Forest Glade Primary School

Behaviour Policy

2026 - 2028

Flying High Partnership

To be reviewed December 2028

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.

Equality Duty

In developing this policy and its implementation, Forest Glade Primary School has due regard to the Equality Act 2010. We actively:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different groups

Aims and Expectations

At Forest Glade Primary School, we aim to ensure that every member of the school community feels valued, respected and supported. We ensure that all our children grow socially, emotionally, personally and academically during their time with us.

We aim to create a safe, happy and supportive environment where all children can play an active role in their education, developing confidence and self-worth.

Our Children's Characteristics

Our behaviour policy is rooted in our children's characteristics, which are organised under three key strands:

Unique	Exceptional	Sustainable
Aspiration	Confidence	Responsibility
Kindness	Pride	Resilience
Effective Communication	Curiosity	Problem Solving

These characteristics underpin everything we do. They are explicitly taught, modelled and celebrated across the school.

At the start of each academic year, classes explore these characteristics to ensure all children understand the expectations of behaviour. Weekly assemblies reinforce these characteristics and celebrate children who demonstrate them.

School Ethos

Everything we do starts with positive relationships. We adopt a relational and restorative approach to behaviour, underpinned by:

- Understanding behaviour as communication of need
- Considering individual context
- Building strong, trusting relationships

We believe in connection before correction and in maintaining unconditional positive regard.

Working Together

We work in partnership with families and external agencies to support children. A Home-School Agreement is shared annually, reinforcing shared expectations.

Staff Responsibilities

All staff:

- Build supportive, empathetic relationships
- Model expected behaviours
- Use consistent approaches
- Support children to regulate behaviour
- Apply expectations fairly

Rewards

Children are recognised for demonstrating characteristics above and beyond expectations.

Whole School Rewards

- **Dojo Points** (linked to characteristics)
- **Celebration Assembly Awards**
- **Certificates (Bronze, Silver, Gold)**

Class Rewards

- Collective rewards based on shared success

Additional Recognition

- Verbal praise
- Communication with parents

Rewards are **never removed once earned**.

Positive Behaviour Approach

We emphasise positive reinforcement and teaching expected behaviour. Children are supported to understand expectations and experience success.

Emotion Coaching

All staff use Emotion Coaching to support children to:

- Understand emotions
- Regulate behaviour
- Reflect and repair

The steps of emotion coaching:

1. Recognise the child's feelings and empathise with them	• **Recognising, empathising, soothing to calm** • **e.g., 'I can see you are upset; I'm here'.**
2. Labelling feelings and validating them	• **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	• **If needed** • **e.g., 'We can't always get what we want'.**
4. Problem-Solving	• **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 steps 3 and 4 can begin (Appendix 2- Breakwell assault cycle). Therefore, as a staff, we ensure we nurtureand 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?

Responding to Behaviour (Steps of Support)

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.

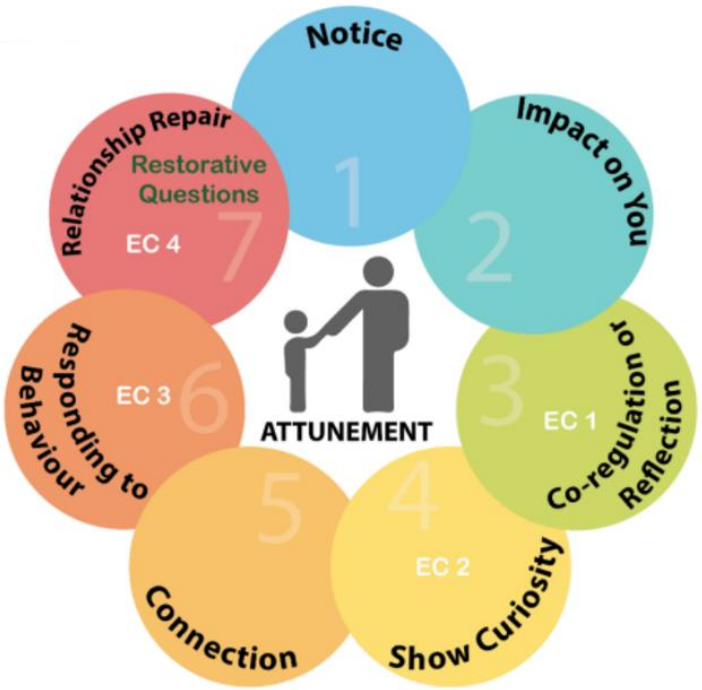
Time to repair

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, restorativequestions 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.

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.



Most incidents will be dealt with immediately, through the relationship between the staffmember 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.

Serious Behaviour Incidents

Serious incidents include:

- Bullying
- Racism or discriminatory behaviour
- Physical assault
- Verbal abuse
- Online incidents

These are referred to senior leaders and recorded.

Individual Behaviour Plans

We recognise that, for some pupils, behaviour may be influenced by their special educational needs and may therefore require additional support beyond that outlined in this policy. In such cases, staff will follow guidance provided by the Special Educational Needs Coordinator (SENCo) and/or relevant external agencies. Where appropriate, an individualised behaviour plan will be implemented; these plans are reviewed on a termly basis and shared with parents.

In very exceptional circumstances, physical intervention may be necessary to manage a child's behaviour where there is a risk of harm to the child themselves, other pupils, adults, or where there is a likelihood of serious damage to property. Any physical intervention must be carried out in a manner that demonstrates care, sensitivity, and respect for the child. Several staff receive annual positive behaviour management training. All incidents involving physical intervention must be recorded by those involved and reported to the Headteacher or Deputy Headteacher. Following such an incident, the child's parent or carer must be informed.

Responding to SEND

We recognise behaviour may relate to unmet needs or SEND. Adjustments are made accordingly, and sanctions are applied fairly and lawfully.

Restrictive Intervention

Used only as a last resort to prevent harm and always:

- Necessary
- Proportionate
- Recorded

Parents are informed following incidents.

Suspension and Exclusion

Used only when necessary and in line with statutory guidance.

Safeguarding

Behaviour is considered within safeguarding responsibilities. Staff respond to risks and concerns appropriately.

Monitoring and Review

Behaviour data is reviewed regularly by senior leaders to ensure consistency and effectiveness.

Summary

At Forest Glade, we are committed to developing children who embody our characteristics and are prepared for life beyond school.

Policy Links

This policy links to:

- Safeguarding
- SEND
- Equality
- Anti-bullying

Key Changes from Previous Policy

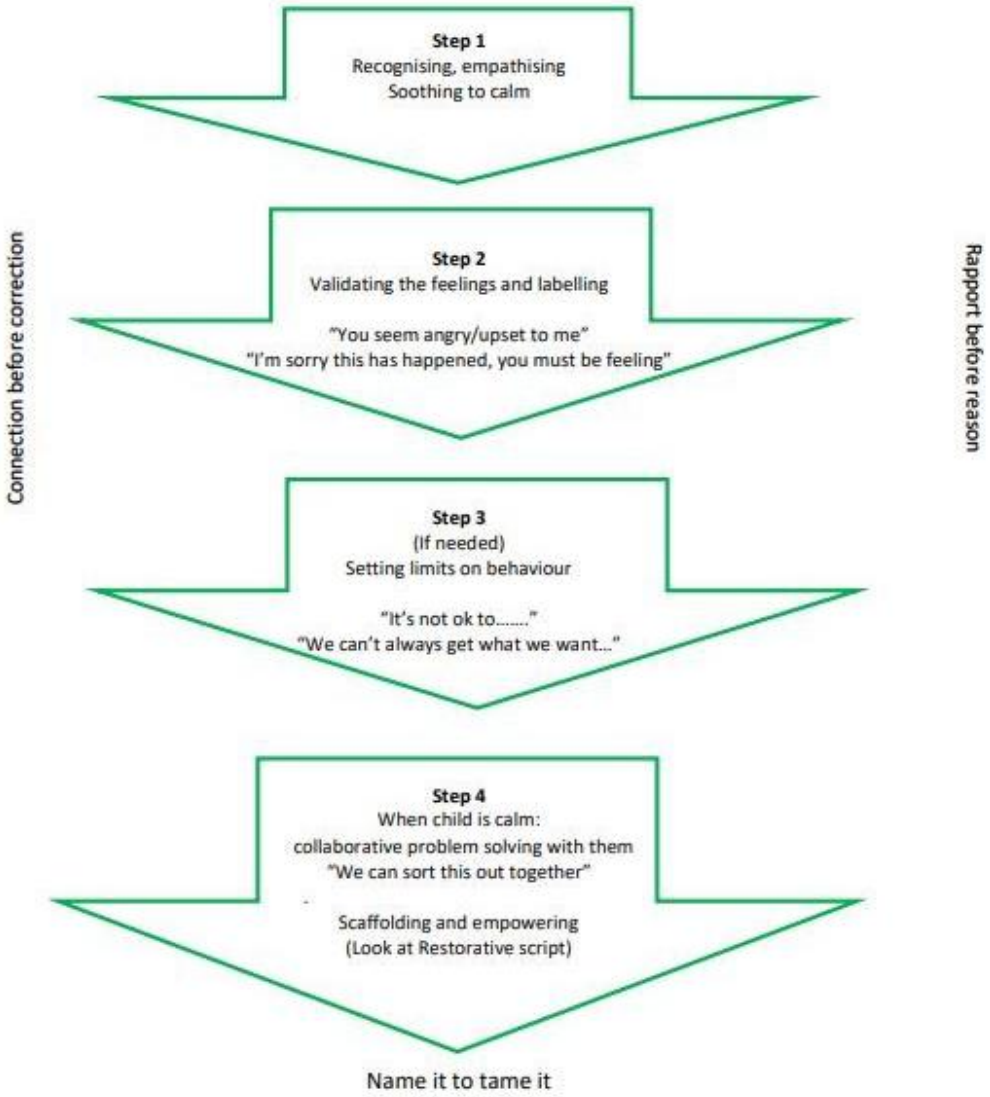
- Replacement of values with children's characteristics
- Inclusion of Equality Duty section
- Clarification of SEND responsibilities
- Inclusion of restrictive intervention guidance
- Alignment with trust expectations

Appendix 1

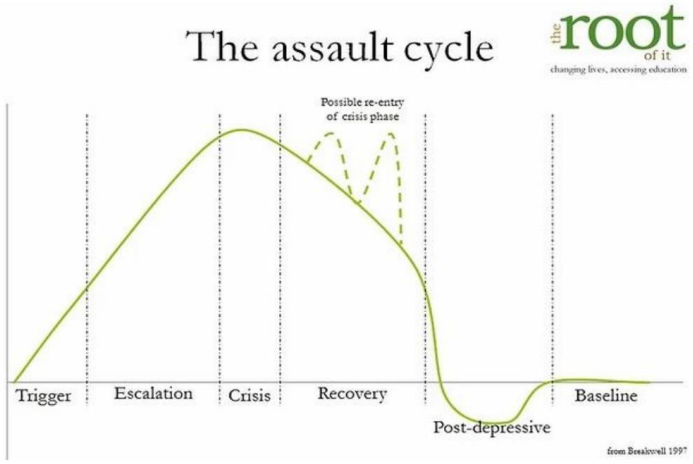
Nottinghamshire County Council

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.

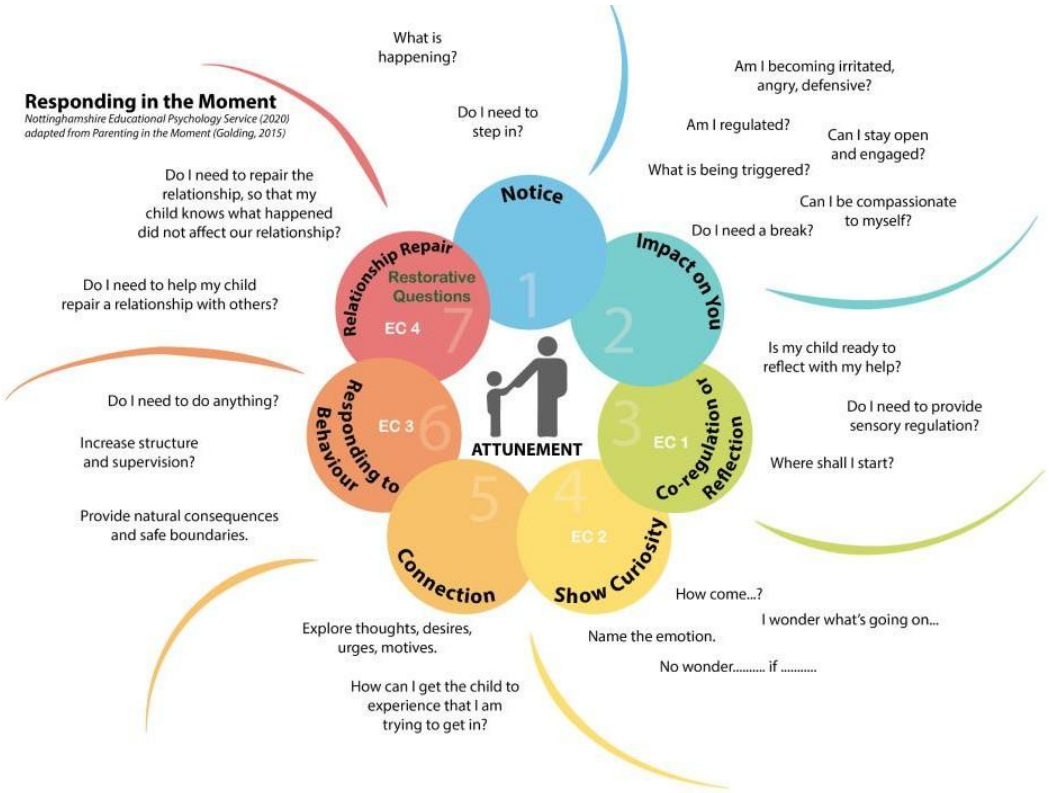
2. **Escalation Phase -** Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

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


Responding in the Moment
Nottinghamshire Educational Psychology Service (2020)
adapted from Parenting in the Moment (Golding, 2015)
What is happening?
Do I need to step in?
Am I becoming irritated, angry, defensive?
Am I regulated?
Can I stay open and engaged?
What is being triggered?
Can I be compassionate to myself?
Do I need a break?
Notice
1
Impact on You
2
Is my child ready to reflect with my help?
Do I need to provide sensory regulation?
Where shall I start?
EC 1
Co-regulation or Reflection
3
EC 2
Show Curiosity
4
How come...?
I wonder what's going on...
Name the emotion.
No wonder..... if .....
5
Connection
Explore thoughts, desires, urges, motives.
How can I get the child to experience that I am trying to get in?
ATTUNEMENT
6
EC 3
Responding to Behaviour
Do I need to do anything?
Increase structure and supervision?
Provide natural consequences and safe boundaries.
7
EC 4
Relationship Repair
Restorative Questions
Do I need to repair the relationship, so that my child knows what happened did not affect our relationship?
Do I need to help my child repair a relationship with others?