

# Forest Glade Primary School



## Positive Behaviour Policy 2022 - 2024

To Be reviewed September 2024



## **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 and Nursery 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 Positive 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 beginning of the academic year, each class discuss these values to ensure every child in the school knows the standard of behaviour that is expected in our school. Our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best and provide 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**

Developing supportive relationships with pupils is the responsibility of all staff members. Staff will seek to understand the pupils' perspective of each individual situation, strive to understand the child's feeling whilst maintaining a safe, happy and supportive environment that follows our values. Staff will help pupils develop strategies to help them manage our expectations. It is the responsibility of all staff to develop empathetic relationships with pupils and ensure that our school values and expectations are applied fairly around school. All staff have high expectations of the pupils in regard to their behaviour and strive to ensure that all pupils work to the best of their ability. All staff are social, emotional and learning role models for our pupils and therefore should treat all pupils with respect and understanding and are responsible for helping pupils to regulate their behaviour when it doesn't live up to 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 400 (gold), certificates are given out.

- **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. The child in each class with the most Dojos also gets a certificate.
- **Class Rewards:** There is a Class Dojo target set for each class. Once a class reaches 2000 Dojo points as a team, the class will receive an award. The class reward is predetermined and decided upon as a class. Examples are a film afternoon, class picnic, 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. 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:

### Step 1

- **Recognising the child's feelings and empathising with them.**

### Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

### Step 3

- **Set limits on the behaviour (if needed)**

### Step 4

- **Problem-solve with the child**

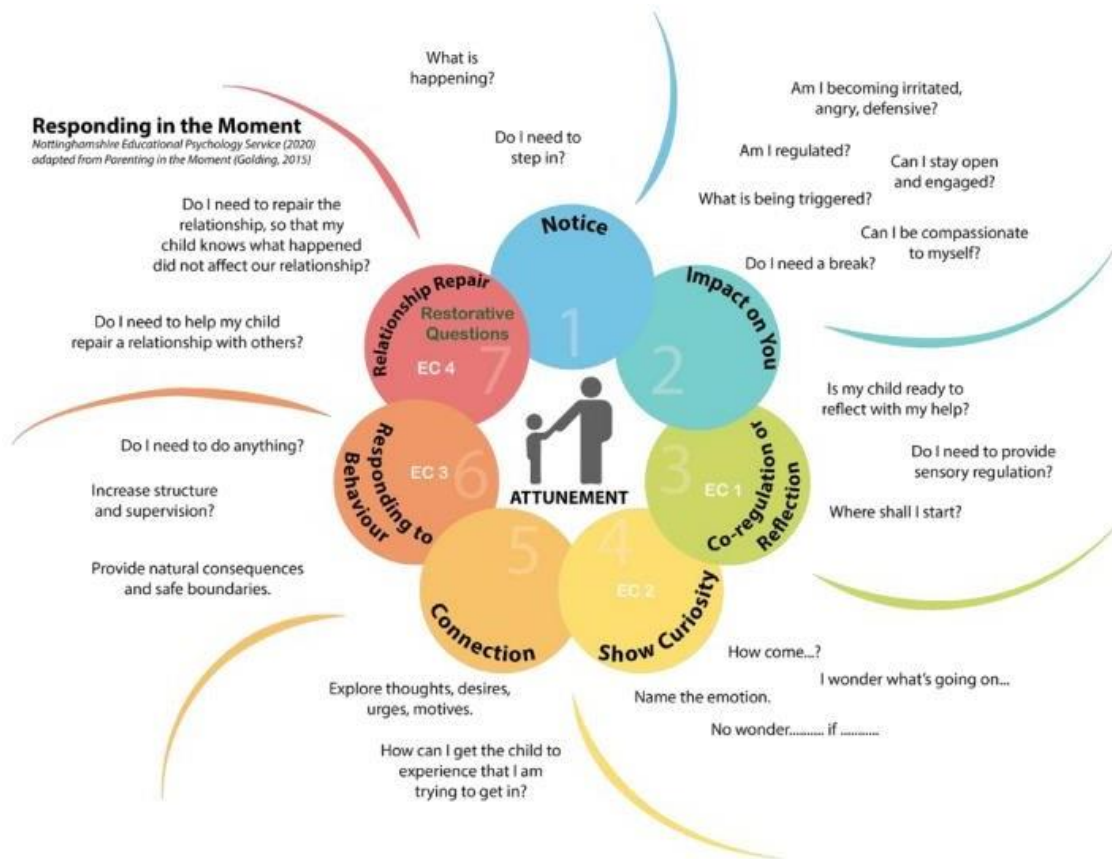
The relationship between school staff, especially class teachers, is key to this approach working successfully. Our staff have positive relationships with the children and this is central to the pupils' personal, social and emotional development. Staff in our school are calm when dealing with any element 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 majority of incidents will be dealt with in the immediacy, 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).

At Forest Glade, we use the following steps when children are not following our values and learning is impacted. The aim of this is to support children to refocus and show they are aiming high and ready to learn.

## Stepped Consequences

### Non-verbal reminder

Staff will inform the child that their behaviour is not following our values. This will be done by looking at the child and getting their attention.



### Verbal Reminder

The child will be spoken to by the adult. They will be told what they are doing and which value they have continued not to follow.

*You are continuing to \_\_\_\_\_ this is not showing our value of \_\_\_\_\_.*



### Restorative conversation

The adult will speak to the child. They will discuss, using the restorative questions, 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, the adult involved will explain they will need to spend some time with the adult to remedy/repair what has happened. This will take place at morning break, lunchtime or with the adult in the classroom during the afternoon. During this conversation, a behaviour log will be completed on our Excel document. Again, restorative questions will be used to support the discussion with the child. The class teacher will speak to the child's parent/carer.

- If a member of staff, alongside the child, completes a behaviour log 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 SLT, the SLT member will then decide as to whether or not the behaviour warrants being recorded on Scholarpack as a serious behaviour incident.
- If a child completes a second log on Scholarpack, 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 could be put onto an individualised positive behaviour plan that will support the child to show the expectations of behaviour.
- There will be a fresh start each day and when the child has had 'time to repair' and shown a concerted effort to rectify their behaviour.

- 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. Class teachers will follow the graduated response and work alongside the SENCO, in agreeing further actions and support required.
- All serious behaviour incidents, as listed below, should be referred directly to SLT and will automatically be recorded on Scholarpack.

### **Serious Behaviour Incidents**

For significant incidents, a member of the senior leadership team will support teachers in reaching a resolution. Serious behaviour incidents may include:

- Swearing at others
- Verbal abuse
- Fighting
- Non-compliance/refusal towards an adult
- Racism
- Bullying

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/meeting 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.

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.

### **Individual Behaviour Management Plan**

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health 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.

### **Logging of behaviour**

Teachers will log behaviour on the class Excel behaviour log, this will be used to determine patterns in behaviour that may need referring to SLT. Teaching Assistants, unless covering a class, will report behaviour incident directly to the class teacher in the first instance.

Only class teachers will make the decision that a child should have 'time to repair'.

Only members of SLT will record serious or repeated behaviour incidents on Scholarpack.

### **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.



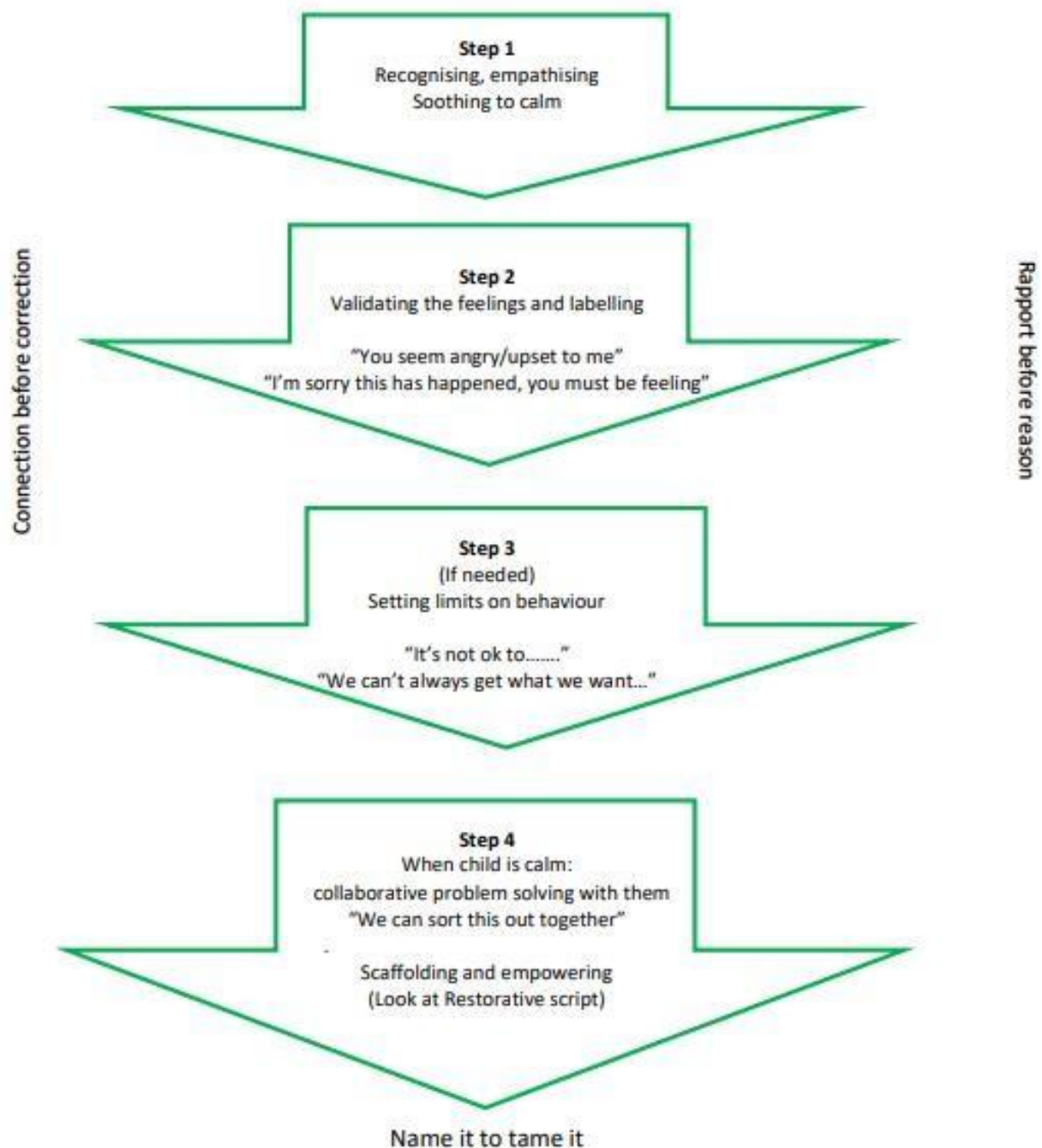
## Appendix 1



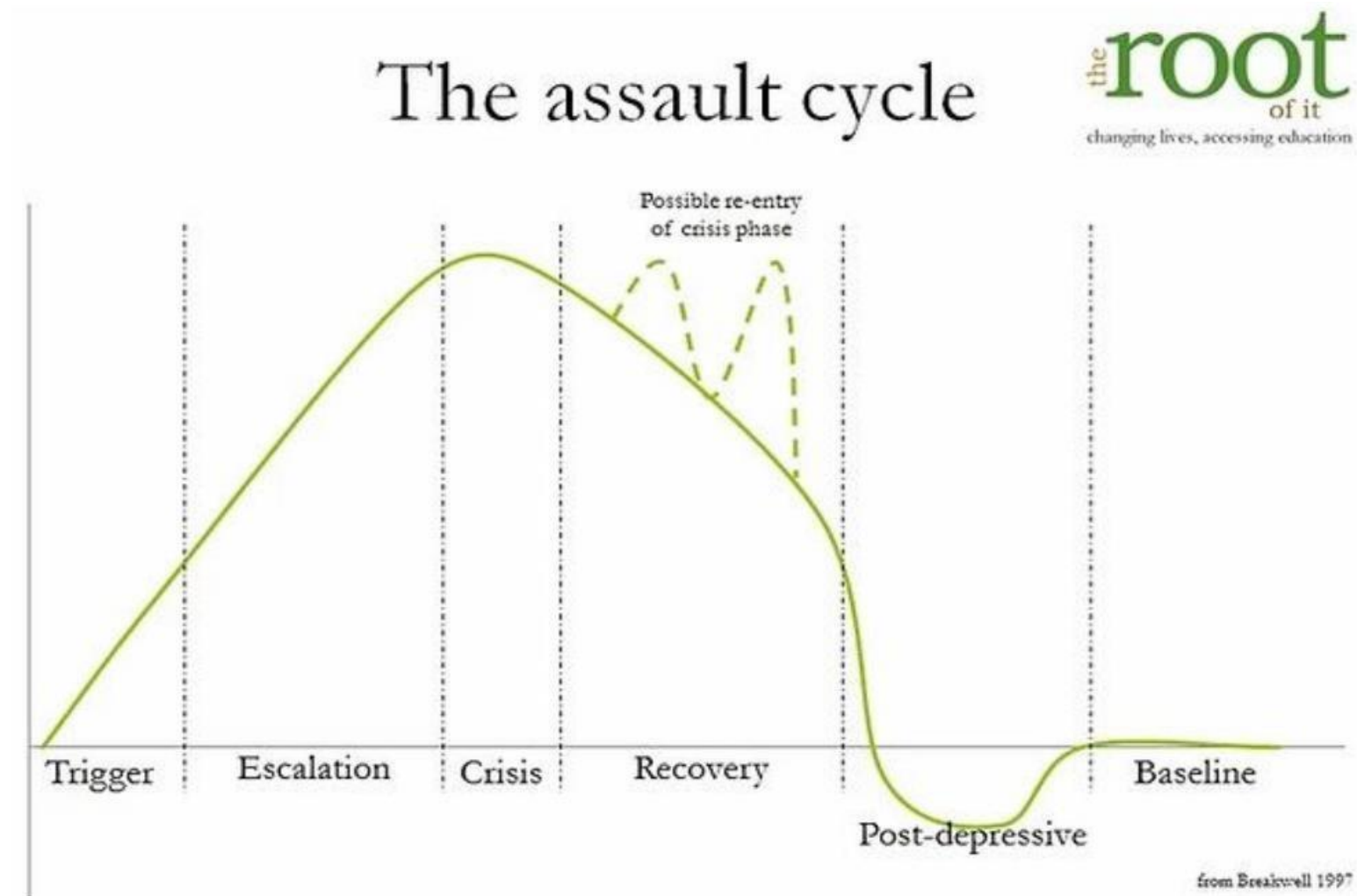
**Nottinghamshire  
County Council**

**Educational Psychology Service  
Emotion Coaching**

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



## Appendix 2





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’

