

Vision and Values

LEARNING TOGETHER TO BE THE BEST WE CAN BE

Forest Primary is a trauma sensitive school and as such we aim to be a safe and supportive community that enables both pupils and adults to feel safe, to build caring relationships with one another, to regulate their feelings and behaviour, as well as to learn.

As a school that has adopted the Rights Respecting Schools Award (RRSA), Forest Primary places the rights described in the articles of the UN Convention on the Rights of the Child (CRC) at the heart of our ethos, in order to improve well-being and to develop every child's talents and abilities to their full potential.

There are four articles in the convention that are seen as special. They are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Forest Primary has ensured that all school policies are underpinned by the General Principles:

- Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
- Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Rationale

At Forest Primary School every member of the school community has the right to feel safe, to be heard, and to learn; they should feel valued and respected, understanding the need to value and respect others; and be treated with dignity and respect. The school's *Positive Relationships and Behaviour Policy* is therefore designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, learning to be the best that they can be. *Be Safe, Be Happy, Be Learning!*

This policy is written as a means of promoting good relationships, ensuring consistency of approach, and helping children to understand expectations. Our school recognises and promotes positive behaviour choices, as it believes that this will help develop an ethos of kindness and cooperation, as well as leading to the development of a successful atmosphere for learning. This policy is designed to encourage this rather than merely deter anti-social behaviour.

As a school, we recognise that behaviour is a means of communication and behaviours of concern are often the outcome of an unmet need. It is our responsibility to work to support and understand each individual and to enable everyone to be the best that they can be.

Aims

- ★ To create an effective, safe, secure, and happy environment to enable successful teaching and learning to take place,
- ★ To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish,
- ★ To enable children to develop a sense of self-worth, respect and tolerance for others,
- ★ To ensure a whole-school approach, providing consistency and understanding for all members of the school community.

For children to show;

- ★ Self-confidence,
- ★ Self-control,
- ★ Respect, courtesy and tolerance towards all members of the school community including each other,
- ★ Pride in their achievements,
- ★ Interest in their activities,
- ★ Empathy with others' feelings,
- ★ Respect for their environment and community,
- ★ Understanding of the need for rules within society.

Please see Appendix 1 - Principles of Behaviour Management

Please see Appendix 2 - Expectations at Forest Primary

Responsibilities

Staff

Ensuring positive relationships and managing pupils' behaviour is the responsibility of everyone at Forest, but especially the staff.

Headteacher

It is the responsibility of the Headteacher to implement this policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. In the Headteacher's absence, this responsibility falls to the Deputy Headteacher.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their delivery of the policy.

Senior Leadership Team

The Senior Leadership Team must be role models for the full school community, treating children and adults fairly, with respect and understanding. They keep records of all reported serious incidents involving behaviours of concern, including bullying (following the Anti-Bullying Policy) and are aware of the need to monitor children who may have additional needs at that time. All records are tracked and monitored by the Headteacher and Deputy Headteacher.

Class Teacher

The class teacher must be a role model for the children, treating each child fairly, with respect and understanding, and ensuring that the school's vision and ethos are promoted in their classes.

It is the responsibility of class teachers to ensure that the pupils within their care are seen to be treated fairly and consistently, ensuring that they feel valued and respected. Class teachers are expected to have high expectations of the children with regard to behaviour and to strive to ensure that all children work to be the best that they can be.

In the first instance, the class teacher addresses incidents in the normal manner. However, if misbehaviour continues, the class teacher should seek help and advice from the Key Stage Leader, the Deputy Headteacher and, if necessary, the Headteacher. Ongoing behavioural difficulties could then fall within the Inclusion/SEND remit as additional support and strategies are likely to be required. If a child repeatedly misbehaves in class, the class teacher should keep a record of incidents to provide evidence for future actions. At all times, follow up should be considerate of a pupil's dignity. *See section - Follow Up.*

It is vital that parents and carers are informed about the progress of their child/ren. It may be necessary for a class teacher to contact a parent to discuss concerns about the behaviour or welfare of a child. The class teacher should ensure that parents are aware of repeated low level behaviours such as calling out, disrupting the class, or issues with other children rather than just higher level incidents. All contact with parents should be honest and based on fact. It should be respectful and appropriate. It is recommended that staff keep a record of conversations with parents to enable future follow up if needed.

It is a class teacher's responsibility to ensure that supply staff are aware of any behaviour needs and strategies that could be effective, ensuring a successful experience for all concerned.

Other Staff

Other staff should provide a positive model of behaviour and ensure high expectations are clear. As well as managing any behavioural issues, they should inform class teachers of any significant inappropriate/ unacceptable behaviours.

Parents and Carers

On the whole, parents and carers want the best for their child/ren. Through good communication and in the interests of a strong working partnership, parents should be fully informed as to their child's progress - both academically and socially. It is expected that parents support the actions of the school.

Should difficulties arise, queries should first be addressed to the class teacher, and then to the Deputy Headteacher and Headteacher.

Promoting Positive Behaviour

Pupils do not simply learn behaviour and positive attitudes - It has to be taught. This is done through explicit teaching, modelling expectations, praising and rewarding correct attitudes and actions, and then addressing misbehaviour as appropriate.

See Appendix 3 - Examples of how we praise and promote positive behaviour within our school.

Circle Time/PSHE

All classes use Circle Time and PSHE sessions as a tool for promoting positive behaviour. Circle Time and PSHE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and explore scenarios and situations.

Specific PSHE teaching strategies can be found within the PSHE policy and the PSHE Association guidance policy can be found here: [PSHE Policy - May 2021](#).

Specific Behaviour Needs / SEND

The school supports children who, for a variety of reasons, find the school environment challenging. Following the Inclusion & Equality Policy, *Also including Special Educational Needs and Disabilities*, staff work together to develop strategies to ensure those children are supported and that the adults around them work closely and consistently in order to support and challenge appropriately.

Forest's Foundations

Forest's Foundations were developed between staff and pupils during October and November 2020. Previously, the Golden Rules had been in place for many years and while they provided clear rules, it was felt that these did not effectively reflect our beliefs and ethos. The new 'Forest's Foundations' are displayed in each classroom and across the school. They are revisited with the children at the beginning of each term and at other times when necessary.

Forest's Foundations

We believe we should...

- ★ **Treat other people how they want to be treated;**
- ★ **Respect people for who they are;**
- ★ **Let teachers teach;**
- ★ **Help children learn;**
- ★ **Look after our school, look after our world;**
- ★ **Remember that we all matter - We must take care of ourselves too.**

While we have the Forest's Foundations in place across the school, additional explanation and guidance may be needed, especially for our younger pupils. Simple phrases may be employed such as 'kind hands and kind feet'.

As a baseline... Would you like that to happen to you? Was that nice? What would have been a better choice?

Class Charter

In addition to the Forest's Foundations, all classes have adopted a 'class charter' whereby children devise additional expectations linked to the UN Rights of the Child. These are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative. These may be linked to Class Dojo where necessary or appropriate.

Please see Appendix 4 – Using of a staged approach for rewards and consequences at Forest Primary School

Following Up Issues

At Forest, we believe that it is the responsibility of everyone within our school community to establish a positive and supportive climate in which the dignity and rights of the individual are recognised, respected and protected as far as is reasonably practical.

We understand that each pupil is different and that incidents vary in severity. As such, all follow up should be tailored to the individual and to the situation. Follow up should be reasonable, proportionate, and necessary.

When speaking with pupils about their behaviour we:

- make sure restorative conversations happen when all parties are ready and in a quiet space where children's dignity and privacy can be protected
- make sure that we do not invade the pupil's personal space
- maintain a level of eye contact/body language that is comfortable for the child
- use a tone and volume of voice that indicates our respect for the pupil
- be consistent in applying rules
- comment on the behaviour choices, not the personal qualities of the pupil
- seek the support of other staff if required

Behaviour Follow Up

When following up a specific incident, a restorative approach should be followed. Not only should this provide a resolution but also support the mental health and well-being of all stakeholders.

Recording Incidents

CPOMS is used to monitor safeguarding, wellbeing and all pastoral issues. Behaviours of concern should be recorded in a timely manner using CPOMS and information then shared with the relevant people.

Links to other policies

Inclusion & Equality Policy *Also including Special Educational Needs and Disabilities*

Anti-Bullying

Confidentiality

PSHE

Mental Health and Wellbeing

Appendix 1

Principles of Behaviour Management at Forest Primary School

As a Rights Respecting school, at Forest, we believe that all members of our community should be safe, appreciated and respected. Therefore, it is the responsibility of everyone to create a supportive and restorative ethos in which we strive to develop the person rather than correcting behaviour.

In no particular order...

- All members of the school community have the right to be physically and emotionally safe;
- All members of the school community have the right to be treated with respect;
- All members of the school community have the right to be heard;
- All members of the school community should be treated consistently and fairly;
- All children are capable of behaving well and have a responsibility for ensuring the well-being of the school community;
- All members of the school community are expected to follow our 'Forest's Foundations', including where they are elaborated upon to develop a greater understanding;
- Feedback should focus on the behaviour rather than the child;
- The school has high expectations and children should be encouraged to match them;
- Rewards are generally more effective than consequences;
- Rewards and consequences should match the level of achievement or behaviour;
- Consistency in enforcing standards of behaviour is essential. Adapted provision may have to be made for specific children;
- The involvement and support of parents is vital;
- All members of staff, children and parents should be aware of the rewards and consequences applied;
- Children generally respond to responsibility, trust and positive reinforcement;
- Consequences should be targeted on those making inappropriate behaviour choices;
- Good planning and preparation has a positive influence on behaviour;
- All adults in the school have a part to play in modelling and encouraging appropriate behaviour.

Appendix 2

Expectations at Forest Primary

- Forest's Foundations should be followed to ensure a safe and positive learning environment.
- We review each situation on an individual basis, as well as exploring patterns of behaviour.
- Children should try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during their own time.
- Children should listen carefully to instructions in lessons. If they do not do so, they may be reminded to do so, asked either to move to a place nearer the teacher, or to sit on their own.
- If behaviour is inappropriate then a verbal warning is given and the class teacher should explain to the child what he/she is doing that is not acceptable.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should ensure that safety is maintained. This may involve removing the class from the situation while seeking immediate support from a colleague.
- If a child's behaviour is disrupting other people's learning, the teacher should warn and discuss as appropriate. If a child misbehaves repeatedly, the child may need time away to process their choices and discuss with an appropriate adult.
- If a child repeatedly acts in a way that disrupts or upsets or endangers others, the teacher will seek further support from the Key Stage Leader, the Deputy Headteacher or the Headteacher. Parents or carers should be contacted and an appointment should be made in order to discuss the situation.
- The school does not tolerate bullying of any kind. Please see the Anti-Bullying Policy.
- Any incidents that target a learner's vulnerability will not be tolerated in any form. This includes, amongst others, ethnicity, gender, LGBT+, social, young carers, etc.

Appendix 3






Examples of how we praise and promote positive behaviour within our school

- Share appropriate positive recognition / congratulate
- Give a variety of rewards - not food!
- Pupils may be sent to another member of staff to re-enforce the praise
- Each week one child from each class is nominated as Responsible Citizen, Effective Contributor, Confident Individual or a Successful Learner. These are awarded during Celebration Assembly and displayed on the visual display screen
- The Senior Leadership Team actively encourages staff members to send children for good behaviour, improved attitudes to learning/progress, and outstanding achievement
- Assembly themes
- PSHE Lessons
- Praise around the school - e.g. Lunch Supervisors awarding stickers/dojos
- Achievements from outside of the school day are shared in Celebrations Assembly

Appendix 4

Using a staged approach for rewards and consequences at Forest Primary School

If we do not follow the Forest Foundations:

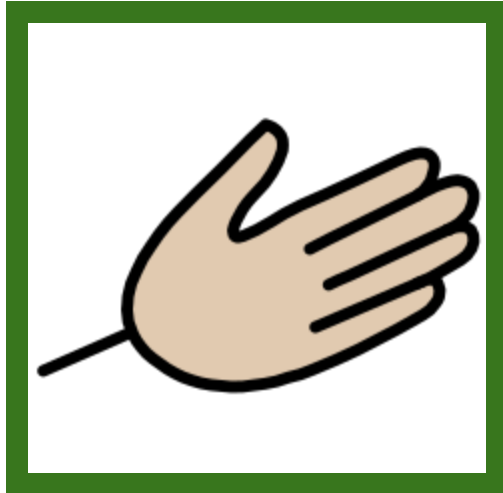
Step	Key Word	Strategy	Behaviour (examples)
Step 1 	Choice - you have the choice to change your behaviour and refocus.	Non-verbal warning (a look/gesture/visual)	<ul style="list-style-type: none"> • Out of seat or not using it properly. • Running in corridors. • Talking over others. • Calling out.
Step 2 	Chance - you have a second chance to make a good choice.	Verbal warning	<ul style="list-style-type: none"> • Repetition of Step 1 behaviours. • Answering back. • Questioning staff decisions. • Interfering with others' property. • Pushing in corridors. • Unkind hands/feet/words.
Step 3 	Change - adult implements a change using classroom management techniques.	E.g. move places, partner an adult, sensory break, quiet work space (10 min max)	<ul style="list-style-type: none"> • Repetition of Step 1 or 2 behaviours, despite warnings.
Step 4 	Consequence - adult implements a consequence which is managed in class / team / phase.	Natural consequence (loss of some playtime/lunch playtime if being unsafe / unfinished learning). Conversation with parent/carer at pick-up or a Seesaw message home. SLT to be made aware.	<ul style="list-style-type: none"> • Repetition of Step 3 behaviour, despite warnings and changes being made. • Defacing or damaging property. • Disrespectful or offensive language, or gestures, aimed at other children in a non-aggressive way. • Offensive language in presence of staff. • Challenging or arguing with staff (failure to follow instructions). • Fighting. • Spitting. • Inappropriate internet search. • Misuse of Electronic device. • Serious misdemeanours or behaviours that prevents the class from learning when pupils need to be removed from the class and sent to another class/adult.
Step 5 	Helping Hand - support is required from SLT because behaviour continues to disrupt learning for all / to be unsafe.	Time out of class. SLT / parents / SENCo involvement (bespoke plan if required).	<ul style="list-style-type: none"> • A serious misdemeanour or behaviour that prevents the class from learning when pupils need to be removed from the class and sent to a member of SLT/DHT/HT. • Assault. • Dangerous behaviour. • Bullying of other pupils. • Verbal abuse of or offensive gestures to staff. • Theft.

Helping Hand

This is a clear, non-verbal method of communication which is easily passed from teacher to pupil to inform the SENCo/DH/HT that immediate help is needed. There is minimal need to exchange words.

These will be labelled, laminated cards; at least one for each member of staff.

Additional cards will be available in classes.



- ★ This list is a guide for staff and pupils. We recognise that it is far from exhaustive and encourage staff to gauge their actions according to their professional judgement; a “best fit” approach is recommended.
- ★ The severity of an incident may result in entry at any level.
- ★ A restorative conversation will take place with any child who reaches Step 3 and above - the depth of that conversation may change according to the severity of the behaviour.
- ★ Incidents from Step 4 and upwards will be recorded in CPOMS.
- ★ Each new learning session (after morning break, after lunch) is a ‘clean sheet’ for the children, an opportunity to ‘start again’.
- ★ It is recognised by all staff that any child who has an IEP/MEAP with SEBD targets MAY be operating outside of these parameters and, as such, may have specific strategies in place to support them to make appropriate behaviour choices. These strategies will be under regular review in conjunction with the class teacher, parents/carers, SENCo and any outside agencies who may be involved with the child.

Example behaviours

Step One: Choice - you have the choice to change your behaviour and refocus.

- Out of seat or not using it properly
- Running in corridors
- Talking over others.
- Calling out.

Step 2: Chance - you have a second chance to make a good choice.

- Repetition of Step 1 behaviour, despite warnings
- Answering back
- Questioning staff decisions
- Interfering with others' property
- Pushing in corridors
- Unkind hands/feet/words.

Step 3: Change - teacher implements a change using classroom management techniques





- Repetition of Step 1 or 2 behaviours, despite warnings.

Step 4: Consequence - teacher implements a consequence which is managed in class / team / phase.

- Repetition of Step 3 behaviour, despite warnings and changes being made
- Defacing or damaging property
- Disrespectful or offensive language, or gestures, aimed at other children in a non-aggressive way
- Offensive language in presence of staff
- Challenging or arguing with staff (failure to follow instructions)
- Fighting
- Spitting
- Inappropriate internet search
- Misuse of Electronic device
- Serious misdemeanours or behaviours that prevents the class from learning when pupils need to be removed from the class and sent to another class/adult






Step 5 - Helping Hand- support is required from SLT because behaviour continues to disrupt learning for all / to be unsafe.

- Repetition of Step 4 behaviour, despite warnings, changes and a consequence
- A serious misdemeanour or behaviour that prevent the class from learning when pupils need to be removed from the class and sent to a member of SLT/DHT/HT
- Assault
- Dangerous behaviour
- Bullying of other pupils
- Verbal abuse of or offensive gestures to staff
- Theft
- Any other offences that are judged serious by the SLT/DH/HT

<p>Step 1</p>	<p>Choice</p> 	<p>You have the choice to change your behaviour and refocus.</p> <p>My adult will use a look, gesture or point to a symbol or picture.</p>
<p>Step 2</p>	<p>Chance</p> 	<p>You have a second chance to make a good choice.</p> <p>My adult will use their voice / give me a verbal warning.</p>
<p>Step 3</p>	<p>Change</p> 	<p>My adult will make a change which will help me.</p> <p>For example, move places, work with an adult, take a sensory break, work in a quiet space for a short time.</p>
<p>Step 4</p>	<p>Consequence</p> <p>=</p>	<p>I will have a consequence for my behaviour choices. This is chosen by my adult.</p> <p>For example, loss of some play if I am being unsafe or have unfinished learning. My adult will talk to my parent/carer.</p>
<p>Step 5</p>	<p>Helping Hand</p> 	<p>My adult will send a child to the office with a "Helping Hand" card.</p> <p>A Senior Leader will come and help and I will have time away from my class.</p> <p>This will happen if my behaviour is continually disrupting the learning or if my behaviour is unsafe.</p> <p>My parents/carers will be asked to come in to school to meet with Miss King or Mrs Sullivan.</p>

Class Room Display

What happens if I don't follow the Forest Foundations?

Step 1	Choice 
Step 2	Chance 
Step 3	Change 
Step 4	Consequence 
Step 5	Helping Hand 

Praise and Rewards

Class Dojo

Dojos are awarded to children for the day-to-day positive behaviour choices, attitudes, effort, perseverance within tasks and successes in learning. These are linked to the 'Forest's Foundations' and Class Charters.

Classes add up their pupil Dojo points by house. The house with the most Dojo points receives 4 house points, 3 for the next and so on.

Housepoints

Housepoints are awarded for:

- Acts which go above and beyond a child's usual level of behaviours, attitudes and learning
- Positive behaviours and attitudes which are sustained over time
- A higher level of sustained effort or success in learning
- Perseverance and progress based on a growth-minded approach.

Housepoints are recorded by writing on house point sheets stuck on the classroom wall.

Before each Celebration Assembly, House Captains collect the sheets and total the number of housepoints given. These are then recorded on a Google Sheet. Averages are then used to allocate balls for the house tubes. 4 points for the highest average, 3 for the next and so on. House Captains place the balls within the tubes.