



Approved by Governing Body:	November 2023
Next review due:	September 2025

BEHAVIOUR IN THE CURRICULUM

Our curriculum comprises three clear strands – Content, Cognition and Behaviour.

Content Curriculum (What we teach across the school and why we deem it significant)

Cognition Curriculum (How we teach this content so it is remembered/applied long-term)

Behaviour Curriculum (How we set expectations for all children to have time and support to learn)

This policy focuses on our teaching of, and expectations for, behaviour.

PRINCIPLES AND AIMS

Our Behaviour Policy is for the majority of our children. However, at this stage it is crucial to acknowledge the huge significance attached to teachers and staff knowing their children and tackling any misbehaviour **in context**. For a small number of identified children, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' (but at the same time are discreet enough to ensure other children do not feel they are unjustly treated in response). Identified children will need bespoke approaches and potentially individual timetables and/or a Risk Reduction Plan.

At the Forest Federation, our behaviour-led aims and values are:

- Providing a stimulating, inclusive learning environment which enriches our children's lives academically, morally and socially
- High expectations for all children that are consistently applied by all staff – these may be adapted for some children in exceptional circumstances, where staff have built positive relationships and an approach has been agreed with school leaders
- Instilling a love for learning that thrives within everyone as we strive for excellence in outcomes for every individual child.
- Everyone feeling safe and secure to work towards their potential as life-long independent learners who we seek to empower to become valued parts of the community.
- Children having the courage to try new things, challenge themselves, having the resilience to persevere and also accept that mistakes will be made but must be learning points
- 'Natural consequences' being reasonably applied to anti-social behaviour, rather than a focus on overt sanctions

RIGHTS, RESPONSIBILITIES, RULES AND CONSEQUENCES

All members of our school community have a right to:

- work and learn in a happy and safe environment
- speak and be listened to
- be treated fairly and with respect
- have their belongings treated with respect

All members of our school community have a responsibility to:

- allow others to work and learn
- look after the school environment
- listen to others
- respect others

- respect other people's belongings
- only use appropriate language
- use positive phrasing to model behaviour expectations

REWARDS

Our intention is to encourage pupils to exhibit our valued behaviours. This is reinforced through a system of praise and reward for all children. We praise and reward children for displaying our core behaviour in the following ways:

- ✓ Congratulating them on achievement in response to the learning focus, their learning behaviours and / or upholding the Federation Values in their general school life. This may be a verbal or non-verbal praise such as a thumbs up, 'Well done, XXX, you...'
- ✓ Rewarding positive behaviours using Class DoJo. Children earn points against particular behaviours and parents are instantly informed.

 2	 1	 1	 2
AR certificate...	Being helpful	Being kind	Five Weekly Learning Log ...
 1	 1	 1	 1
Initiative use	Perseverance	SLANT	Special acknowled...
 1	 1	+	
Tidy Resources	Weekly Maths Homelearning	Add skill	

ROLES

Whilst roles and responsibilities will vary, the creation of a happy, caring and safe working environment is the responsibility of all in the Forest Federation.

The Class Teacher and other adults in school will:

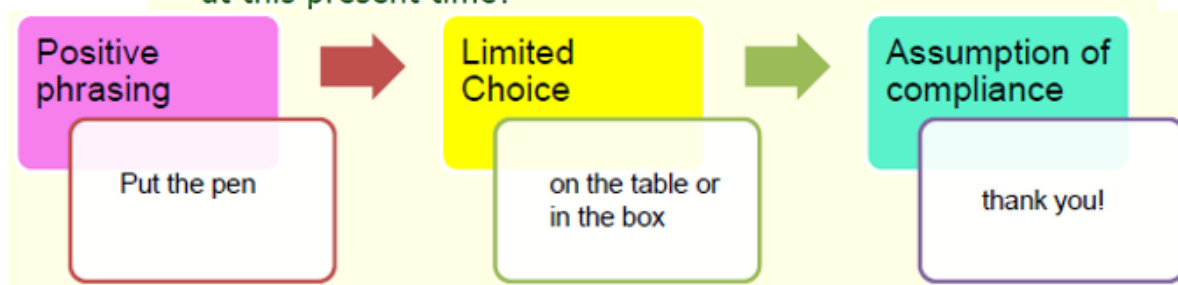
- teach behaviour by setting a good example to children in the way that they treat others and actively model appropriate behaviour and conduct
- use positive phrasing which is clear and uncomplicated, using 'please' and 'thank you' with the expectation that children will comply
- promote pupils' self-esteem through their interactions with them
- have high-expectations of the child in terms of behaviour and strive to ensure that all children work to the best of their ability

- foster the aims and values of this Positive Behaviour Policy through the curriculum to develop positive self-esteem, emotional intelligence, friendship skills, co-operation and collaboration
- treat each child fairly and enforce the school and classroom rules consistently
- record (on CPOMS) all reported serious incidents of misbehaviour or lower-level incidents where appropriate in building a wider picture
- build a supportive dialogue between home and school and inform parents immediately if there are concerns about their child's welfare or behaviour

POSITIVE PHRASING



- ✓ Keep instructions around behaviour brief, limited and to the point.
- ✓ Tell them what you want them to do, **not what you don't.**
- ✓ Think about and adapt your body language
- ✓ Leave the explanation and rationale for another time.
- ✓ Forget about the detail and pick your battles (does it really matter where the pen goes as long as it's not in his hands?)
- ✓ Are you the most appropriate person to deal with this situation at this present time?



Children will:

- be involved with establishing the new class expectations each year
- be responsible for their own words and actions
- act as good role models to each other and remind each other of School and Class expectations

Parents/Carers will:

- work with the school so that their child receives a consistent message about how to behave at school and at home
- read and support the home-school agreement
- support the actions of the school where it has to use reasonable sanctions to uphold behaviour and discipline. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head Teacher. If these discussions do not resolve the matter informally, parents may use the school's formal complaints procedure

The Executive Head Teacher, Heads of School and Leadership Team will:

- be responsible, under the School Standards and Framework Act 1998, for implementing the school behaviour policy consistently throughout the school and to report to governors, on a regular basis, on the effectiveness of the policy

- be responsible for ensuring the health, safety and welfare of all staff and children in school
- support the staff in the implementation of the behaviour policy
- record all reported serious incidents of misbehaviour
- plan for alternative or bespoke provision for pupils that require more support with SMSC
- be responsible for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. Both these actions are only taken after the school governors have been notified.
- follow the procedures detailed in the Cambridgeshire LA Guidance on Exclusions (April 2022)

CONSEQUENCES

To ensure that the aims and values of our school community are upheld, we facilitate natural consequences in light of the incident that occurred. These are two-fold:

- Protective consequences (the removal of a freedom to manage harm to themselves and / or others)
- Educational consequences (the learning, rehearsing or teaching of positive behaviour so that the freedom can be returned)



The following series of consequences will consistently be applied:

During Play and Lunchtime

Year groups have their break and lunches at the same time. They can play across (at least) the year group and are supervised by at least two adults at one time. For most children, they will be successful and happy at these times. There are some children that find these periods of time difficult and they may have breaks a different times, in different places or specifically supervised than their peers.

Step 1

All children begin each playtime/lunchtime on the playground, supervised by staff. This could be, in identified cases, in The Hub (at Stukeley) – a separate, smaller courtyard area away from the main playground - or in the EYFS outdoor area (at Newton).

Step 2

If a child breaks a rule, the adult will remind them of what they could have done instead and remind them of the rule they have broken using clear and specific language and instructions.

Step 3

If a child responds positively/modifies their behaviour, acknowledgement of this will follow. (i.e. 'Thank you for XXX, that is what we expect in school')

Step 4

If the child continues to break the rule they will be asked to go to a designated area of the playground or field as a distraction (or to calm down) and watch the other children play within the rules. The Class Teacher will be informed. The Class Teacher will decide if further input is warranted and if the parents are to be notified (if a visible bruise, graze, cut or bump occurs on any part of any body, the parents must be informed).

Step 5

If a child refuses to follow the rules, a staff member will use positive phrasing, e.g. 'Stand next to me please' and limited choice, e.g. 'Shall we talk here or by the bench?'

Step 6

If a serious incident occurs, the child / children will be accompanied inside immediately. A 'Reflection Sheet' may be used to articulate feelings and follow-ups. This approach is used in Years 5 and 6.

Step 7

There are occasions when staff will need to have physical contact with individuals for a variety of reasons, e.g. to protect from or prevent dangerous behaviours. Families are contacted if the incidents persist or are deemed to be serious in nature, unsafe to staff and/or children.

During Learning Time



Step 1

Our aim is to 'catch children getting it right' and to role model pro-social behaviours. All staff are to use positive phrasing strategies to support this step.

Step 2

If a child breaks a rule, the adult will first acknowledge this with a non-verbal response ('look') and, if sustained, remind them of the correct behaviour, 'In both schools, we walk silently long the corridor'.

Step 3

If the child responds positively, acknowledgment will follow.

Some children benefit from a 'fresh face' and a change of staff may be required. Any staff approaching an incident do so by saying 'Mr and Mrs XXX, can I help?'

Step 4

If a child complies, their actions will be acknowledged by staff, e.g. 'Thank you, _____. I can see that you are getting on with your work now.' 'Well done XXX, you are XXX'

If the behaviour persists, they will be given an appropriate consequence based on the need and ability of that specific child.

If the child's behaviour results in two or more warnings, the Class Teacher will inform a Senior Leader. They will attend the classroom in order to release the Class Teacher to speak directly with the child, away from the classroom. The child will be spoken to, reminding them of behaviours and consequences. Depending on the context, the child may be walked from the class by the Senior Leader and spoken to directly. A 'Reflection Sheet' may be used to articulate feelings and follow-ups.

If there is no improvement in behaviour, families will be contacted to make an appointment to discuss the situation. If the child continues to be consistently disruptive and is not able to respond to the rewards and sanctions in place, the SENDCo and the previous teacher should be consulted and an APDR sheet will be drawn up, along with a log of behavioural incidents. The SENDCo can then consult with outside agencies for support. The child will be supported and monitored closely. Further meetings will be arranged with parents to discuss progress.

Serious breaches of behaviour and discipline (such as acts of physical assault, verbal abuse, stealing, deliberate damage to property and absconding from the school premises) will result in families being informed. This will include a warning that a repeat of the incident could result in more significant consequences or fixed-term exclusion which may lead to permanent exclusion. All aspects of the context will be taken into account in this step.

Fixed-term and permanent exclusions are the final course of action when all other steps have been taken yet the behaviour of the child continues to disrupt the learning and safety of others.

We are an inclusive school, however, we do have some children that work outside of the whole school behaviour policy. These children have additional support in the form of a Risk Reduction Plan, Boxall profile, ADPR sheets and regular meetings with families.

Exclusions

The Heads of School, supported by Executive Head teacher, may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panels meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the Governor appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

ANTI- BULLYING

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the school will take action in accordance with its Anti-Bullying Policy. We will do everything in our power to ensure that all children attend school free from fear.

MONITORING

All staff have the responsibility of following the behaviour policy and role modelling. Senior Leaders monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Specific child / family needs are discussed at weekly staff meetings. This information is then shared with the all staff (including lunchtime supervisors) to ensure consistency across the school.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is also the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

This policy has been written with reference to The School Discipline (Pupil Exclusions and Reviews, England) Regulations 2022