

Forest Edge Learning Federation



Positive Behaviour Policy

*At Forest Edge learning federation, we grow and learn together with **grace** and love. Our nurturing and inclusive culture enables every member of our school family to be valued and **respected** unconditionally. Our ambitious and forward thinking curriculum provides every child with the **courage** to be successful and confident to make their own individual difference to the world.*

Name of School:	Breamore CE, Hale and Hyde CE Primary schools
Name of Responsible Manager/Headteacher:	Tracy Allen – Executive Headteacher
Date Policy approved and adopted:	October 2025
Date Due for review:	October 2026

The Forest Edge Learning Federation is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims of the positive behaviour policy

- To provide a safe, comfortable and caring environment for all, where optimum learning can take place.
- To ensure a consistent and calm approach to managing behaviour..
- To use restorative approaches instead of punishments.
- To ensure adults are consistent in their use of language and responses to behaviour.
- For all adults (staff and parents) to take responsibility for behaviour and follow-up personally.
- To equip children and adults with the skills, attitudes and characteristics to help them deal positively with the many varied social, emotional challenges that they will encounter.
- To ensure that positive behaviour is promoted across our whole school community.

Our Philosophy

Forest Edge Learning Federation has 3 simple rules which are taught and modelled explicitly:

- **Be safe**



- **Be kind**



- **Be ready**



Forestedge behaviour curriculum

Our Roots curriculum has been designed specifically to promote our school rules and values and support and promote strong foundations for social, emotional and behavioural development on a whole school level. It uses the 'Six Strands Curriculum' devised by the Hampshire Primary Behaviour Service and incorporates wellbeing lessons, growth mindset and No outsiders material to supplement its impact.

We foster caring relationships between all members of the school community, characterised by kindness and trust, with a mutual concern for each other's well being.



We aim to teach our children the specific skills they need to pave a way towards a lifetime of success, fulfilment and happiness in an inclusive society. The Roots curriculum is at the heart of our positive behaviour policy. We want all our children to; **Be safe, Be kind and Be ready.**

Celebrating positive behaviour:

- Descriptive praise (e.g *Thank you for listening so well.*)

- House points
- Recognition boards
- Postcards home
- Good news phone calls home
- Stickers
- Awards in celebration assembly
- 6 strands badges and cups
- Class rewards

Consequences:

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Consequences implemented can be a 'time out' or a 'missed breaktime' or, in more serious circumstances, parental phone calls home. These consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences.

For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school rules result in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and adult privately discuss their actions and how it has impacted on others. This will be at the start of play time or lunchtime. The purpose of this is to enable the adult to remind the child of our school rules and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home.
- **Logical consequences** - e.g. If there has been damage or vandalism in the classroom we may ask the child or children involved to help clean up or repair the damage.
- **Time in** - For developmentally younger children who have made the wrong choice they are asked to stand or sit next to an adult for 2 minutes.

Parental involvement:

We recognise that a positive partnership with parents is extremely beneficial to behaviour management. We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a

phone call, or an informal or formal meeting. Parents should be informed of success and achievements as well as when children have struggled.

All behavioural incidents are recorded on CPOMS by staff.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our federation is important and has the ability to deal with behavioural incidents both in the classroom and on the playground or outside spaces.

This allows interventions to take place immediately and can involve a restorative conversation. Incidents will not usually then be revisited by the leadership team unless further action is required. Teachers and teaching assistants will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations:

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At the Forest Edge Learning Federation, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm?

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. We may also seek advice and support from external advisors such as

the Primary Behaviour Support Service, Outreach services or the Educational Psychologist.

Use of Reasonable Force:

The government makes it clear that *'all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'* The Federation has adopted Hampshire's Restrictive Physical Intervention Policy which may be found on the Staff Policy folder on the google drive.

Suspensions and Permanent Exclusions

In exceptional circumstances, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Only the Executive Headteacher can suspend or permanently exclude a pupil.. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Executive Headteacher can permanently exclude the child. In all cases, a permanent exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A child **may** be suspended, internally (working away from peers) or externally or permanently excluded for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse /Threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES. They are also monitored by the governing body.

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we understand this.

Physical Attacks on Adults:

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy

All staff should report incidents directly to the Executive Headteacher or Executive Deputy and they should be recorded on an ABC sheet, on CPOMS and on an incident form for the accident investigator. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are nurturing schools that value each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension or permanent exclusion will only happen once we have explored several options and have created a plan around a child.

Legislation and statutory requirements

*This policy is based on advice from the Department for Education (DfE) on:
Behaviour and discipline in schools*

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school

School suspensions and permanent exclusions

The Special Educational Needs and disability (SEND) code of practice 2015

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools should publish their behaviour policy online

Behaviour in schools - advice for headteachers and school staff February 2024