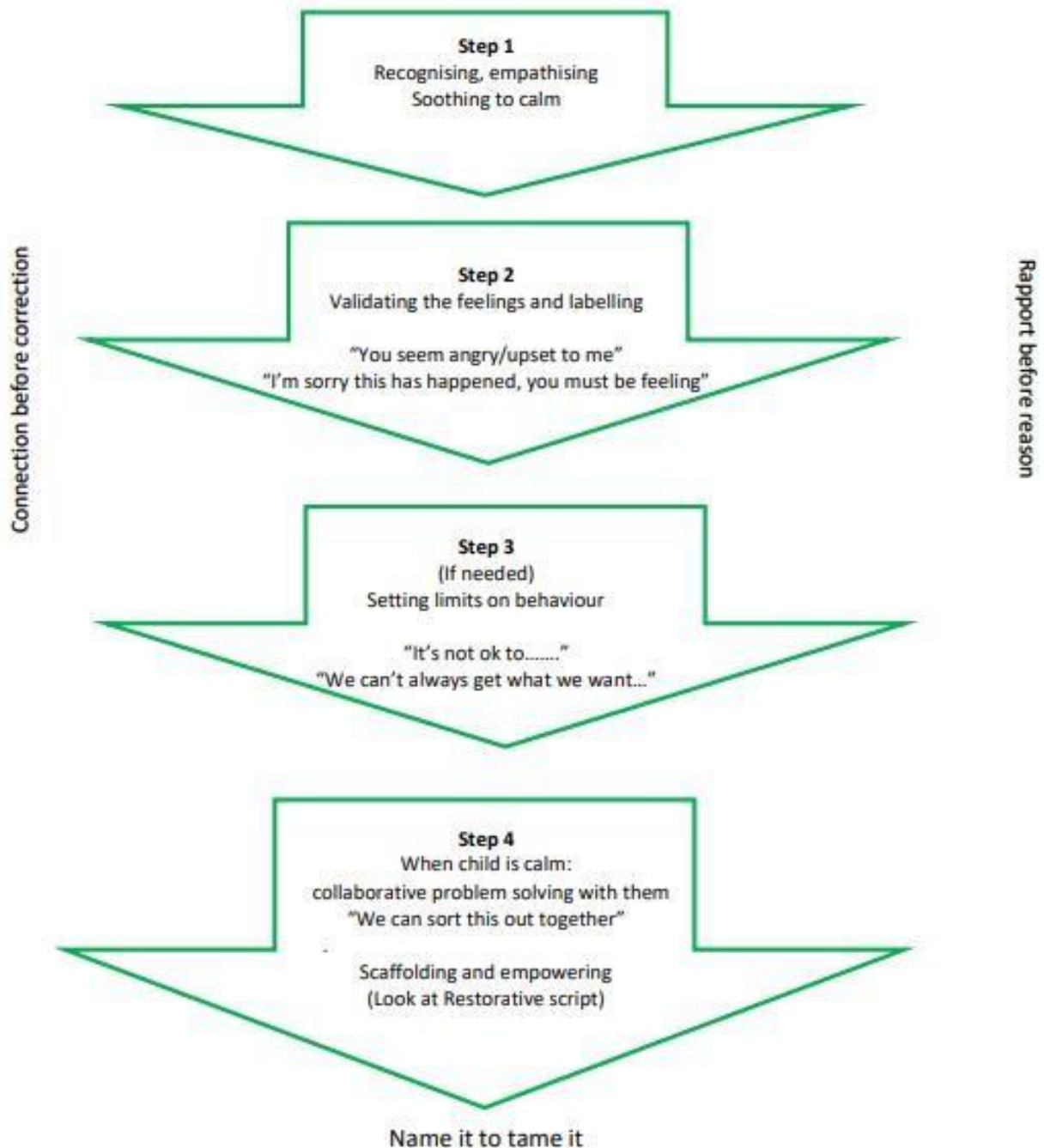
Under very exceptional circumstances, physical intervention may be required to control a child's physical behaviour where it is endangering the child, other children, adults or could cause serious damage to property. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child. A number of staff have annual CRB training, which is provided by the Local Authority. Any incident of physical intervention is logged by the people involved and reported to the Headteacher/Deputy Headteacher. After an incident, the child's parent/carer should be informed.

Summary

At Forest Glade, we are passionate about providing our children with the necessary life skills for their future. Our Positive Behaviour policy does this by encouraging pupils to consider how their actions affect both themselves and others, in preparation for becoming responsible and caring citizens of the future.



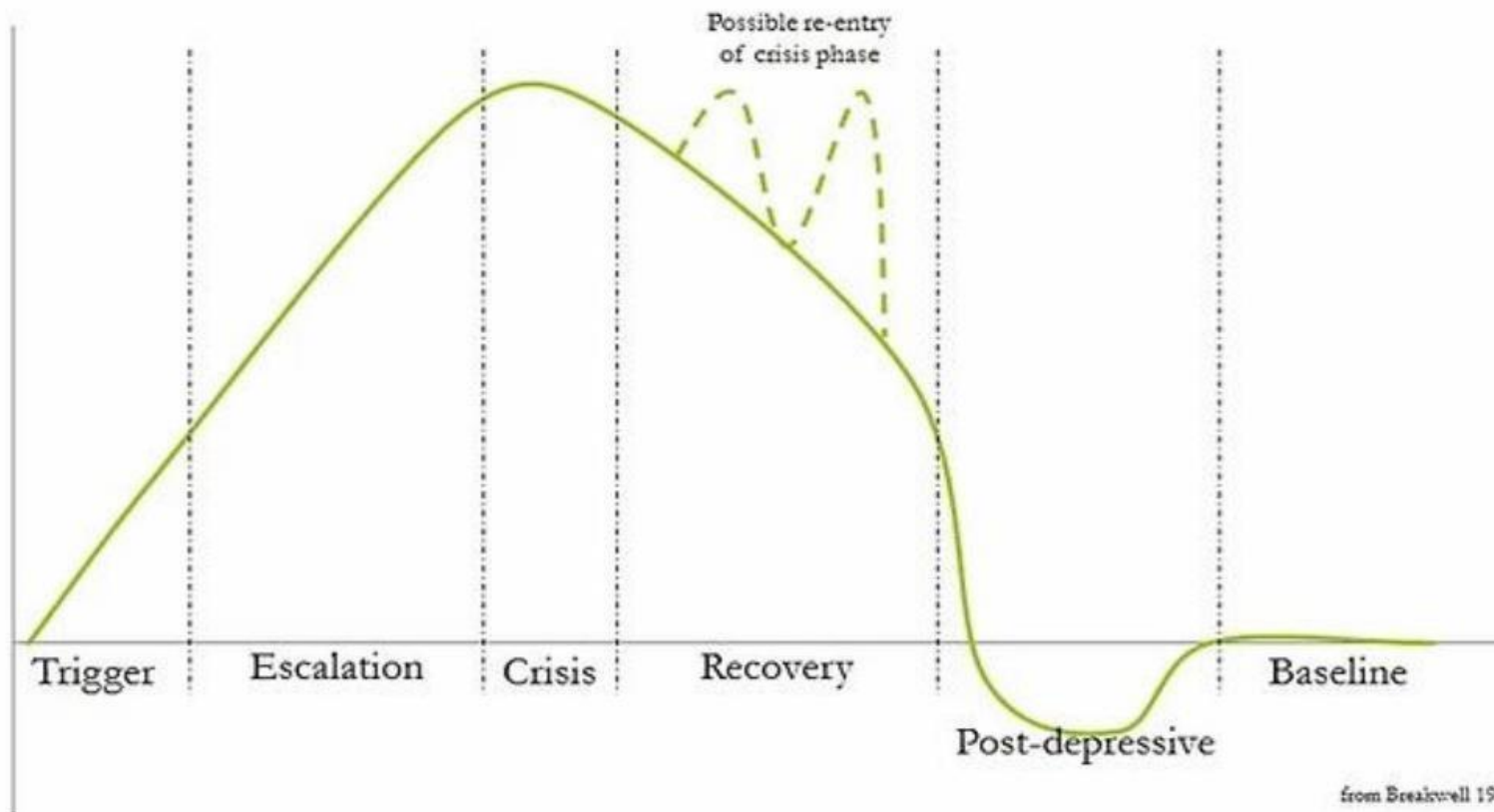
Emotion coaching is a practical 4-step approach to responding to behaviour in the moment
(based on Gottman, 1997)



Appendix 2

The assault cycle

the **root**
of it
changing lives, accessing education





1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

Appendix 3 – Nottinghamshire Educational Psychology Service ‘Responding in the moment model’

Responding in the Moment

*Nottinghamshire Educational Psychology Service (2020)
adapted from Parenting in the Moment (Golding, 2015)*

