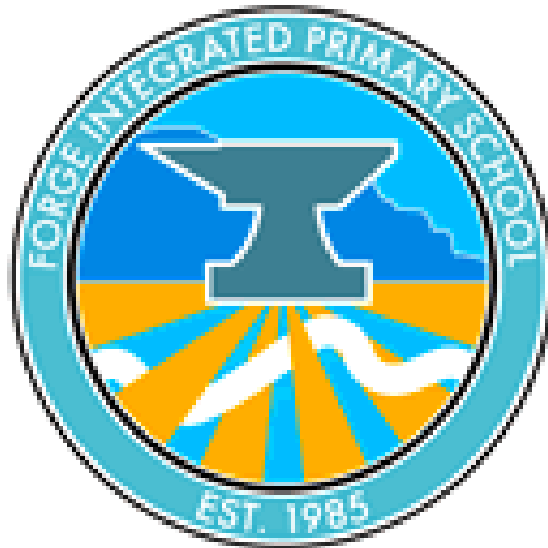


# **Forge Integrated Primary School**

## **Promotion of Positive Behaviour**

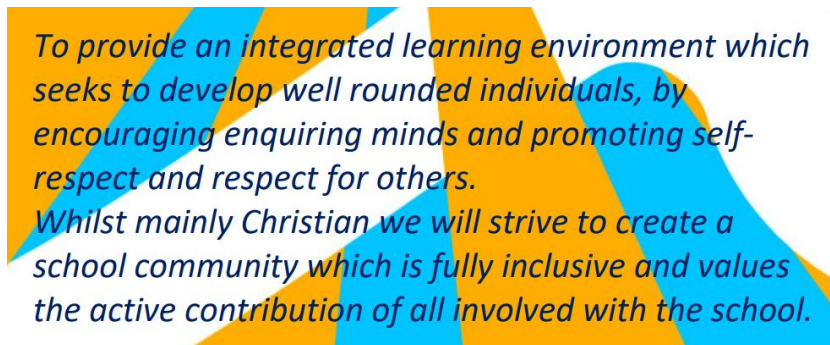


*Forging A Better Future Together*

# **2025**

## 1. Core Beliefs of Forge Integrated Primary School

The mission statement of Forge Integrated Primary School is:



*To provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self-respect and respect for others.*  
*Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.*

To compliment this mission statement, the school has twelve aims. In relation to Positive Behaviour, the linked aims are:

- Provide a positive, enthusiastic atmosphere, laying the foundations for children to be independent lifelong learners;
- Encourage children to become responsible citizens and foster an attitude of care towards people and things; and
- Ensure children understand and accept a code of behaviour which is beneficial to the whole school and wider community.

## 2. Rationale and Context

We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting.

At Forge, children have the right to feel safe at school; the right to learn and the right to be respected and to have fair treatment. It is the view of Forge Integrated Primary School that effective learning can only take place where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfil its function, namely the full development in potential of all its pupils.

As a Rights Respecting School, we ensure that any policies and procedures align with the UN Convention on the Rights of the Child and have considered the following Articles in the development of this policy:

- Article 2 (non-discrimination)
- Article 3 (best interests of the child)
- Article 12 (respect for the views of the child)
- Article 13 (freedom of expression)
- Article 14 (freedom of thought, belief and religion)
- Article 23 (children with a disability)
- Article 28 (right to education)
- Article 29 (goals of education)
- Article 31 (leisure, play and culture)
- Article 39 (recovery from trauma and reintegration)

Within society we follow a series of ground rules that allow us to live together in relative harmony. At all times, children are made aware of the core values and they are on display for all to see throughout the school.

The Positive Behaviour Policy actively works together with the suite of Safeguarding policies to promote the welfare and wellbeing of all the pupils. This policy should be read in conjunction with the Child Protection Policy, Addressing Bullying Policy and Special Educational Needs Policy.

The following key references have been consulted in the development of the policy:

- The Children’s Services Co-operation Act (NI) 2015
- Promoting Positive Behaviour, DE 2001
- Every Schools a Good School DE 2009
- Safeguarding and Child Protection: A Guide for Schools, DE, updated 2022
- Addressing Bullying in Schools Act (NI) 2016
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Boards of Governors DE 2021
- Children & Young People’s EMOTIONAL HEALTH AND WELLBEING in Education Framework DE/DOH Feb. 2021
- SEND Act (NI) 2016
- Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020
- Pupil Participation DE Circular 2014/14
- Suspensions & Expulsions DE Circular 2021/04 : updated 2023
- Interim Guidance on the Use of Restraint & Seclusion in Educational settings DE Circular 2021/13\*

### **3. Statutory Consultation**

Consulting the whole school community on the Positive Behaviour Policy is highly worthwhile for several key reasons. Consultation

- promotes shared ownership;
- ensures relevance and inclusivity;
- improves understanding and buy-in;
- builds trust and transparency;
- supports consistency; and
- encourages a positive school culture.

Throughout the term of the Positive Behaviour Policy, consultation with parents will take place in the following ways:

#### **Year 1 Establishment of the New Positive Behaviour Policy**

- The policy will be shared with all stakeholders through a Parents Leaflet, an introduction and explanation at the Meet the Teacher evening in September and a copy of the policy via the school website.
- A Parent Forum meeting will be convened in September to consult with parents on the application of the Core Value to parents and carers. A Microsoft Form Survey will be provided to consult with parents who are unable to attend this meeting. Information from this meeting and decisions made will be shared with the whole school community. This information and decisions will also be used to adapt the Positive Behaviour Policy.

## Year 2 Consolidation of the Positive Behaviour Policy

- Parents and carers will be consulted on the implementation of the Positive Behaviour Policy, surveyed regarding its effectiveness and will be given the opportunity to comment on aspects of the policy using the 'What Works Well' and 'Even Better If' model.

## Year 3 Review of the Positive Behaviour Policy

- Parents will have the opportunity to suggest updates to the Positive Behaviour Policy in advance of its review at the end of Year 3 and the revision of the Policy in Year 4.

### **4. Pupil Participation**

Effective pupil participation in creating a Positive Behaviour Policy helps ensure the policy is meaningful, relevant, and embraced by pupils.

Pupil participation matters as it

- gives pupils a voice in shaping the environment they learn in.
- improves engagement
- encourages ownership of behaviour and consequences.
- ensures diverse perspectives are considered.

In September of each academic year, pupil participation is encouraged during PDMU sessions in which children have the opportunity to consider the three Core Values of Safe, Responsible and Respectful. For each word, pupils consider what the value means, the characteristics of each value and examples and non-examples of each value.

Examples of this pupil participation can be found at Appendix 1.

Throughout the term of the Positive Behaviour Policy, pupil participation will also take place in the following ways:

- Pupil surveys and/or questionnaires, including the Pupil Attitudes to Self and School survey;
- Discussion and review of the Policy and Procedures via School Council and pupil focus groups;
- Collaborative policy writing and visual contributions including designing signage; and
- Peer mentoring by PATHS Ambassadors and PATHS Pals.

### **5. How Forge Creates a Climate Conducive to Effective Teaching and Learning**

In Forge, we aim to create a climate conducive to effective Teaching and Learning by adhering to the following principles.

#### *1. Visible Kindness and Visible Consistency*

All staff are aware of the overarching framework of the Positive Behaviour Policy and have the opportunity to develop classroom and outdoor practices which are age and stage appropriate within the framework.

## 2. *Intentional Relationships*

Building positive relationships are at the core of this framework. Positive relationships between pupils, between pupils and adults in the school and between adults within and beyond the school gates are imperative to its success.

## 3. *Explicit Teaching*

The framework will be underpinned by explicit teaching of key skills such as conflict management, communication, teamwork, friendship qualities etc. though:

- the PATHS Programme;
- PDMU lessons;
- Circle Time; and
- class meetings.

Explicit teaching will be intentionally planned for as part of the Preventative Curriculum; however, it may also be more spontaneous depending on the needs of the pupils in a class or year group.

## 4. *Core Values*

The framework will be designed around the three core values of:

- Safe
- Responsible
- Respectful

and will be known as 'The Forge Way'.

## 5. *Shared Approach*

All members of staff are responsible for ensuring that the approach to Positive Behaviour is consistent.

All members of staff will receive training on the approach and will have the opportunity to complete Class and School Management plans and Playground Management plans collaboratively.

## **6. How Forge Creates a Climate Conducive to Sound Relationships**

Positive relationships are fundamental to promoting positive behaviour. A school where relationships are prioritised tends to have a more inclusive, respectful, and cooperative atmosphere.

- Trusting relationships create a safe environment where pupils feel valued and heard;
- Positive relationships help pupils feel secure and emotionally supported;
- Feeling connected boosts motivation and effort;
- Positive relationships between adults and pupils model how to communicate, resolve conflict, and show empathy; and
- When pupils trust that adults will treat them fairly and consistently, they are more likely to accept boundaries and consequences without resistance.

Through 'The Forge Way', positive relations are intentionally fostered by:

- Morning Meet and Greet;
- Engaging Registration;
- Morning Check In: All About Me Monday, Take 5 Tuesday, Would You Rather Wednesday, Thankful Thursday and Philosophical Friday;
- PATHS Pupil of the Day compliments;
- Celebration Assemblies; and
- Adults modelling positive relationships.

All staff are also encouraged to practice the art of 'botheredness'. This means that all staff are looking for opportunities to speak to pupils, e.g. comment on their choice of schoolbag, have conversations about the child's favourite football team, and show a genuine interest in the child as an individual rather than as just a school pupil.

## **7. How Forge Promotes Positive Attitudes and Behaviour**

### **7.1 A Positive Learning Environment**

In order to create a positive learning environment, teachers aim to:

- encourage the genuine involvement of all pupils in classroom activities;
- actively recognize children's different abilities and match tasks to those abilities so that pupils regularly achieve success;
- recognize and encourage children's individuality and the importance of self-esteem;
- make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- give regular praise and encouragement to pupils; and
- encourage pupils to establish a small number of classroom/school rules based on the core values of Safe, Responsible and Respectful.

### **7.2 Praise and Recognition**

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile;
- a written comment on pupil's work, or in a more detailed way picking out specific points or ideas that gave pleasure;
- a visit to another teacher or the Principal for commendation, e.g. a written comment or star;
- a public word of praise in front of a group, a class or the whole school;
- public acknowledgement by presentation at an assembly or by giving some special responsibility;
- some system of merit awards, with or without public acknowledgement of that reward e.g. "Pupil of the Week" or awarding a star to the class' star chart;
- prizes which reflect endeavour;

- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes;
- notes to parents informing them specifically of some action or achievement deserving praise.

Recognition Boards are also used in every classroom and weekly Assembly. A recognition board is the simplest way to shift the culture in your classroom and is used in the following way:

1. A **positive** behaviour focus is chosen and displayed on the Recognition Board e.g. 'One Voice', 'Speak Politely', 'Hands and Feet to Yourself' etc.
2. When a child is demonstrating the behaviour well, their name is added to the board
3. At the end of the day the aim is for everyone to have their name on the board

Examples of Recognition Boards used in Forge can be found at Appendix 2.

### **7.3 School and Class Management Plan**

Annually each class team, teachers and classroom assistants, will collaboratively prepare a School and Class Management Plan. This plan will include agreements in the following key areas:

- Strategies for building relationships with pupils
- Strategies for creating a positive learning environment
- School and Classroom routines
- Positive Recognition
- Interventions
- Restorative Practice
- Recording Interventions
- SLT Involvement
- Parental Involvement
- My Self Care Plan

This plan will be reviewed and agreed with the Principal or a member of the Safeguarding Team for implementation in the classroom.

The proforma for the School and Class Management Plan and the proforma for the Playground Management Plan can be found at Appendix 3.

### **7.4 Classroom Reward System for Positive Behaviour**

Each class establishes and maintains its own reward system which is appropriate to the age and development of the class.

Class discussions should be used at the start of the academic term to establish the positive classroom behaviour which might receive rewards.

## **8. How Forge Aims to Keep Inappropriate Behaviour to a Minimum**

### **8.1 Examples of Inappropriate Behaviours**

Below are examples of behaviours that are seen as inappropriate in Forge IPS. It is important to note that the list is not exhaustive and the categories under which a certain behaviour falls may change depending on occurrence and if the child has been asked to stop the behaviour already.

<b>Mildly Disruptive</b>	<b>Moderately Disruptive</b>	<b>Seriously Disruptive</b>
<ul style="list-style-type: none"> <li>- shouting out</li> <li>- huffing</li> <li>- snatching</li> <li>- homework incomplete</li> <li>- messing around</li> <li>- interrupting</li> <li>- delayed compliance</li> <li>- distracting others</li> </ul>	<ul style="list-style-type: none"> <li>- throwing objects / property</li> <li>- spitting</li> <li>- pushing</li> <li>- defiance</li> <li>- refusal to follow rules</li> <li>- being cheeky</li> <li>- answering back</li> </ul>	<ul style="list-style-type: none"> <li>- throwing objects at others to cause harm</li> <li>- hitting, biting, anything that causes deliberate harm to another person</li> <li>- running away from an adult so that safety is put at risk</li> <li>- destroying property intentionally</li> <li>- threatening others</li> <li>- fighting</li> <li>- ruining the work of others</li> <li>- verbal abuse to other children or adults</li> </ul>

## **8.2 Stepped Approach to Supporting Positive Behaviour - Classroom**

Most children will spend their time in school achieving well and displaying all the positive attributes that we encourage. Some children may display behaviour that is not in their best interests, nor in the best interests of the other members of the school community. In such cases we use the whole school stepped approach.

### **Step 1: Reminder**

The adult will remind the pupil of core values of Safe, Responsible and Respectful and may say something like:

“Don’t forget to be safe.” “Remember to be respectful.”

Then the pupil will have the chance to improve his/her behaviour.

### **Step 2: Caution**

The adult will remind the pupil of core values of Safe, Responsible and Respectful and may say something like:

“I notice you are not being safe. It is not a good idea to kick others. I know you can play better.”

Then the pupil will have the chance to improve his/her behaviour.

### **Step 3: Last Chance**

The adult may say something like:

“This is your last chance. Your choice is to work more quietly or have 5 minutes time out.”

Then the pupil will have the chance to improve his/her behaviour. A record will be kept by the class teacher.

A copy of the Step 3 Behaviour Record form can be found at Appendix 4.

### **Step 4: Time Out**

The adult may say something like:

“I will need you to work at an individual table for 5 minutes. Thank you.”

A Time Out will automatically lead to Step 5.

### **Step 5: Restorative Conversation**

In private, the adult will have a restorative conversation about the pupil's behaviour. A copy of the Restorative Conversation record will be sent home with the child for parents to review.

A copy of the Restorative Conversation Record can be found at Appendix 5.

### **8.3 Stepped Approach to Supporting Positive Behaviour - Playground**

The stepped approach has been modified for use in the Playground during outdoor play sessions. All children have signed up to a Children's Play Agreement which contains an explanation of how the stepped approach will be used in the playground.

A copy of the Children's Play Agreement can be found at Appendix 6.

### **8.4 Restorative Conversations**

It is the class teacher's responsibility to carry out the restorative conversation with a pupil. Release time from class can be requested so that this can be completed privately and in a concentrated manner.

A Restorative Conversation Record will be used to record the conversation and answers to the core restorative questions which have been further enhanced using language consistent with the PATHS programme used in Forge:

1. Can you tell me what happened? Were these OK behaviours or not OK behaviours?
2. What were you thinking/feeling at the time? Remember that all feelings are OK to have. Were they comfortable or uncomfortable feelings?
3. How have you been feeling/thinking since it happened? Are these comfortable or uncomfortable feelings?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to make things right? If you say sorry, how can you also show that you are sorry?
6. How can we prevent this from happening in the future? How could you use the control signals better? – Stop, Make a Plan, Go
7. What can I do to help you?

A copy of the Restorative Conversation Record will be kept in school and a copy will be sent home for the parents to review with their child.

By using the Restorative Conversation approach, we are aiming to develop key skills of communication, understanding emotions, developing empathy and problem solving. In doing so, children will be provided with the skills required to make better behaviour choices in the future.

If a child makes a disclosure of a Safeguarding or Child Protection nature during any conversation with staff about their behaviour, whether informally or through a Restorative Conversation, then the member of staff will immediately suspend the use of the Positive Behaviour Policy and follow the Child Protection Policy and Procedures.

### **8.5 Responding to Individual Pupil Needs, including Special Educational Needs**

At Forge, we believe that all children are individual and all have their own individual needs. Therefore, whilst 'The Forge Way' framework is quite clear and prescriptive, staff also have the professional autonomy to adapt it depending on individual pupil needs, including Special Educational Needs or pastoral needs.

For example, if there has been a bereavement in the family, a child may be feeling upset and less resilient than normal. The class teacher should be informed of this by the parent and will use this information to consider any adaptations to the stepped approach. This may include providing more Step 1 Reminders than normal or having a private chat with a child rather than recording examples of inappropriate behaviour or completing a Restorative Conversation.

Children with assessed Social, Behavioural, Emotional and Wellbeing needs will be supported using the school's provision map:

- **Whole School Provision:** A record of reasonable adjustments will be completed for an individual pupil and these reasonable adjustments will be provided within the classroom environment.
- **Stage 1 Educational Provision:** In addition to the Whole School Provision, the child will be placed on the SEN register and an IEP written with targets to support specific SBEW needs. Stage 1 support will be provided within the classroom; withdrawal support may also be provided dependant on the school's resources and capacity.
- **Stage 2 Educational Provision:** In addition to the Whole School and Stage 1 Educational Provision, a Request for Involvement can be made to the Primary Behaviour Support Team at the Education Authority. Stage 2 support will be dependent on an assessment of evidence made by the EA and the capacity of their support teams. Stage 2 support will continue to be provided within the classroom and school withdrawal support may also be provided dependant on resources and capacity.
- **Stage 3 Educational Provision:** In addition to the Whole School, Stage 1 and Stage 2 provision, a child at Stage 3 provision will have a Statement of SEN for SBEW. At Stage 3, each child will have an Individual Behaviour Plan and SBEW plan which will detail key areas of support.

### **8.6 Further Sanctions**

The professional nature of the staff in Forge results in an ever changing repertoire of ways in which they manage inappropriate behaviour. On many occasions the sanction required is simply the opposite of the rewards that we use, for example – not getting free choice time when the rest of the class does, not getting off homework when the rest of the class does and not being allowed to play at lunch time but having to stay with a supervisor.

If the school decides to apply further sanctions, a Behaviour Assessment Form will be completed by the Principal or a member of the Senior Leadership Team.

The Behaviour Concern Form can be found at Appendix 7.

### **Timeout from After-School Provision and/or Educational Trips**

Forge Integrated Primary School requires children to agree to a code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from and enjoys such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

Forge Integrated Primary School believes that because the learning environment can be less formally structured during after-school provision or on an educational visit, children need to have demonstrated consistently acceptable standards of behaviour within school if they are to participate.

The Code of Conduct related to After-School Provision and Educational Visits can be found at Appendix 8.

### **Scheme for Suspension and Expulsion of Pupils**

Suspension as a severe sanction will be considered only when all reasonable attempts to integrate the pupil into the school have been made.

The level of suspension that may be used would include:

- Internal Suspension: The pupil spends the suspension period with the Principal or member of the Senior Leadership Team and completes activities provided by the teacher; outdoor play times are modified.
- Suspension: The pupil spends the suspension period out of school and completes activities provided by the teacher.

It shall be imposed by the Principal, after consultation with the Board of Governors, the parents, the Education Authority and any other appropriate body.

It shall be applied:

- where all possible preventive strategies and sanctions have been tried;
- if all possible preventive strategies and sanctions fail to produce acceptable behaviour; and
- where there has been a gross act of unacceptable behaviour by the pupil.

The expulsion of a pupil will happen only as a consequence of the pupil having committed a most serious breach of school discipline. The Principal will take the appropriate steps and follow guidance as laid down by the Education Authority.

## ***8.7 Raising a Complaint***

If a parent has a complaint about the application of the Positive Behaviour Policy in relation to their child, then this should be raised by following the Complaints Policy.

Initially, contact should be made with the class teacher if they have implemented the policy. If the Principal or Vice Principal have implemented the policy, then it would be appropriate to contact them in the first instance.

## **9. Roles and Responsibilities**

### ***9.1 Pupils***

Pupils play a central role in promoting and maintaining positive behaviour in school. Recognising their responsibilities helps build a respectful, safe, and productive learning environment.

Pupil's role and responsibilities are:

- Engage positively in lessons and school activities;

- Contribute to discussions about behaviour expectations and values;
- Treat peers, staff, and visitors with kindness and respect;
- Listen actively and value different opinions;
- Own their behaviour and understand its impact on others;
- Reflect on mistakes and learn from them;
- Encourage others to behave positively;
- Help resolve conflicts peacefully and respectfully;
- Understand and follow the agreed behaviour policy;
- Be consistent in applying school values in and out of the classroom;
- Lead by example, especially older pupils or those in leadership roles;
- Promote a culture of inclusion, fairness, and cooperation;
- Report concerns or unsafe behaviour to trusted adults; and
- Help maintain a clean, calm, and welcoming school space.

### **9.2 Staff of Forge IPS**

School staff's responsibilities go beyond enforcing rules – school staff help shape the culture and climate of the school.

Staff's role and responsibilities are:

- model respectful, calm, and positive behaviour;
- ensure interactions with pupils and colleagues set the tone for expectations;
- teach behaviour like any other subject—explicitly and consistently;
- help pupils understand what positive behaviour looks like and why it matters;
- design classroom routines and structures that promote safety, respect, and engagement;
- use proactive strategies to prevent disruption and support emotional regulation;
- recognise that behaviour is often a form of communication;
- adapt approaches to meet the diverse needs of pupils, including those with SEND or emotional challenges;
- apply the school's behaviour policy fairly and consistently;
- use agreed rewards and consequences, and record incidents appropriately;
- build strong relationships with pupils, parents, and colleagues;
- invest time in getting to know pupils and building trust;
- reflect on their behaviour management strategies;
- engage in professional development and share good practice with colleagues;
- work together to uphold shared expectations; and
- support each other in managing behaviour and resolving challenges.

Forge staff have developed their own response to the core values of Safe, Responsible and Respectful which clearly outline expectations for their professional behaviour.

These responses can be found at Appendix 9.

### **8.3 Parents and carers of Forge IPS**

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a

school is a much larger community where the interests of each individual have to be addressed in relation to the children as a whole.

Parental involvement helps to reinforce expectations, build consistency, and foster a strong partnership between home and school. Although parents are not in school with the children, their influence is still greater than that of a class teacher.

Parent/Carer's role and responsibilities are:

- support the school's behaviour expectations by discussing them at home;
- encourage respect, responsibility, and kindness;
- communicate in an open and respectful manner with teachers in order to address behaviour concerns early;
- share relevant information e.g. changes at home, emotional wellbeing;
- listen to their child's experiences and help them reflect on behaviour choices;
- encourage problem-solving and empathy to build emotional intelligence;
- support school-based consequences and celebrate positive behaviour;
- help their child to understand and manage their emotions;
- model calm responses and teach coping strategies;
- attend meetings, workshops, and events shows children that school matters; and
- stay informed and connected to the school community.

Forge parents have had the opportunity to develop their own response to the core values of Safe, Responsible and Respectful which clearly outline expectations for their behaviour.

These responses can be found at Appendix 10.

At Forge we do not normally inform parents about every lapse of behaviour. Everyone can make mistakes or act inappropriately at times, but when a pupil has reached Step 4/5, this information will be reported to the parent through the Restorative Conversation Record.

If a pattern of inappropriate behaviour begins to form, we will inform the parents. This may be through an informal chat at the school gate, by telephone or in a pre-arranged meeting.

#### **8.4 Board of Governors of Forge IPS**

School governors play a **strategic and supportive role** in promoting positive behaviour across the school. While they are not involved in day-to-day discipline, their responsibilities help shape the overall ethos and ensure accountability.

The Board of Governor's role and responsibilities are:

- define the school's vision, values, and ethos—including expectations around behaviour;
- ensure that the behaviour policy aligns with the school's broader goals for inclusion, wellbeing, and achievement;
- review and approve the Positive Behaviour Policy, ensuring it is fair, inclusive, and legally compliant;
- monitor how effectively the policy is implemented and updated in response to pupil needs and school data;
- track behaviour data e.g. exclusions, incidents, attendance;
- ask challenging questions to ensure issues are addressed and improvements are made;
- support the Principal and staff in maintaining high standards;
- ensure staff have access to training and resources to manage behaviour effectively;

- encourage consultation with pupils and parents on behaviour matters;
- ensure the policy reflects the views and needs of the whole school community; and
- ensure that vulnerable pupils are supported and that behaviour policies do not discriminate or disadvantage.

## **9. Procedures to track, monitor and review the Positive Behaviour Policy**

Tracking, monitoring, and reviewing a **Positive Behaviour Policy** is essential to ensure it remains effective, fair, and responsive to the needs of the school community.

The following methods will be used by the Principal and Senior Leadership Team of Forge:

### ***Behaviour Data Collection and Analysis***

- Record incidents consistently using behaviour logs or digital systems
- Track types of behaviour, frequency, location, time, and individuals involved
- Include both positive behaviours e.g. rewards, praise and negative behaviours e.g. sanctions, exclusions
- Analyse trends termly to identify patterns e.g. hotspots, recurring issues
- Disaggregate data by year group, gender, SEND, pupil premium, etc., to ensure equity
- Use findings to inform interventions and staff training

### ***Stakeholder Feedback***

- Gather feedback from pupils, staff, and parents through surveys, focus groups, or school council discussions
- Ask about clarity, fairness, consistency, and impact of the policy

### ***Policy Review Meetings***

- Schedule annual reviews with senior leaders and governors and update the policy no more than every three years
- Use behaviour data and feedback to assess effectiveness
- Update the policy to reflect new priorities, legislation, or community needs

### ***Staff Monitoring and Support***

- Conduct learning walks, observations, and behaviour audits to assess consistency in implementation
- Provide coaching or CPD where needed to support staff confidence and consistency

### ***Reporting and Communication***

- share behaviour trends and updates with staff, governors, and parents
- Celebrate improvements and highlight areas for development

### ***Inclusion and Safeguarding Checks***

- Ensure the policy supports vulnerable pupils and aligns with safeguarding practices
- Review exclusions and sanctions to check for disproportionate impact

## **10. Training Arrangements for Staff**

Appropriate training for staff, including PRSD and Continuing Professional Development will be sourced and provided for all staff so that they are well informed and supported to implement 'The Forge Way'.

Throughout the term of the Positive Behaviour Policy, training and development will be facilitated in the areas of nurture, trauma informed practice and emotional and wellbeing approaches.

Where staff attend additional professional development courses, they will be required to identify and share any good practice with the whole staff body.

Policy Agreed by the Board of Governors

October 2025

\_\_\_\_\_  
(Chair of the Board of Governors)

Full Review Date: October 2028 or at such times as new guidance becomes available or relevant legislation is passed.

Appendix 1: Examples of Pupil Participation – September

# RESPECTFUL

What does it mean?

It means to listen, follow instructions and be kind to the teachers and students.

How can we show it in school?

We can be respectful by...

- Not talking when the teacher is talking
- Showing respect to the teachers and pupils
- Following instructions from the teacher
- being courteous
- being nice to fellow students and teachers
- Not talking to teachers
- Not messing in the classroom
- Keeping hands to yourself
- Treat people with kindness and respect
- not damaging the school property

- Speak with an appropriate volume
- Use kind language
- participate in lessons
- Not shouting

What should we not do?

- being rude to the teachers and pupils
- talking when the teacher is talking
- to be unrespectful when someone lent you something
- If it's not your job, do not interfere with their job.



# RESPONSIBLE

What does it mean?

Responsibility are at the end of the line. What you do is your responsibility. You should not make bad/silly choices.

How can we show it in school?

- be polite to staff, students and visitors.
- own things and take care of them.
- ask permission before using something of another person.
- use up the food of the kitchen wisely.
- keep your presentation in every place of work you be in.
- keep finished on jobs.
- Be nice to people
- Be polite to the way do something
- when you mess after your work
- try to be left in the school
- be respectful to younger people

RESPONSIBLE



What should we not do?

- not be apologetic when you are someone
- shouting a number of staff
- mess up someone's work
- Do Not Drop Kick.



# SAFE

What does it mean?

- Safe playground with no glass for example.
- If something is wrong we know who to go to.

How can we show it in school?

Following rules.

- Keeping safe on school trips & following teachers instruction.
- Tell a teacher if something is wrong.
- Be helpful if someone is sad + make them feel comfortable.
- If someone is new make them feel welcome.

Don't climb anything you're not on.

If someone is hurt tell a teacher.

Don't run over a teacher.

Don't play around with sharp equipment.





Don't play around with wire mesh.

Don't go on the grass when it's wet.

Don't play rough in ball games.

Don't show things when playing.

Don't!

Plg

What should we not do?

Be kind to your classmates.

Don't run over a teacher.

Don't play around with sharp equipment.

Don't play around with wire mesh.

Don't go on the grass when it's wet.

Don't play rough in ball games.

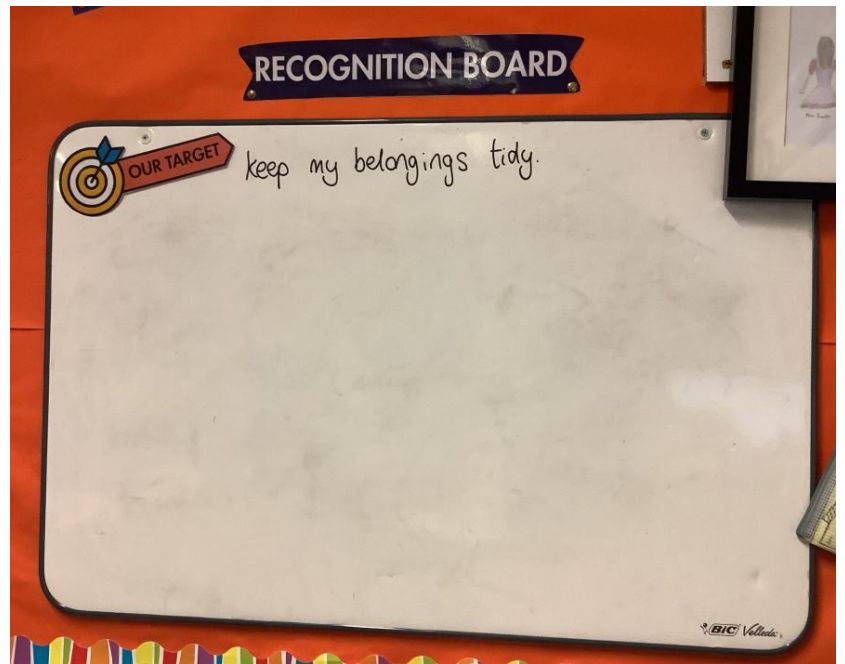
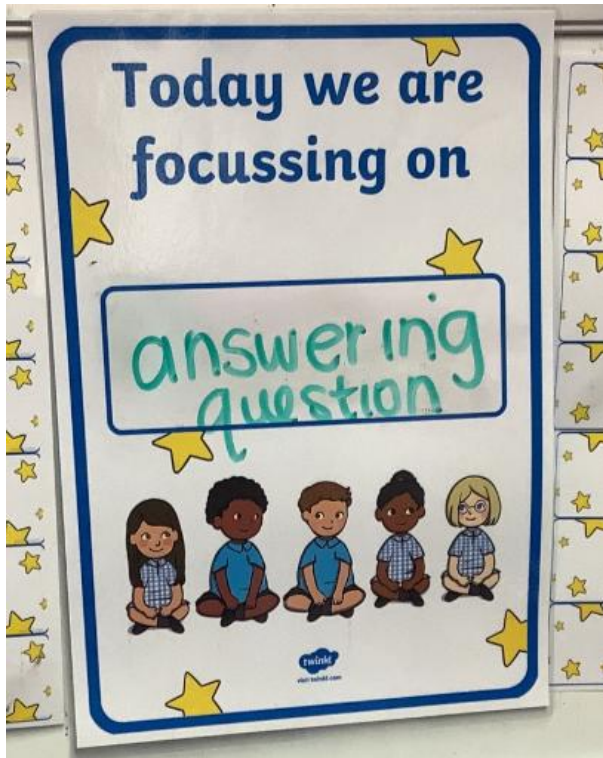
Don't show things when playing.

Don't!

We should have gentle hands and not engage in rough play.



Appendix 2: Examples of Recognition Boards used in Forge



## Appendix 3: School and Class Management Plan and Playground Management Plan proformas

### The FORGE Way – School and Classroom Management Plan

Class	Teachers	Supporting Adults
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#### Strategies for building relationships with pupils:

- \*Meet and Greet – at the start of the day or session, stand at the door and welcome the pupils
- \*Engaging registration – notice something about a child, ask a question about how their football match went, ask if they are feeling better after illness etc.
- \*Morning meet-up – All about me Monday; Take 5 Tuesday; Would you rather Wednesday; Thankful Thursday; Philosophical Friday

#### Strategies for creating a positive learning environment:

- \*Visual Environment:
  
- \*Auditory Environment:
  
- \*Pupil Engagement Strategies:
  
- \*Social and Emotional:
  - movement/brain/calm break after break and lunch
  - teach PDMU and PATHS to own class with fidelity; scrapbook record – paper or digital
  - use circle time or class meetings to discuss and explicitly teach positive behaviour expectations
  - revisit behaviour expectations as required using class meetings

#### Forge Core Values and Rules:

**RESPONSIBLE                      RESPECTFUL                      SAFE**

\*See attached posters for expectations for pupils, school staff and parents

#### School and Classroom routines:

Meet and Greet	Registration etc.	Morning Meet-Up	Toilet Pass
Transition – between lessons	Transition – leaving class for break	Transition – returning from break	Transition – leaving for lunch
Transition – returning from lunch	End of Day	Leaving School	Gaining pupils' attention
What to do if stuck?	PE Hall	Travelling around school	Assembly

### Positive Recognition:

\*Recognition Board – write on the board one behaviour to focus on; when you see a child demonstrating it well, put their name on the recognition board; aim for everyone to have their name on the board

\*Positive Notes – at least one positive note home per day – use a post it note on desk as a reminder

\*Reward System:

### Restorative Practice:

\*Complete the Restorative Conversation in private alongside the child; note 'verbatim' the child's words as much as possible; remain calm and inquisitive; SLT release time can be requested

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

### Interventions:

There is a five-step approach to escalating behaviour:

#### 1. Reminder

Script: \_\_\_\_\_  
\_\_\_\_\_

Surface level consequences:

#### 2. Caution

Script: \_\_\_\_\_  
\_\_\_\_\_

Surface level consequences:

#### 3. Last Chance

Script: \_\_\_\_\_  
\_\_\_\_\_

Consequences: \*2 minute discussion at break/lunchtime

#### 4. Time Out

Script: \_\_\_\_\_  
\_\_\_\_\_

Consequences: \*Removal from classroom for 5 minutes  
\*Restorative Record completed and copy sent home to parents

#### 5. Repair

\*See Restorative Practice

### Recording Interventions:

Step 1 Reminder and Step 2 Caution do not require any formal recording

Step 3 Last Chance: Behaviour record ('tick box')

Step 4 and Step 5: record of Restorative Conversation

The following behaviour is Step 4 and Step 5:

- Clear acts of aggression, inappropriate language, intentionally goading another child to gain a reaction

A record of an 'explicit teaching', circle time or class meetings should be kept either in a scrapbook or digitally – this should be in the PDMU scrapbook

### SLT Involvement:

\*SLT release time can be requested to allow the teacher an opportunity to complete a Restorative Record

The process for P1-3 will be to use Classroom Assts. as appropriate to provide release opportunities

The process for P4-7 is as follows:

Phoncall to Ms Kerr before 2pm → Ms Kerr will then give you a slot for release time when she will then cover your class

If you require an additional adult, then Mrs Bryans can be requested also in the same way

### Parental Involvement:

\*Positive notes home

\*Parents will be asked to inform the teacher of any changes in home circumstances etc. which may affect their child

\*Parents will receive a copy of the Restorative Conversation as part of Step 4 and Step 5

\*If there is a pattern of recorded behaviour then a phoncall to parents should be made informing them of this pattern

### My Self Care Plan:

## The FORGE Way – Playground Management Plan

Area of Playground	Supervising Adults

**The importance of play:**

**Strategies for supporting positive play:**

Designated Play Areas	Positive role models	Supervision	The role of the supervisor
<b>Risk and Benefit Analysis</b>	<b>Playground Buddies</b>	<b>Children's Play Agreement</b>	

1

**Playground values in action:**

Value	Examples	Non-Examples
Responsible		
Respectful		
Safe		

**Playground routines:**

Transitioning into the Playground	Areas out of Bounds	Activities Not Permitted	Toilets and Cloakrooms
<b>Accident and Injury</b>	<b>Lining up and Playtime Points</b>	<b>Transitioning back to class</b>	

**Positive Recognition and Reward:**

\*Positive Notes – use smiley face slips; aim for at least one per day

Playground

Lunch hall

\*Playtime Points

**Interventions:**

There is a five-step approach to escalating behaviour:

**1. Reminder**

Script: \_\_\_\_\_  
\_\_\_\_\_

Surface level consequences:

**2. Caution**

Script: \_\_\_\_\_  
\_\_\_\_\_

Surface level consequences:

**3. Last Chance**

Script: \_\_\_\_\_  
\_\_\_\_\_

Consequences: \*Behaviour Record to teacher

**4. Time Out**

Script: \_\_\_\_\_  
\_\_\_\_\_

Consequences: \*Stand by the wall for 2 minutes

\*Share incident with teacher who will decide if a Restorative Conversation is required; if not, teacher will record behaviour incident

**5. Repair**

\*Restorative Conversation

**Restorative Practice:**

\*Complete the Restorative Conversation in private alongside the child; note 'verbatim' the child's words as much as possible; remain calm and inquisitive; SLT release time can be requested

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

**Communication:**

Step 1 Reminder and Step 2 Caution do not require any formal recording

Step 3: Last Chance: Playtime Behaviour record ('tick box') – give to class teacher

Step 4: Communicate directly with Class Teacher

Step 5: Record of Restorative Conversation

The following behaviour is immediately Step 5:

- Clear acts of aggression, inappropriate language, intentionally goading another child to gain a reaction

**The Role of the Teacher:**

\*Provide 'explicit teaching', circle time and/or convene class meetings during PDMU (or other) curriculum time to

- revisit playground rules and routines

- teach problem solving and conflict resolution strategies

\*SLT release time can be requested to allow the teacher an opportunity to complete a Restorative Record – whether a Restorative Conversation is required at Step 4 will be the decision of the class teacher

**Parental Involvement:**

\*Positive notes home

\*Parents will receive a copy of the Restorative Conversation as part of Step 5

\*If there is a pattern of recorded behaviour then the teacher will make a phonecall to parents should be made informing them of this pattern

**Lunchtime Supervisor Training/ Guidance:**

**DO NOT SHOUT**

- If you do - children will only shout louder! Shouting is a sign that you have lost control.
- Unless in an emergency, walk to an incident rather than raising your voice.
- Use a calm, neutral voice when talking to individuals.
- When talking to children, bend down to get to their level so you can have eye to eye contact.

**LISTEN**

- Every child has the right to be heard but they also have the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.

**BE POSITIVE**

- Try to see good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to make at least 5 positive comments for every negative.
- Choose to reward those behaving well rather than focussing on those who are not.
- Label the behaviour and not the child (e.g. "It's dangerous to run in the corridor someone could get hurt."

**PLAY with the children!**

- Try to engage target children in constructive play. Prevention is always better than cure!
- When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate.
- Members of staff all have a designated area. By working within this area, the children know where the adults are and their consistent expectations.

No child should ever be "sent to the Principal/teacher" as a sanction, as there is no guarantee that the child will arrive or that the person will be available. If, in exceptional circumstances, a child needs to be removed from the playground or refuses to go to isolation, the Principal should be sent for. If unavailable, the Vice Principal should be sent for.

## Appendix 4: Step 3 Behaviour Record

Classroom:

Step 3: Intervention Record			
Name _____			
Respectful	<input type="checkbox"/>		
Responsible	<input type="checkbox"/>		
Safe	<input type="checkbox"/>		
Calling out	<input type="checkbox"/>	Speaking rudely	<input type="checkbox"/>
Out of seat	<input type="checkbox"/>	Throwing items	<input type="checkbox"/>
Rocking on chair	<input type="checkbox"/>	Not listening	<input type="checkbox"/>
Other _____			<input type="checkbox"/>
Signed: _____			

Playground:

Step 3: Intervention Record			
Name _____			
Respectful	<input type="checkbox"/>		
Responsible	<input type="checkbox"/>		
Safe	<input type="checkbox"/>		
Hitting	<input type="checkbox"/>	Speaking rudely	<input type="checkbox"/>
Biting	<input type="checkbox"/>	Goaded others	<input type="checkbox"/>
Dangerous play	<input type="checkbox"/>	Leaving others out	<input type="checkbox"/>
Other _____			<input type="checkbox"/>
Signed: _____			

## Appendix 5: Restorative Conversation Record

# Restorative Conversation Record

Date of Conversation	Child's Name	Class	Staff Member

<p>Can you tell me what happened?</p> <p>Were these OK behaviours or not OK behaviours?</p>	
<p>What were you thinking/feeling at the time? Remember that all feelings are OK to have.</p> <p>Were they comfortable or uncomfortable feelings?</p>	
<p>How have you been feeling/thinking since it happened?</p> <p>Are these comfortable or uncomfortable feelings?</p>	
<p>Who do you think has been affected by your actions? How were they affected?</p>	

Restorative Conversation Record

<p>What could you do now to make things right? If you say sorry, how can you also show that you are sorry?</p>	
<p>How can we prevent this from happening in the future? How could you use the control signals better? – Stop, Make a Plan, Go</p>	
<p>What can I do to help you?</p>	

Additional notes:



## Appendix 6: Children's Play Agreement

### Children's Play Agreement

We have the right to have fun at playtimes. We have the responsibility to make sure that everyone has fun and our play does not stop this.

We have the right to make our own decisions about our play and choose what we do. We have the responsibility to make sure our decisions don't affect others in a negative way.

We have the right to choose who we play with. We have the responsibility that no one is left out of play or forced to do something they don't want to.

We have the right play with lots of different toys and have a well looked after environment. We have the responsibility to take pride in, respect and look after our environment and toys.

We have the right to explore be creative and take thoughtful risks. We have the responsibility to think about what we are doing and talk to a supervisor about the risks we are taking if they ask us too.





### **Step 1: Reminder**

The supervisor will show you the Safe, Responsible or Respectful picture and might say something like:

"Don't forget to be safe." "Remember to be respectful."

Then you will have the chance to improve your behaviour.



### **Step 2: Caution**

The supervisor will show you the Safe, Responsible or Respectful picture and might say something like:

"I notice you are not being safe. It is not a good idea to kick others. I know you can play better."

Then you will have the chance to improve your behaviour.



### **Step 3: Last Chance**

The supervisor will show you the Last Chance picture and might say something like:

"This is your last chance. Your choice is to play more safely or take 5 minutes time out."

Then you will have the chance to improve your behaviour. Your teacher will be informed.



### **Step 4: Time Out**

The supervisor will show you the Time Out picture and might say something like:

"You will need to stand beside me or sit on the bench for 5 minutes. Here is the timer. Thank you."

Your teacher will be informed. They may choose to inform your parents.



### **Step 5: Time Out (2) and Restorative Conversation**

The supervisor will show you the Time Out picture and might say something like:

"You will need to stand beside me or sit on the bench. I am now going to send for Mrs Bryans."

Mrs Bryans will take you inside to have a conversation about your behaviour. Your teacher and your parents will be informed.

## Appendix 7: Behaviour Assessment Form



### Behaviour Assessment Form

Incident date: \_\_\_\_\_

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg.

Type of Incident	
Physical which includes for example, jostling, physical intimidation, interfering with person property, punching, kicking	
Any other physical contact which may include use of weapons	
Verbal which includes name calling, insults, jokes, threats, spreading rumours	
Indirect which includes omission, isolation, refusal to work with/talk to/play with/help others	
Electronic which includes technology such as mobile phones and internet	
Written	
Other Acts:	

Motivation	
Age	Appearance
Cultural	Religion
Political Affiliation	Community Background
Gender Identity	Sexual Orientation
Family circumstances	Child looked after
Peer relationship breakdown	Disability related to perceived or actual disability
Ability	Pregnancy
Race	Not known
Other:	

Pre-Incident (Antecedent)	Incident (Behaviour)	Post Incident (Consequence)

**Account(s) of Incident:** Attach all written accounts/drawings of incident completed by targeted pupil, witnesses (i.e. other pupils, staff) including dates if known

--

Details of previous incidents

**Details of Advice Taken:**

--

Support	Interventions	Sanctions

**Communication with Parents**

Date	Communication Log	Initials

Completed by:	
Date:	

Agreed by:	
Date:	

(Vice Principal/Designated Teacher/Learning Support Coordinator)

## **Appendix 8: Code of Conduct related to After-School Provision and Educational Visits**

### **CODE OF CONDUCT FOR PUPILS**

For the visit to be both beneficial and enjoyable for all, pupils are expected to:

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public
- comply with the instructions given by school staff
- look after your own possessions and anything you borrow
- keep all facilities clean, tidy and undamaged
- abide by any rules and regulations of the places we visit
- in the event of an emergency, follow emergency procedure instructions
- inform staff if you have any medical conditions or injuries
- inform a member of staff if you have any concerns about safety or security
- report any damaged or unsafe equipment
- wear appropriate clothing
- comply with any restrictions on the access to and use of social media, online services and mobile phones

#### **On a coach or minibus**

- remain in your seat, unless given permission to do otherwise
- wear your seat belt
- do not distract the driver – no shouting out, no flash photography etc
- if you begin to feel travel sick, inform a member of staff
- when disembarking, be aware of traffic movement and direction

#### **Staying in a hotel/residential centre**

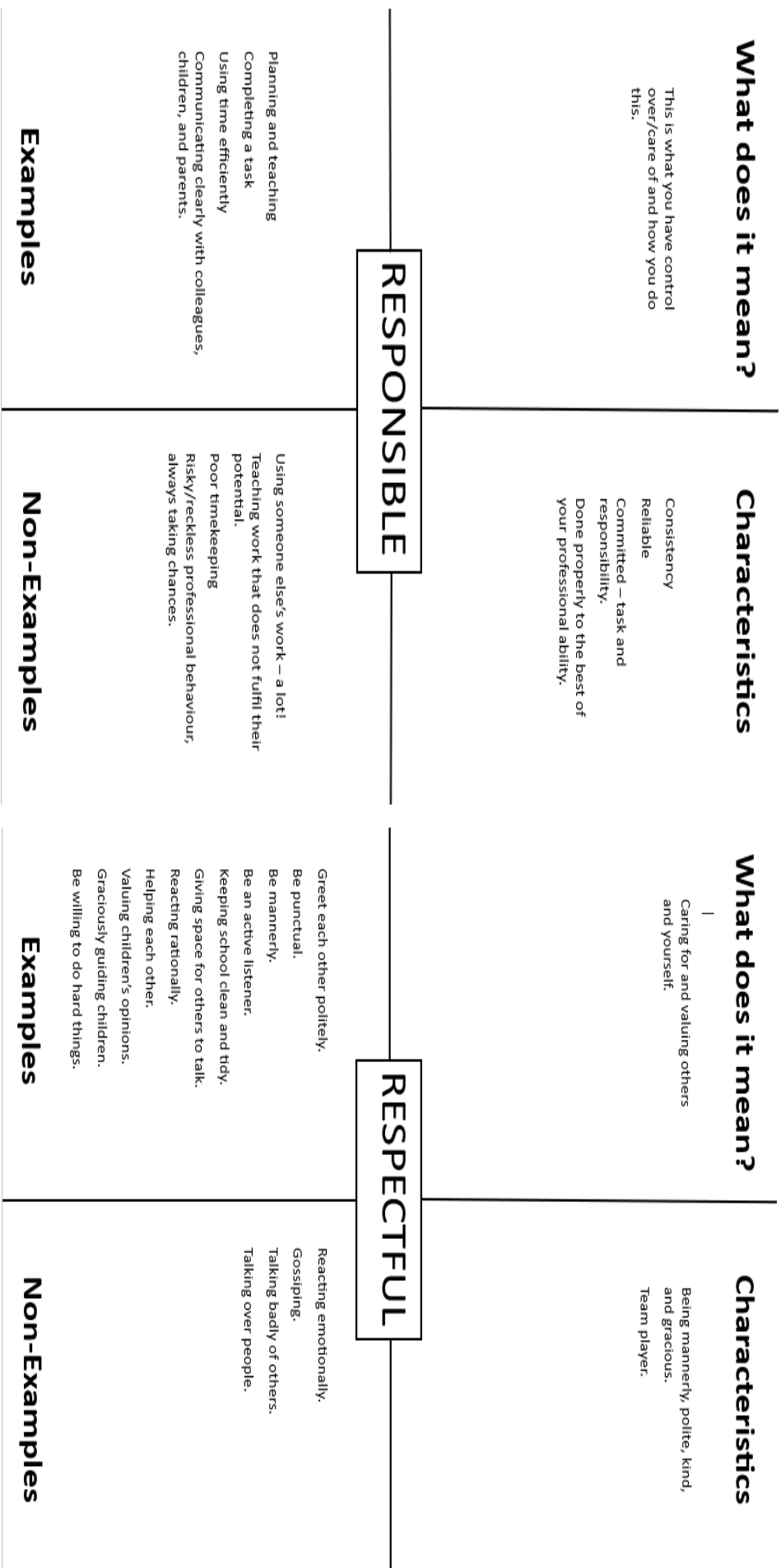
- read and understand all instructions about fire and safety procedures
- know the location of staff
- comply with any instructions about permission to leave the hotel/residential centre
- understand the dangers of balconies and comply with any instructions about access to them
- comply with instructions about access to other people's bedrooms
- comply with any instructions about appropriate behaviour with others they may come in contact with
- arrive on time for meals and meetings
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc.

#### **Excursions**

- remain in your designated group
- know which member of staff is your nominated leader
- when unaccompanied by staff, ensure that you understand any instructions and limitations
- always carry your emergency contact card

**I agree to abide by the above Code of Conduct.** \_\_\_\_\_

**Appendix 9: Expectations of Positive Behaviour from School Staff – Safe, Responsible and Respectful**



## **Appendix 10: Expectations of Positive Behaviour from Parents – Safe, Responsible and Respectful**

SAFE- parents reflected on Safety in terms of

- driving and use of the car park;
- school hub for information to parents in terms of local support for mental health, addiction issues, supporting parenting etc.;
- communication from parents to school; and
- clear communication from school to parents on the core values and how we are aiming to achieve consistency across the school in order for parents to support these strategies.

RESPONSIBLE- parents reflected on being Responsible in terms of

- taking ownership of tasks;
- encouraging sustainability;
- parents/teachers keeping pace with AI technologies;
- developing systems for updating parents regarding any behaviour concerns;
- promoting resilience for children;
- being on time, responsive to requests from school and respect to teachers time; and
- cooperation.

RESPECTFUL- parents reflected on being Respectful in terms of

- Timely communication;
- including others in a kind way;
- respecting physical and non-physical boundaries;
- measuring progress in relation to parental feedback;
- policies and opportunities for children to learn about physical safety, e.g. Pantosaurus programme from Barnardos; and
- respectful communication between parents and school staff.