

Forest Fields Primary and Nursery School



Behaviour Policy

Reviewed	March 2026
Approved By	Governing Board March 2026
Signed By	James Verran, Chair of Governors
Date to be reviewed	October 2026

Aims

- By enacting this policy with consistency, we aim to create a friendly, safe and caring environment which allows children to achieve. When behaviour falls below the high standards we expect, it is the responsibility of everyone to respond in a clear and calm way, reinforcing positive messages of how we should behave in school.
- We aim for every child to behave so that they are always able to engage in quality learning. Behaviour which shows kindness, care and consideration towards others is the expected, normal behaviour. We aim to create a positive and warm atmosphere.
- By investing time in discussion to resolve behaviour issues and offering positive guidance and support, we always aim to enhance our relationship with pupils and their parents/carers to ensure children are happy and enjoy coming to school.

Principles

These principles guide the behaviour policy:

- With excellent behaviour, learning is given the best chance to prosper.
- Praise for good behaviour is earned and good behaviour is recognised often, by all adults.
- It is not the severity of the sanction that makes it effective but the discussion of the behaviour with an adult. Children know that the sanction will be inevitable and will be applied fairly.

School Rules

The three core rules are:

- Ready



- Respectful



- Safe



These three school rules form the core behaviours that we expect from children. The rules are displayed in classrooms and around school. Discussions around the three rules are planned, positive and frequent. When in discussions regarding their behaviour children will be asked, was their behaviour, Ready, Respectful and Safe?

Meet and Greet

At the beginning of each morning and afternoon class teachers will meet the children as they enter the classroom, saying good morning and offering a greeting from a selection (Appendix 7). This gives the class teacher a chance to spot any potential issues coming in to the classroom and also sets a positive atmosphere for the session. This should be a quick routine that then allows children to be ready for learning.

Zones of Regulation

During the meet and greet session children should move their name on the Zone of Regulation Chart (Appendix 8) to show how they are feeling. It is important during this time that any issues that are identified are dealt with at the earliest opportunity. Saying the to the child for example, 'I can see you are unhappy, once everyone is on task we can have a chat about what is bothering you.' The Zones of Regulation should be planned into the day and children reminded to use it. Children can and should move their name throughout the day as a way of communicating with the teacher how they are feeling.

How do we recognise positive behaviour?

Recognising positive behaviour is key to this policy, positive behaviours are recognised and rewarded. This is the prime form of behaviour management, remembering to always include the children who always follow the school rules and behave well.

Our school reward systems are:

- **Recognition board**

In every class there is a recognition board which displays a chosen focus behaviour. When children show this behaviour, they are praised with specific language and their name is added to the board.

E.G. The chosen behaviour is kindness

'Well done I really like the way you helped your friend to tidy their things away. That was very kind. I'm adding your name to the board.' If a child already has their name on the board and is noticed again during the same day, a tally can be added to their name. The children with tallies should be celebrated within the class as role models.

E.G. 'Wow you have shown kindness to by helping him with that question and your name is already on the board. I'm going to add a tally to your name. Class Is a role model, to get your name on the board, try showing kindness like....'

Throughout the day children's names will be added to the board and the behaviours that the teacher is looking for, reinforced. Children's names are never removed from the board for until the end of the day. If a child has their name on the board and is then later found to be showing negative behaviour, this will be dealt with separately and does not mean that their name is taken off the recognition board. Children can nominate each other for the recognition board, giving a clear reason for the nomination. This will encourage reflection and peer responsibility. It is not an individual competition, rather a collective effort to get the whole class on the board. Children should be helping each other to behave well and all children and staff should be looking for the positive behaviours in order to

get as many names on the board as possible. There is no prize or material reward for the recognition board, however a class point can be awarded if the whole class gets their names on the board by the end of the day. The teacher will decide how long the focus behaviour is needed before being changed to another. Focus behaviours are chosen according to the needs of the class but must always raise the expectation. Please see Appendix 1 for example behaviours for the recognition board.

- **Class points**

Every class has a hundred square (Appendix 2). When a class is awarded a point the teacher marks off a number (either with a sticker or an initial). The class can be awarded a point by any member of staff. Points can be given for whole class behaviour in the class room or around school, or when every child in the class has their name on the recognition board.

E.G.

'..... Class you have come in from break time very calmly well done. I am giving you a class point.'

The class point hundred square has whole class rewards at different points through the numbers. When a class reaches a reward the class teachers liaise with the Phase Leader to organise the reward.

- **Super Stars/ Super Star Shop**

Stars can be given to individual children who stand out for their good work or behaviour that goes above and beyond the normal expectations. The stars are collected on children's individual Super Star account cards in groups of ten. Children are shown the rewards that are available in the Super Star Shop. Children save their stars towards exchanging for a prize each term. (School Council are involved in choosing the prizes from a list shared). Children can choose to save their stars for a higher value reward later on if they wish to. Class teachers keep a record of completed account cards and children can take completed account cards home.

- **Celebration Assembly/Certificates**

A celebration assembly is held each week to celebrate the achievements of the children. Each class teacher will award a certificate for role model of the week in assembly. The role model certificate links to the focus behaviour from the recognition board. In addition to the role model of the week the teacher will also choose another certificate to present in assembly. The other certificates will be given in class. The five certificates are, Role Model, Writer, Handwriter, Maths, Reader of the week. Children can take their certificate home. Reception and Key Stage 1 parents are invited to the celebration assembly.

- **Stickers**

Staff can award stickers to children (age appropriate) who deserve recognition for their effort but the behaviour does not warrant a super star. For example, children sitting smartly, entering assembly sensibly.

Moving around school

Moving around school we follow three Ss: Silent, Sensible, Safe.

Children are expected to walk silently, sensibly and safely around school, through the halls and corridors. Children walk on the right-hand side. At the end of break and lunch times the class line up at their designated place, the class are brought inside when the line is

ready. Class teachers (YearR-6) choose a child to assign as Class Monitor who helps to monitor the behaviour of the class on the way to the classroom. The class teacher should ask the class monitor who they would like to award a Super Star to for the person showing their best behaviour. (Walking silently, sensibly, safely). Teachers should stand at the back of their class line, this allows them to monitor the behaviour of the class as they can see all of the children. Teachers should choose the Class Monitor to go at the front of the line. The class should know the routine of their journey to the hall for example. The Class Monitor will know to stop at certain places along the way for example, the steps, the door, the carpet. This routine should be rehearsed and children should be able to do this confidently. The teacher will be recognising positive behaviour along the way for example, 'Well done you are walking sensibly, well done..... you've remembered to stop at the top step, now go to the door.' Classes enter in and leave assembly silently in the class line. Class points can be awarded for whole classes who move sensibly around school (including going into and out of assembly and during assembly), reinforcing our Ready, Respectful, Safe rules. The Class Monitor job should be rotated so all children have a chance at taking the responsibility.

Break times and Lunch times

Children are expected to follow the Ready, Respectful, Safe rules at break and lunch time. There is a red box on the playground (KS1 and KS2) which is used for children who need to have a few minutes to reflect and be calm following a discussion with a member of staff. The Ready, Respectful, Safe rules are displayed on the playgrounds. A member of SLT is on duty during lunch time to support with behaviour.

After School Clubs and visits

This policy is to be applied to all visits and after school clubs. Any incidents of poor behaviour/excellent behaviour will be reported to back to the class teacher/ phase leader if they are not present during the visit/club.

Who is responsible?

Managing behaviour is the responsibility of every member of staff. No instance of poor behaviour should go unnoticed. Every member of staff is responsible for noticing positive and negative behaviour all day every day. Behaviour management is a team sport. The team discipline and ethos is crucial to getting the desired behaviours. There can be no gaps between the adults on what matters.

What will we do if we see unacceptable behaviour?

We will follow the step approach with regards to unacceptable behaviour. Consistency is at the heart of our behaviour systems. Anger and aggression is unnecessary; certainty is powerful enough on its own. All negative behaviour should be dealt with calmly, there is no shouting unless the child is in immediate danger. Certainty around the expectation for behaviour is respected and unquestioned, this is enough. When a child shows unacceptable behaviour the step approach is followed consistently by all staff in school. It is important that 'praise in public, correct in private' is followed. Children should not be made to feel shame or be embarrassed in front of their peers. It is also important that staff do not discuss behaviour in front of a child. Conversations regarding pupil behaviour are held in private.

The following steps are the process that will happen when a child shows unacceptable behaviour. (See appendix 5 for example behaviours and which step would apply)

Step	What happens?	Consequence	Example
1	A non-verbal or gentle reminder	NA	'I would like to see everyone sitting smartly on their chair please. Who is sitting smartly? Well done.'
2	A verbal reminder clearly stating the wanted behaviour	NA	'Again, I'm looking for the smartest person, showing me they are 'Ready'.' great, I can see you're ready, you're looking this way.'
3	A private chat, reminder of the wanted behaviour, identify a trigger and remove if possible and a chance for pupil to regulate if needed. When the child returns to the classroom, make an extra effort to catch the pupil showing the behaviour you have talked about and praise them for it. At this point as learning time has been affected the incident is recorded onto CPOMS assigned to your phase leader using the category 'behaviour logged.' As early prevention/intervention when step 3 has been reached multiple times the initial R2i process can begin. Initial Concerns, Learning Environment Check and Developmental Environment Check. There will also be a conversation with parents regarding the initial concerns noted and actions to be taken.	Five minutes of the next break or lunch time should be spent with the teacher having a restorative conversation (Appendix 4).	Ask the pupil to wait in the corridor, stand in the doorway if alone in the class and speak to the child about their behaviour. (Do not leave the child outside in the corridor for any more that two minutes. It should be made clear to the child that they are to have two minutes to calm and reflect before you will be coming to speak to them. 'I have noticed you keep talking whilst you should be listening. It is difficult for the other children to concentrate when that happens. Is there a problem that we need to sort out now? Can you make a special effort to show good listening, being respectful of your learning and that of others? Brilliant, I will

			look out for your excellent listening now.' 'That is brilliant listening.... I knew you could do it, keep it up.'
4*	More serious incidents can jump straight to this step. (See appendix 5 for examples) Call to phase leader for support, phase leader releases class teacher to speak again with the pupil. The Phase Leader (or other member of SLT if Phase Leader unavailable) will come at the earliest opportunity. A talk about the effects of the unwanted behaviour and reminder of school rules. A reminder that consequences occur at this stage. If phase leader is not available during the lesson. The child goes to the partner class to spend up to five minutes reflecting on what happened. When they are sent to the class it should be made clear, they are having reflection time and a conversation will happen at the earliest opportunity (break or lunch time) when they return. The teacher in the partner class does not need to interact with the child at all, they are having reflection time alone and the class teacher has a restorative conversation with them when they return. Record on CPOMS.	SLT decide if appropriate for child to miss time at lunch to reflect. (Reflection room) (If incident occurs in the afternoon, lunch time the next day)	Phase leader arrives and steps into the lesson to allow the teacher to speak to the child. Class teacher can ask phase leader for advice if needed.
5	Once step four has been repeated three times, phase leader and class teacher will meet with the Katie Hayden to discuss further support for the child. Katie and phase leader will work with class teacher to monitor. Record on CPOMS.		
6	If no positive progress is made since step five, Katie, Phase leader and class teacher to meet with parents, to raise concern and highlight the need for support from home.		

	Discuss if appropriate to place child on behaviour plan and tracker (Appendix 3). Katie, Phase Leader and Class teacher to monitor for improvements. Recorded on CPOMS.		
7	If no positive progress is made since step 6 Katie, phase leaders and class teacher to meet again to discuss further support from outside agencies. Jo to be involved from SEND perspective. Parents to be informed.		
8	The head teacher reserves the right for the exclusion (internal or external).		

*It is important that the phase leader allows the class teacher to deal with the behaviour, the relationship between the class teacher and child is important. The child must not feel as though they are being sent away, rejected by the class teacher. The class teacher can then build in time to ensure the relationship is not affected. The phase leader (or other member of SLT) can stand alongside the class teacher if needed, the child sees a united front. Passing children up the hierarchy works against the certainty we are trying to create.

Different children will require different levels of support, different approaches just as they do with learning in lessons. However, the principal remains the same. We deal with the behaviour not the child and always catch the positives. We are consistent and fair in the application of rewards and sanctions.

Activities will not be withheld as a form of punishment for unacceptable behaviour. All children are entitled to join in activities, it is our job as school staff to make appropriate arrangements in order to facilitate learning. For example, a child should not be told they can not attend a trip as a consequence of poor behaviour. The staffing numbers should be adjusting in order to allow for sufficient supervision.

Reflection Room

SLT can decide to use the 'Reflection Room' at lunchtime if appropriate for an individual child. The room is staffed by SLT at lunch time and the children complete reflection activities.

Anti-bullying statement (including cyber bullying):

Forest Fields Primary and Nursery School does not tolerate bullying of any kind. Bullying is occurring when a child or children are being unkind to another child several times on purpose. This may be name calling, isolating the child or hurting the child. It is very serious, can be very damaging to the child and needs resolving. If staff are unsure whether or not behaviour constitutes bullying, they must speak to the Phase Leaders, the DHT or the HT. Racist or homophobic bullying is unacceptable in all cases. Any racist or homophobic incidents are written down and reported to governors.

Cyber bullying: we recognise the growing number of primary aged children who are regular users of mobile phones, instant messaging websites and other forums and social networking sites. Whilst not an activity that children engaged in at school, these forms of communication can sadly be a vehicle for bullying and negatively impact on a child's happiness and confidence at school, as well as their academic performance.

Cyberbullying of any sort is just as unacceptable as any other form of bullying; therefore, we will make parents aware if their child discloses instances of such bullying and if this clearly is impacting on their sense of well-being and achievement at school.

Following any report of child-on-child sexual violence or harassment staff will follow the principles set out in 'Keeping Children Safe in Education'. A designated safeguarding lead will be informed and the incident logged on our child protection online management system. Appropriate action will then be taken in consultation with the safeguarding lead.

(See separate Anti-Bullying Policy for further information)

An individual positive handling policy may also be necessary on rare occasions for children showing behaviour that could physically endanger themselves or others.

There are times when staff in school will need to use reasonable force in order to safeguard children and staff. 'Reasonable' in these circumstances means using no more physical contact to restrain or control a child than is needed.

To reduce the need for external exclusion to the absolute minimal, Forest Fields Primary School is using internal exclusion as a further intermediary step as part of its drive for inclusion. This is only used in extremely rare incidents. This sanction requires a pupil to work in isolation for either a half or full day dependent on the reasons it is given. Appropriate work will be set and as far as possible will require minimal adult support. An LSA will remain with the pupil on a 1:1 basis and for a full day internal exclusion—lunch will be eaten in the same room so that no contact is made with peers throughout the morning or day. Pupils will be given a short break for fresh air and exercise after normal play and lunch breaks. Parents will be formally informed of the action taken and asked to attend a meeting with either the Head teacher or Deputy Head Teacher. The pupil will be brought to the school office by a parent or carer and collected at the end of the day for full day internal exclusions.

The Head teacher reserves the right to exclude a pupil either for a fixed term or permanently for extreme instances of poor behaviour, this sanction is only to be used in extremely rare circumstances. Any of the steps may be applied at any time where deemed appropriate by the Head teacher. This will be for serious breaches of discipline which endanger the health and safety of others. Parents will be consulted at every stage. On return from exclusion, all children will receive an individual behaviour support plan. Once children return from an exclusion, a tracker or any other appropriate support will be put in place to monitor individual behaviour closely each day by class teachers, SENDCo or SLT.

Appendix1

Recognition Board

Example behaviours to use for the recognition board.

Kindness, one voice, getting started quickly, listening, sitting smartly on the carpet, being positive, focus on own work, team work, working quietly, taking responsibility. Teachers can have a focus behaviour for longer than one day however the board should be refreshed each day. At the beginning of each day children are reminded of the focus behaviour and how to get their name on the board.

The focus behaviour for the recognition board will then link to the role model of the week certificate.

Example recognition boards.



Forest Fields Non-negotiables for Recognition Boards.

- Every class has one.
- The recognition board has a clear title stating 'Recognition Board'.
- The focus behaviour is clearly displayed and the class know what it is and why it is important.
- There is enough room for everyone to have their name displayed and the names are big enough to be read from across the room.
- Once a child has their name on the board it is not removed until the end of the day.

Appendix 2

Class Points

Every class has a Class Points chart displayed clearly.

Points can not be taken away.

Class Teacher to liaise with Phase Leader to arrange reward on 10,25,50,75,100 points.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

25 points =
Listen to music
whilst working!

10 points =
10 minutes
extra play!

50 points =
Class Games
30 minutes

75 points =
PJ of non-
uniform day!

100 points =
Trip to the
Forest!

Class: _____

Behaviour Plan

If deemed necessary by the Behaviour Lead and Phase Lead a behaviour plan can be completed for individual children. The purpose of the plan is to outline the unacceptable behaviours and possible triggers as well as setting out clear processes for dealing with the behaviour. The plans are to be shared with all members of staff working with the child and followed consistently. The plan should be reviewed regularly (using the tracker to inform) and adapted by the class teacher, phase lead and behaviour lead.

Behaviour plans are found on the z drive. Behaviour plans should be completed by the behaviour lead in conjunction with the class teacher and phase lead.

[illegible]

Appendix 4

Restorative Conversations

Restorative conversations should take place in a quiet space when the child has returned to baseline behaviour. The child and adult should be calm and ready to talk. The conversation should follow the following structure, being mindful of the child's age. The conversation should be framed by the adult reminding the child, the purpose of the conversation is to help them, not to 'tell them off' or blame them. The child should be assured that they will have their chance to explain what happened and the adult will listen.

The adult should ask:

1. What happened?
2. What were you thinking/feeling at the time?
3. What do you think/How do you feel now?
4. Who was affected? In what way?
5. What can you do to make things right?

Staff will have the five restorative questions on their lanyard.

There are different resources to help with restorative conversations available on the z drive, teachers should take into consideration a child's age and ability especially if asking the child to write something down. There is physical resource adapted to help with SEND or young children this is available from Katie Hayden.



Apologising

As part of the restorative conversation the child may want to apologise to the affected child/ren. Children should apologise for what happened, stating they understand why it was wrong and what action will be taken in future.

Children can use the apology planner, with adult support if needed.

Apology Guide - Students should complete this planning guide to support the development of a meaningful apology. - Students can complete the guide independently or with the support of an adult. The apology should be reviewed and then delivered.	
Qualities of a Good Apology 1. identify what you did wrong. 2. State why it was wrong or the harm it caused. 3. highlight what you will do differently in the future. 4. Express care	Sample Good Apologies John, I'm sorry that I've hurt your feelings. It was wrong of me to laugh at your mistake. Everyone makes mistakes sometimes, and we need people around us that laugh at and not put us down. In the future, I will do a better job of encouraging you and helping you when you need it. You make our class a better place, and I hope you can forgive me. Sorry.
Apology Planner	
Who are you apologizing to? What did you do wrong? how did your actions impact this person? Did it hurt them physically or emotionally? (encourage them!) Score them? Is to be specific. Why were your actions wrong? What will you do in future?	
Write your apology	

If appropriate a reflection sheet can be completed. If a reflection sheet is completed it should be scanned in and recorded along with the conversation on CPOMS.

Reflection sheets and apology planners are found on the z drive.

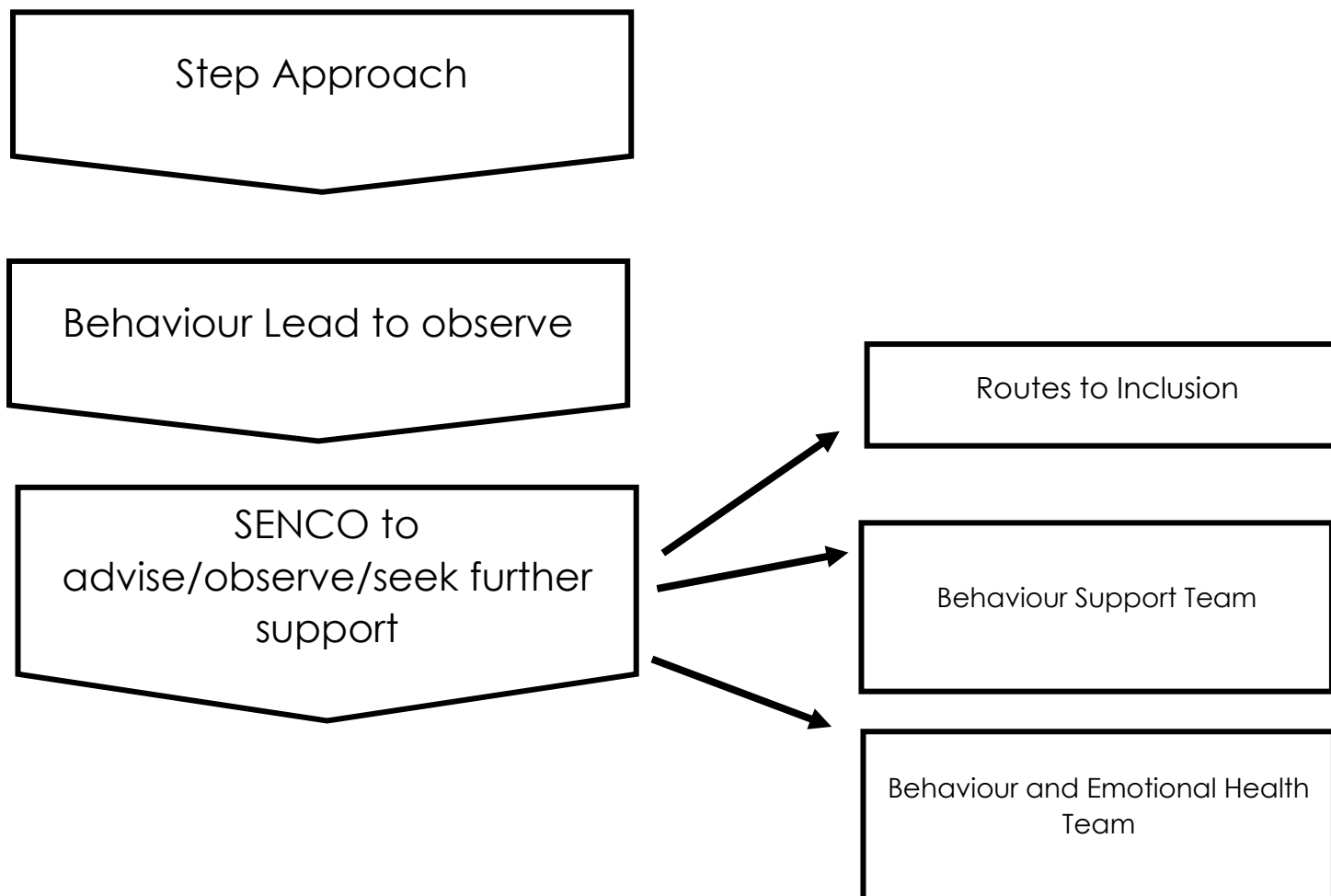
Appendix 5

Examples of unacceptable behaviour (this is not an exhaustive list rather a few examples, please seek advice from SLT if you are unsure of an appropriate response for a behaviour that is not listed in the examples)

Example behaviour	Step	
Inattention	Step 1-3	(Step 1-3 should be followed in the first instance, step 4 would be followed if behaviour continues)
Not doing best work	Step 1-3	
Not completing enough work	Step 1-3	
Disrupting others	Step 1-3	
Refusal	Step 1-3	
Sulking	Step 1-3	
Name calling	Step 1-3	
Rough play	Step 1-3	
Inappropriate language*	Step 1 -3	*Depending on severity of language used and in what manner
Rude to adult	Step 4	
Hurting another person	Step 4	
Throwing an object	Step 4	

Appendix 6

When the step approach is followed and a child has reached step 7 further support will be sought by the SENDCO using the following process.



GCA (Baseline Assessment Stage 1)

My Views About School Executive Functions Assessment Family Views Questionnaire & SDQ Behaviour Frequency Count

GCA (Baseline Assessment Stage 2)

Target Behaviour Monitoring Form ABC Analysis (Antecedent, Behaviour, Consequence) FBA (Functional Behaviour Analysis)

Appendix 7

Meet and Greet

Teachers should take photos of them with their class to display the following options:

- Handshake
- Fist Bump
- A Verbal Greeting
- Hug
- High Five

These greetings should be displayed next to the classroom door for children to indicate which one they would like each time.

These greetings should be done whilst narrating the positives, for example, 'Good morning, You're looking smart in your uniform today, good morning, I'm pleased to see you on time,'

Appendix 8

Zones of Regulation

Zones of Regulation chart should be displayed near to the entrance of the classroom. Children should be actively encouraged to move their name at the beginning of each session but also throughout the day as needed. Discussions around and using the Zones of Regulation should be planned and regular. Zones of Regulation lessons happen weekly and are adapted to the needs of the class.

The Zone of Regulation poster should be display along with each colour poster where children have space for their names.

On each poster there is a set of cards with suggestion of things that the child could do to help them to move back to the green zone such as 'have a drink, count to 20'.

Zones of Regulation How can you help yourself?

