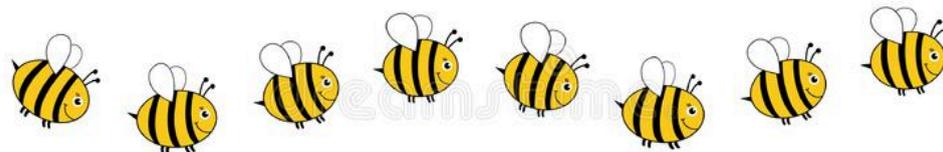


# Forest Academy



## *Positive Behaviour and Relationships Policy*

Completed by: April Grimes

Date Reviewed: January 2025

Review Date: January 2027

# *Positive Behaviour and Relationships Policy*

## **Purpose**

This policy aims to support all stakeholders to build a culture where positive behaviour and trusting relationships enable successful teaching and learning throughout the school in a happy, caring environment. It has been produced to satisfy the needs of all children and adults, reflecting our School's Vision, ethos and values.

Our positive behaviour and relationships vision:

## ***Learning for Life***

## **Skills and Attitudes**

The ethos of our school reflects the values and attitudes that characterise any caring family and community. The atmosphere of the school, the quality of relationships, and the way in which the school helps to prepare our children, combine to ensure they have a fair sense of justice and the skills and attitudes to be valued citizens of the future.

At Forest Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

To achieve our vision we ensure adults and children:

- ❖ know our expectations
- ❖ discuss how the expectations are interpreted in an age appropriate
- ❖ explore and revisit the expectations regularly
- ❖ practise and learn systems and routines
- ❖ recognise their rights and responsibilities within the school community, local community and society as a whole
- ❖ build positive relationships with each other
- ❖ learn to self regulate (Zones of Regulation)
- ❖ know the importance of reflection and talking through any problem (Restorative Justice)

## **Children are encouraged to:**

- To be considerate towards and value and respect others
- To show consideration for their surroundings and property.
- To work hard and do their best.

This is summed up in 'our expectations' which children use to 'frame' their class rules.

## **Our Expectations: Be Kind, Be Safe and Be Responsible**



### **We believe**

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitudes or skills and children need to be taught. Therefore, staff will teach consistent systems and routines to support Children to uphold the Forest Academy expectations.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal, and emotional development. Children, like adults, need to recognise that their feelings and emotions influence their behaviour. It is therefore important that our children are taught to notice and name these feelings to enable them to use appropriate coping strategies. This will be taught through Zones of Regulation.
- Learning to manage our emotions and behaviour supports all other forms of learning, and builds sociability, confidence, and independence.
- By supporting children to reflect on their behaviour and to consider how it affects others, we aim to sustain positive relationships and rebuild damaged friendships/relationships through restorative practices.

### **Responsibilities for Staff**

- ❖ To remember that positivity is infectious!
- ❖ Follow the Positive Behaviour and Relationship policy
- ❖ To greet every child and adult by name positively and with a smile
- ❖ To speak to every child and adult politely and calmly
- ❖ Teach the agreed routines consistently.
- ❖ Model how to treat all children and adults with dignity and respect irrespective of background, gender, sexuality and race
- ❖ Teach all aspects of positive behaviour and relationships as part of a broad, balanced, engaging curriculum
- ❖ To remember that all 'behaviour' is a form of communication
- ❖ Focus on positive praise, praising children's efforts and achievements
- ❖ Encourage the Building Learning Power dispositions; resilience, reciprocity, resourcefulness, reflection
- ❖ Ensure classrooms are calm, quiet environments with reduced visual stimulation
- ❖ To work in partnership with parents/carers

- ❖ Only use agreed school rewards and sanctions
- ❖ Record incidents of negative behaviour on CPOMS
- ❖ Encourage children to reflect on their behaviour and the effect it has on others - capture the voice of the child using restorative practices: 'Think it Through' sheets.
- ❖ Use Zones of Regulation to support all children, especially those that are vulnerable to dysregulation
- ❖ Recognise their role in ensuring no child's behaviour should prevent others from learning
- ❖ In the event that a child leaves the classroom, or is struggling to self-regulate, another member of staff will ensure the efficient education of the remaining class, whilst the class teacher supports the child in need. This will ensure that positive relationships are maintained and developed.



### **Responsibilities for Parents and Carers**

- ❖ Explaining to the child the meaning of the home school agreement
- ❖ Signing the home school agreement
- ❖ Support children to live up to the school's expectations
- ❖ Supporting the school's Positive Behaviour and Relationships Policy
- ❖ To talk to their child about feelings, behaviour and what it feels like and means to be dysregulated
- ❖ Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school
- ❖ Encouraging the child to sort out difficulties in a positive, appropriate way in line with restorative justice
- ❖ Speaking to the class teacher, in the first instance, if they are concerned about their child
- ❖ Being positive towards their child and his/her efforts and achievements whilst working in partnership with the school staff
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race
- ❖ **Understand that no child's behaviour should prevent other children from learning**

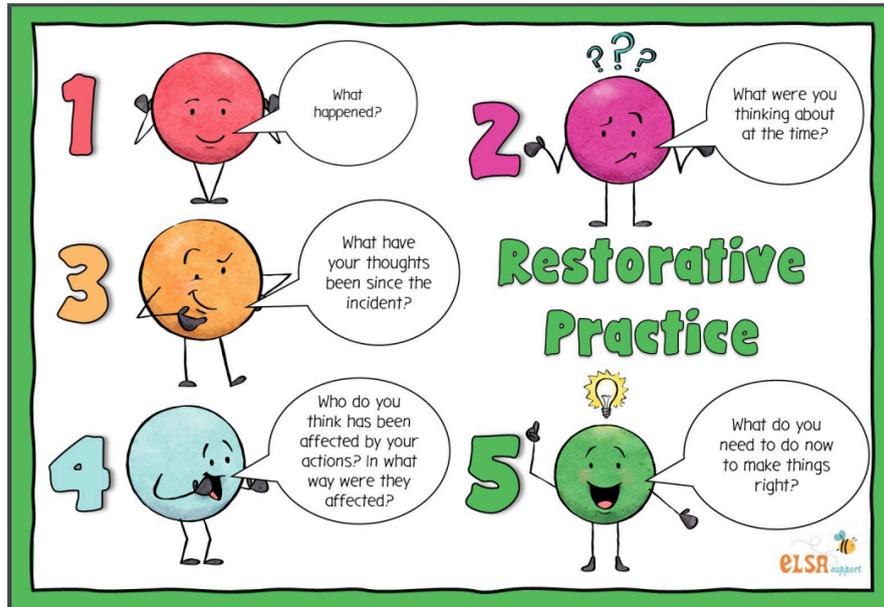
- ❖ Engage in discussions and meetings to support their child's behaviour and attend promptly if called to the school

### **Responsibilities for Governors**

- ❖ Involvement in developing a positive behaviour and relationship culture and policy
- ❖ Being acquainted with the school and monitoring the implementation of the vision, ethos and values
- ❖ Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour and welfare.
- ❖ Having legal responsibilities for exclusions
- ❖ Support teaching staff when implementing policy
- ❖ Be responsible for the wellbeing of all children and staff, including the Headteacher

### **Responsibilities for Children**

- ❖ To be kind, responsible and behave in a way that keeps themselves and others safe.
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- ❖ To recognise their own feelings and how this can affect their behaviour and start to learn strategies to deal with a range of situations positively and avoid dysregulation
- ❖ To reflect and engage in restorative practice discussions to resolve issues and build and maintain positive relationships - 'Think it Through'
- ❖ Accepting the consequences of their own actions
- ❖ Behave in a way that does not stop others learning
- ❖ Behave in a way that everyone is safe and feels safe
- ❖ If an adult gives me a choice, they are trying to help me
- ❖ Accepting that staff make the final decisions



### Positive Behaviour Recognition

We use the following methods to reward and encourage good behaviour

- ❖ Thank the child
- ❖ Praise in class
- ❖ Praise in assemblies
- ❖ Visit to the headteacher, deputy headteacher or any adult significant to the child e.g. previous teacher
- ❖ Marbles in a jar to encourage a whole class effort to be kind, safe and responsible
- ❖ 'Building Learning Power' (BLP) Stickers when children demonstrate these themes.
- ❖ Bee stickers for children modelling class expectations
- ❖ Our Expectations/BLP certificates given in celebration assemblies.
- ❖ Playground Buddies and Junior Sports Leaders
- ❖ Class Dojos, which will be traded for marbles in the jar
- ❖ Postcards, text message or email to child/parents



## Managing Behaviour

Staff will use a stepped approach to encourage good behaviour.

1. Establish eye contact, where appropriate, for some children this can be a trigger
2. Tactical ignoring of negative behaviour and positive comments to reward the good behaviour
3. A quiet personal word
4. Verbal reminder or expectations in a quiet calm voice
5. Remind the child to use Zone of Regulation strategies
6. Provide the child with a choice 'If you continue to xxx, you will miss 1 minute of playtime.'
7. If the behaviour continues, consider if reflection time within the classroom is more appropriate.
8. If behaviour escalates, suggest the child reflects in an agreed place, outside the classroom. This should be for a very short period of time and the teacher will go to the child to discuss the appropriate behaviour and bring the child back to class.
9. If the behaviour is preventing others from learning, request support from SLT. The child will complete work in a separate area
10. If a child is dysregulated, they may need time and space to regulate. The child may be able to use Zones of Regulation strategies independently or possibly with support.
11. If other adults or children are affected by the behaviour of a child, he/she should be encouraged to use ELSA Restorative Practice reflection - 'Think it Through' - sheets to rebuild positive relationships.
12. If the behaviour is disrupting the learning of others or having a negative impact on the physical or mental wellbeing of other children or staff, parents will be informed and required to come into school to discuss immediately with the Headteacher or deputy. This is to highlight the seriousness of poor behaviour and allow us to prevent further issues.
13. **As children progress into UKS2**, we start to prepare them for the expectations of high school. We have adopted a system similar to Breckland where negative behaviour is logged using a point system. A graduated, staged level behaviour support system (BS) using Internal Support Sessions (ISS) and other sanctions will be used.

<b>Stage 1 BS Classteacher report:</b> phone call, CPOMS and email to parent explain the sanction given e.g. ISS 2-10 points, classteacher responsibility.	<b>Stage 2 BS Age-phase Leader report:</b> immediate meeting with parent to explain e.g. ISS and <b>removal of privileges for two week period</b>	<b>Stage 3 BS HT report:</b> immediate meeting with parent, removal of all privileges for 4 week period and weekly meeting with parent to discuss how to get their child back on track will be stated and parent will need to support school to do this.
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Internal Support Sessions are periods of time where children are supervised by a member of SLT or the KIND team. Children may be completing work or having time to re-regulate or reflect on what has happened. This may happen at break time, lunchtime or sometimes in lesson time if the adults feel this is more appropriate.

## UKS2 Behaviour Monitoring and Sanctions

Sanction	Behaviour Descriptors	Frequency	Negative points
PEX	Persistent fixed term suspensions (FTS)	15 days	

		FTS in a term	
	One off serious incident		
Fixed term suspension (FTS)	Physical attacks with intent to hurt/injure other children or adults		-10
	Verbal abuse of other children or adults (protected characteristics)		-10
	Possession of harmful substances (e.g. drugs, alcohol, cigarettes)		-10
	Possession of dangerous/unsuitable items e.g. e-cigarettes, matches, lighters, knives		-10
Internal Support Session (ISS) with a member of SLT or KIND team at next break time or lunchtime or after lunch if appropriate	Persistent poor behaviour that has a detrimental impact on own learning or that of others		-3
	Continued defiance of school rules, e.g. not handing in mobile phone		-3
	Discrimination, intimidation and bullying including cyber bullying		-3
	Deliberate damage of property		-3
	Failure to follow adult instruction		-3
	Failure/refusing to complete classroom or home learning		-3
	Incorrect school uniform (this includes PE kit)		-3
	Late or not coming into class at the appropriate time or leaving class without permission		-3
<b>Stage 1 BS Classteacher report:</b> phone call, CPOMS and email to parent explain the sanction given e.g. ISS 2-10 points, classteacher responsibility	Persistent low level negative behaviour		-2
	Not demonstrating Our expectations		-2
	Refusing to engage with restorative practices to solve a problem		-2
	<b>More than 5 negative points in a day or 10 in a week move to Stage 2</b>		
	Refusing to attend ISS move onto Stage 2		

<b>Stage 2 BS Age-phase Leader report:</b> immediate meeting with parent to explain e.g. ISS and removal of privileges for two week period	<b>More than 10 negative points in 2 week period move onto Stage 3</b>		
	Involvement in incidents that have an ongoing negative impact on other children and staff and inciting others to join in		
	Refusing to attend ISS move onto Stage 3		
<b>Stage 3 BS HT report:</b> immediate meeting with parent, removal of all privileges for 4 week period and weekly meeting with parent to discuss how to get their child back on track will be stated and parent will need to support the school to do this.			

## Thrive

The school has a number of Thrive practitioners and all staff have had the Introduction to Thrive training. All children are assessed three times a year and from this we provide class, group and individual support based on the needs identified. Over time, we will also work directly with parents.

### **Additional Support SEND, Social, Emotional, Mental Health and Behaviour**

- ❖ Thrive
- ❖ Nurture groups
- ❖ Meet and greet
- ❖ Breakfast Club
- ❖ Young Carers
- ❖ Mental Health First Aider
- ❖ SES
- ❖ Outreach Specialist support
- ❖ Time out of class after task completed
- ❖ Part time timetable
- ❖ Additional adult support e.g. for sensory breaks, to scribe, to translate
- ❖ Dual placement
- ❖ Forest School Sessions

**Sanctions and Consequences** (Sanctions and consequences are not to be used to punish all children for the behaviour of a few.)

- ❖ Missed minutes of playtime.
- ❖ Missed minutes joining in with activities/learning; this should be kept to a minimum to ensure the child's education is not negatively impacted. The aim is to reflect and re-regulate ready to re-join the class.
- ❖ Quiet reflection time followed by restorative practice conversation and the opportunity to apologise and rebuild relationships
- ❖ Meeting with a member of SLT to reflect and discuss the school expectations and how the child has let themselves down.
- ❖ Withdrawal of privileges e.g. clubs, participation in school events such as school discos, parties
- ❖ Children who fail to follow instructions to keep themselves or others safe will not be able to attend offsite events and visits

### **SEMH/SEND/Looked After Children:**

For children with SEMH/SEND or 'Looked After' children, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to enable them to meet the requirements of the School Positive Behaviour and Relationship Policy. These will be reviewed regularly. They will also access support from outside agencies to ensure that we are doing all that we can to allow them to be successful in school.

Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced and the appropriate decisions made about provision and the risks to safety. SEND/Social Emotional and Mental Health needs children will have behaviour support plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part in certain activities and off site visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others,

the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with external agencies to support self-regulation and awareness and in turn behaviour.

### **Part time Timetables**

In some instances, where children struggle with a full school day and demonstrate difficult and dangerous behaviour, it may be beneficial for the child to have a reduced timetable. The purpose of this would be to support the child to be in school successfully full time, increasing this in manageable steps. This would be clearly structured within a written part time timetable, agreed between parents, the SENCo/DSL/EWO (as appropriate) and the Headteacher. This will be signed by the Senior Leadership Team everyday so that it is clear where the child is within the timetable and how successful it is proving. The aim is always for the child to be back in school full time as quickly as possible.

### **Physical Interventions**

In instances where there is significant risk of harm to a child or member of staff, physical intervention may be deemed necessary. This will be a last resort, necessary and proportionate to the harm it is intended to prevent. Please see the school's Physical Intervention Policy for further details.

### **Suspensions and Exclusions**

Serious incidents or persistent poor behaviour may lead to a fixed term suspensions of up to 5 days, using the national guidelines for exclusion (DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023). Only the Headteacher of the school is authorised to suspend/exclude a child. In the absence of the Headteacher this can be authorised in writing via email to the Deputy Headteachers. Before a child returns to school, following suspension, there will be a minuted reintegration meeting with a senior member of staff or safeguarding welfare officer on site that day with both the child and parents. At these meetings, it is important that the voice of the child is heard and recorded.

### **Incidents deemed serious include:**

- ❖ Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)
- ❖ Verbal abuse of other children or adults
- ❖ Persistent poor behaviour that has a detrimental impact on own learning or that of others
- ❖ Continued defiance of school rules
- ❖ Discrimination, intimidation and bullying including cyber bullying
- ❖ Deliberate damage of property
- ❖ Possession of harmful substances (e.g. drugs, alcohol)
- ❖ Possession of dangerous/unsuitable items (e.g. knives, BB guns, Nerf guns)

**NB: this is not an exhaustive list.**

After a period of fixed term suspension, the child starts afresh – but if he/she moves to fixed term suspension again, permanent exclusion may result, using national guidelines for exclusion (DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023)

### **Confiscation and Searches**

If a child brings in an item that is not suitable, the class teacher will confiscate it and parents will be called in to come and collect it at the end of the day. In the first instance, a child will always be asked to surrender the item. Children who bring phones into school must hand them to the class teacher before school and are responsible for collecting them at the end of the day.

#### **Items that will be confiscated due to being prohibited or banned can include:**

- ❖ Phones
- ❖ iPads/tablets
- ❖ Knives/blades/weapons
- ❖ Alcohol
- ❖ Drugs
- ❖ Items believed to be stolen
- ❖ Tobacco/cigarettes
- ❖ Fireworks
- ❖ Pornographic images
- ❖ Any item that the member of staff believes has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

**NB: this is not an exhaustive list.**

### **Searching**

Should a risk become known, key staff hold the power to search for the above items, and will do so in line with the [latest DFE guidance on searching, screening and confiscation](#).

### **Bullying**

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

### **Racist and homophobic Incidents**

These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender.

These will be dealt with very seriously –

- ❖ All incidents will be recorded and kept in children's files
- ❖ Parents will be informed
- ❖ The child will receive consequences and could be suspended or excluded

### **Radicalisation and the Prevent Duty**

The Prevent duty requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation. We consider the needs of children and young people at each stage of the safeguarding process. We will consider radicalisation concerns in line with our existing safeguarding processes, skills and experience. To monitor for radicalisation we monitor online behaviour and may challenge children's ideas if we feel they are being influenced by external extremist ideologies.

### **Cyber bullying**

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school we always take this seriously and will investigate the issue in detail.

- ❖ All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- ❖ If necessary according to the seriousness of the incident the police may be informed.
- ❖ We always attempt to tackle cyber bullying by teaching children about what cyberbullying is and the impact it can have.
- ❖ In cases of more serious incidents we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO) See Online Safety Policy

### **Pupil conduct outside the school gate**

Teachers have a statutory power to discipline pupils outside of the school premises where;

- ❖ Witnessed by a staff member
- ❖ Reported to the school
- ❖ The pupil is identifiable as a pupil at the school

Or behaviour that;

- ❖ Has repercussions for the orderly running of the school
- ❖ Poses a threat to another pupil or member of the public
- ❖ Could adversely affect the reputation of the school

**Evaluation**

The effectiveness of this policy will be evaluated by all stakeholders as an ongoing process and discussed in staff meetings when appropriate.

Revision and updating will be carried out by SLT in discussion with all stakeholders biannually.

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher: April Grimes

At Forest Academy Nursery, we recognise that our nursery-aged children are at the beginning of their journey in learning about positive relationships and acceptable behaviour. This addendum ensures our approach to managing behaviour in the nursery aligns with the principles of the Early Years Foundation Stage (EYFS) while supporting the aims of the whole-school Positive Behaviour and Relationships Policy.

Our focus is on fostering a nurturing, inclusive, and supportive environment where children feel safe, valued, and able to thrive socially, emotionally, and academically.

### **Aims for Nursery-Aged Children**

In the nursery, we aim to:

- ❖ Build secure, trusting relationships with children to support their emotional development.
- ❖ Teach children how to express their feelings, interact positively with peers, and develop self-regulation skills.
- ❖ Model and encourage positive behaviour through praise, encouragement, and consistent routines.
- ❖ Support children in understanding boundaries and the impact of their actions on others in an age-appropriate way.

### **Promoting Positive Behaviour**

To support our youngest learners, we:

- ❖ Use clear, simple language to communicate expectations (e.g., “Kind hands,” “Listening ears”).
- ❖ Provide positive reinforcement and celebrate achievements through verbal praise, stickers, and other age-appropriate rewards.
- ❖ Offer gentle reminders and redirection when behaviour does not align with expectations.
- ❖ Use social stories, role play, and visual aids to help children understand and practice positive behaviour.

### **Managing Challenging Behaviour**

We understand that nursery-aged children are still learning how to navigate their emotions and social interactions. When managing challenging behaviour, we:

- ❖ Respond calmly and immediately to keep all children safe.
- ❖ Focus on understanding the root cause of the behaviour, such as frustration, tiredness, or unmet needs.
- ❖ Offer opportunities for reflection and discussion, using simple and supportive language to guide children towards better choices.
- ❖ Work in partnership with parents/carers to create consistent strategies for supporting the child.

### **Supporting Individual Needs**

At Forest Academy Nursery, we are committed to providing a safe, inclusive, and nurturing environment for all children. We recognize that some children may require a higher level of individual support to fully engage in nursery activities and ensure the safety and well-being of all children and staff.

In cases where a child needs significant 1:1 support to attend the nursery safely, we will work closely with the family to identify the child’s needs and develop a suitable plan.

This policy ensures that we maintain a balanced, safe, and supportive environment while meeting the needs of individual children to the best of our ability.

We recognise that some children may require additional support to meet behavioural expectations. For these children, we:

- ❖ Create personalised plans to address specific needs.

- ❖ Work closely with parents, carers, and other professionals to implement appropriate strategies.
- ❖ Monitor progress and adjust approaches as needed.

### **Alignment with the Whole-School Policy**

The nursery follows the whole-school Positive behaviour and Relationships Policy while adapting strategies to suit the developmental stage of our children. This ensures consistency across the school while honouring the unique needs of early years learners. If we determine, that reasonable adjustments cannot be made for a child and as such we cannot continue to adequately provide for that child (or admit them as the case may be) then we shall be permitted to request that you withdraw the child without being charged fees in lieu of notice.

### **Parental Involvement**

We value the role of parents and carers in shaping positive behaviour. We maintain open communication and encourage collaboration to ensure a consistent approach between home and nursery.

### **Conclusion**

This addendum reflects our commitment to nurturing positive relationships and behaviour in our nursery while preparing children for their ongoing journey through school. Through supportive, consistent, and developmentally appropriate practices, we aim to help every child flourish.