

**The Forest Federation
Behaviour Policy
January 2025**

At the Forest Federation, relationships are at the heart of all we do. We aim to create a happy, safe, caring and inclusive environment for all. Through our restorative approach, we focus on building and maintaining relationships through clear and consistent expectations, predictable routines and support. Promoting excellent standards for behaviour is a collective responsibility and all members of the school community have a vital role to play. We expect each individual to respect others, their families, culture and beliefs as part of our high standards for behaviour. We encourage self-discipline and follow three school rules of **Ready, Respectful and Safe**.

At the Forest Federation we take a **preventative approach** to behaviour management. Every adult in our school looks beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are a form of communication and are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported using strategies such as emotion coaching, restorative practice and where necessary logical consequences.

We use a stepped approach to behaviour which supports children in making positive behaviour choices and ensures consistency across school. This includes a reminder of the school rules and clear expectations, a warning, time to reflect and regulate and time to refocus, repair and restore. (See appendix 1)

Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion
3. Limit-setting (if needed).
4. Support with problem-solving (at the Forest Federation we utilise zones of regulation and restorative justice practices)

See appendix 2

Restorative justice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At the Forest Federation, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At the Forest Federation we use a set of visual prompts to encourage children to reflect and discuss the above.

See Appendix 3

Logical consequences

The intention of logical consequences is to help pupils develop internal controls, and to learn from their mistakes in a supportive atmosphere. The logical consequence will be linked directly to our school rules: **Ready, Respectful and Safe**.

Staff can remove pupils to a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use

of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

A logical consequence:

- Directly related to the pupil's behaviour
- The pupil is involved in determining the consequence and/or understanding why the consequence logically follows the behaviour
- Requires the pupil to actively participate in the consequence
- Repairs harm and/or is likely to prevent future incidents
- Creates empathy and helps the pupil understand the impact of his/her behaviour

Suspension and Exclusions

Amongst other disciplinary sanctions, the Forest Federation recognises that the suspension and/or exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education of others; in all cases, excluding pupils should only be used as a last resort.

Schools within the Forest Federation continue to enjoy positive relationships with the SASS teams within the Local Authority.

School staff and advocates always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters.

Zero Tolerance

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will not be tolerated and will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour.

Behaviour which is not tolerated includes but is not limited to:

- Violence
- Bullying
- Racism
- Vandalism/Damage to property
- Theft
- Defiance

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

- Involvement of headteacher/ a senior leader
- Phone call with parents / meeting with parents
- Suspension– lunchtime/temporary/permanent/internal. Personal support plan will be implemented to support the pupil and to prevent future occurrences of the behaviour
- Involvement of any appropriate outside agencies.
- Temporary placement at an alternative education provider to avoid permanent exclusion.

Rewards

As a school we want to emphasise praise and self-discipline through a reward system based on ownership of positive behaviours. Our vision is for our children to intrinsically recognise the merit in making positive behaviour choices. See Appendix 4

We encourage positive behaviour in the following ways:

- We make clear our stages of Emotion Coaching and share the importance of expressing how we feel.
- We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect and through a restorative conversation where necessary.
- We identify positive behaviour as a priority in all situations.
- We regularly refer to the school rules
- We offer Zones within our classrooms to calm, reflect and refocus.

Pupils with Special Educational Needs and/or Disabilities

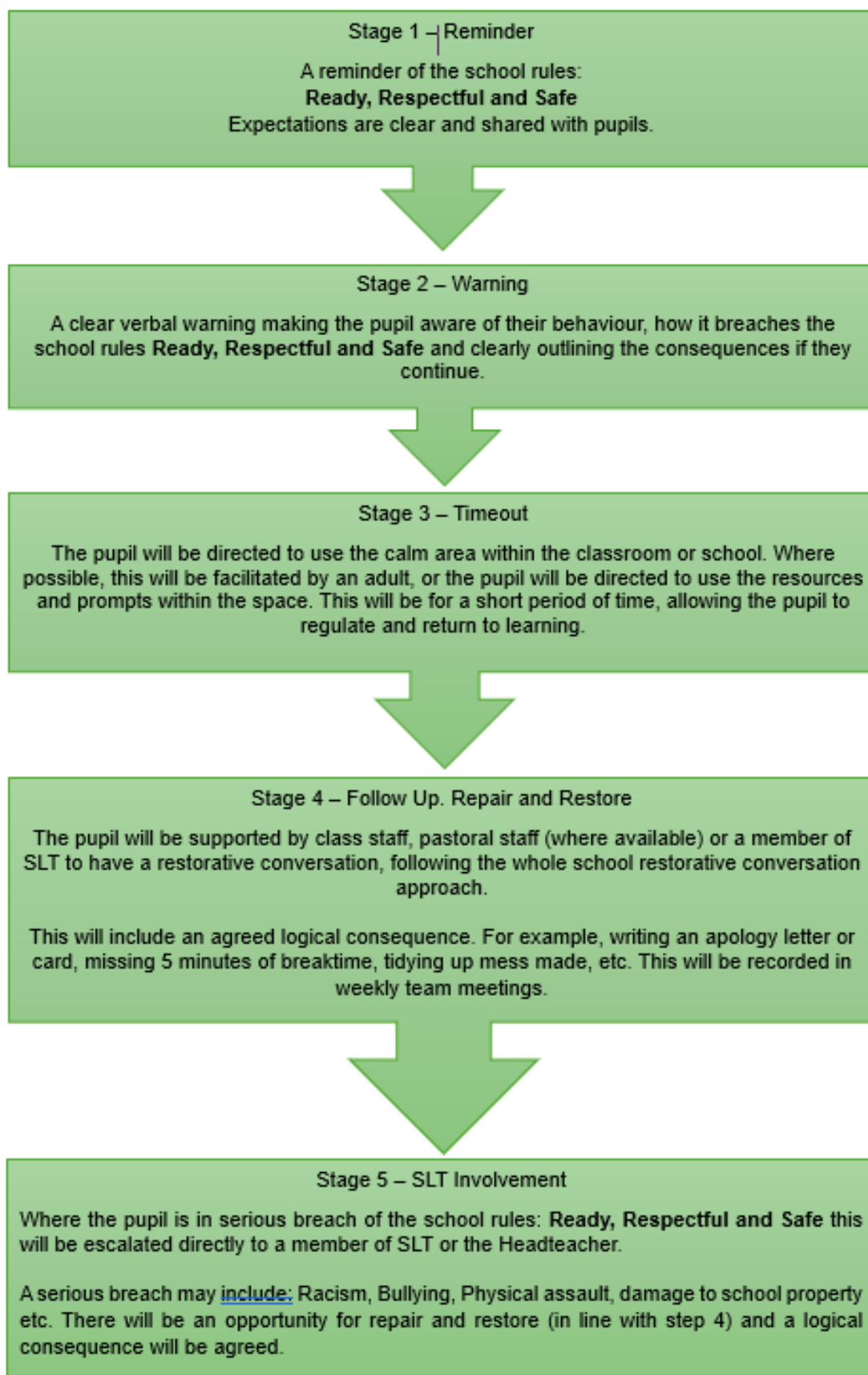
In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

We are aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We are conscious of our legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face because of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose an appropriate alternative sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An individual plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Forest Federation's Special Educational Needs Policy for more information.

Appendix 1 - A stepped approach to behaviour



Appendix 2- The Four steps to emotion coaching

Step One – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

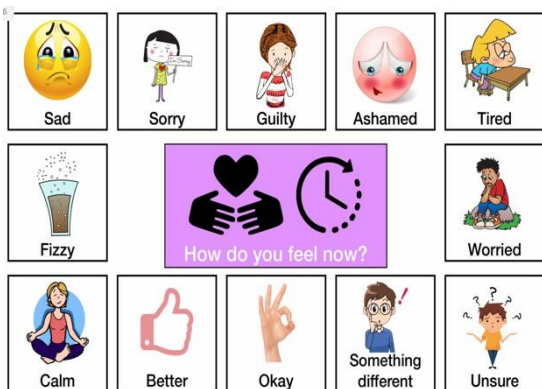
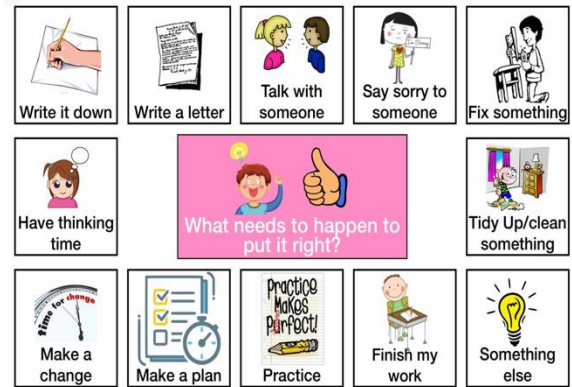
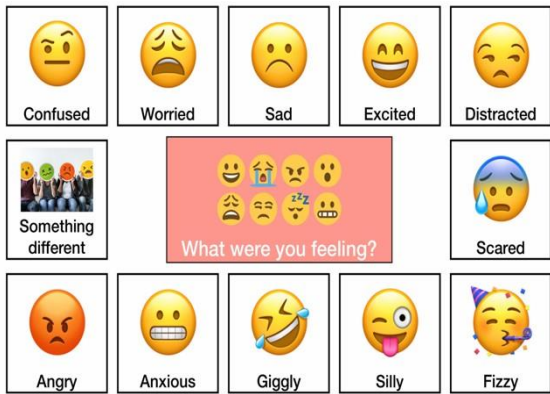
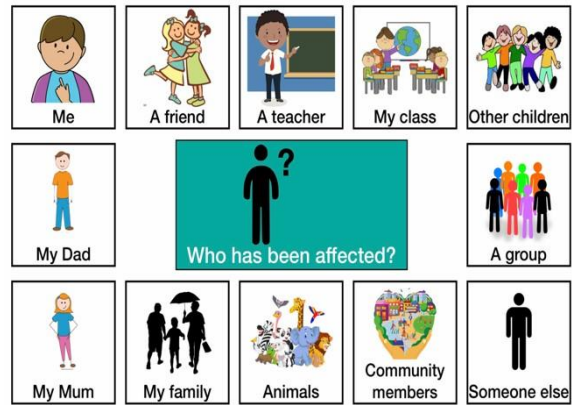
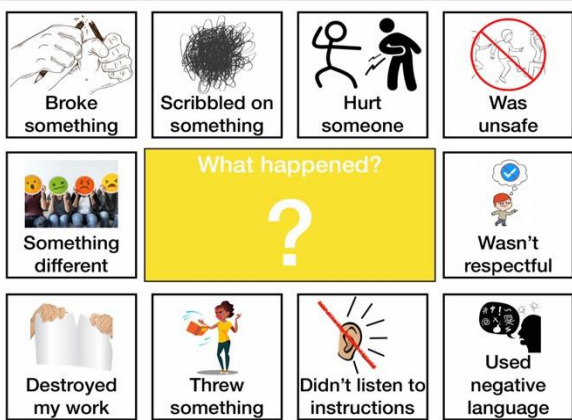
Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child’s behaviour). For example, “, you look really angry today.” Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Calm corner, calming strategies, walking around the playground, having a cold drink, time with an adult). Then give praise for the use of regulation skills.

Step Three –Set limits on behaviour. Use correction or problem solving where appropriate e.g. “But it is not okay to kick the door like that. Let’s think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

Step Four - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be **curious** about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you’re feeling left out. Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’.



Appendix 3 - Restorative Justice Visuals



Appendix 4 – Rewards and Recognition

At the Forest Federation we want to emphasise praise and self-discipline through a reward system on ownership of positive behaviours. Our vision is for our children to intrinsically recognise the merit in making positive behaviour choices.

Class Dojos:

Through our consistent use of class dojos and raffle-ticket rewards (KS2 only), we aim to create a whole school reward system that promotes and celebrates an individual child's efforts and achievements.

Class Dojos will be given out both in class and across school to reward:

- Individual effort
- A child's ability to 'Make A Difference'
- Exemplary behaviour, demonstrating the school rules – Ready, Respectful and Safe
- Modelling the whole school values

Throughout the school day, staff can reward dojos to individuals for the above criteria.

As a school we need to be consistent about how often we give out dojos. We would hope that most children would receive between 25-50 dojos per half term.

Celebration assembly:

Whilst celebration assembly provides the opportunity to celebrate each child's school-based achievements, it also provides the opportunity to celebrate a child's significant, extra curricula achievements out of school. Furthermore, children will be recognised for their efforts, achievements and contributions to teams/groups across school. Weekly school-based rewards will include 'Star of the Week', Mathematician of the Week', 'Handwriting Award' and 'Writer of the Week'. We will also give out a 'Make a Difference' award which will be linked to demonstrating school rules and values.

VIP award:

We recognise and celebrate children's individual efforts across school by awarding VIP awards. A VIP can be awarded for exceptional effort and contributions in class over the month as well as for personal growth and development. The special event starts by the child receiving a gold ticket in the post inviting their family into the VIP assembly. The child then comes down the red carpet before being handed a medal, certificate and trophy. The teacher reads a speech about the child and the reasons they have been selected as VIP for this month.