



# **Gede Forest School**

## **Behaviour Management Policy**

*Grow With Us*

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### **1. Policy Statement**

This policy sets out our school's approach to behaviour management and is based on the principles of a Positive Behaviour Approach. We believe that children learn best in safe, nurturing environments where expectations are clear, consistent, and respectful. This policy ensures that all staff, pupils, and parents work together to foster a culture of mutual respect, responsibility, and kindness.

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### **2. Aims**

- To create a positive and supportive school environment where all children feel safe and valued.
  - To promote self-discipline, respect for others, and responsibility for one's own actions.
  - To teach children appropriate social and emotional skills that help them manage behaviour effectively.
  - To ensure consistency in how behaviour is supported across the school.
  - To work in partnership with parents and carers in reinforcing positive behaviour.
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### **3. Guiding Principles**

- Behaviour is viewed as a form of communication. Staff seek to understand the reasons behind behaviours and respond with empathy.
- Positive reinforcement is prioritised over punitive measures.
- Adults model the behaviours we expect to see in children.

- All staff maintain fairness, respect, and consistency in managing behaviour.
  - Emotional literacy is developed actively, supporting children to identify, name, and regulate their feelings.
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## **4. Approach to Behaviour Management**

### **4.1 Clear Expectations**

- Children are explicitly taught what good behaviour looks like (for example: kind hands, listening ears) both within school and the local community.
- School rules are few, simple, and positively phrased
- Expectations are modelled and reinforced regularly in class, during circle time, and through daily routines.

### **4.2 Consistent Routines and Boundaries**

- Predictable routines are established to ensure children feel secure and to reduce uncertainty. Weekly and daily timetables are set and supported visually so all children can understand and access them.
- Boundaries are applied fairly, calmly, and consistently by all staff.
- Staff communicate boundaries in positive, respectful language.
- Appropriate and inappropriate behaviours are taught to children through discussion and visual aids.

### **4.3 Positive Recognition**

- Good behaviour is recognised through verbal praise, encouragement, and specific positive feedback.
- The focus remains on noticing and celebrating what children are doing well.
- Achievements are shared with parents to strengthen home-school consistency.

*Note: Gede Forest School is thoughtful in its approach to rewards. We prioritise intrinsic motivation and positive relationships over token-based reward systems. Where rewards are used, they are meaningful, relational, and age-appropriate, rather than transactional. We do not wish to teach children that appropriate behaviour earns a material benefit; rather, we aim to build genuine values and self-regulation.*

### **4.4 Modelling Desired Behaviour**

- All staff model respectful, calm, and kind behaviour in all interactions with pupils and colleagues.
- Conflict resolution and restorative practices are demonstrated so children can learn by example.

### **4.5 Emotional Literacy and Self-Regulation**

- Children are actively supported in developing emotional literacy: the ability to recognise, name, and manage their feelings.
- Staff use structured approaches to help children understand their emotional states. This may include tools such as the Colour Monster, which give children accessible vocabulary for how they are feeling.
- Support is provided to help children identify triggers and develop self-regulation strategies.
- Behaviour is understood within the broader context of a child's development and wellbeing.

#### **4.6 Supportive Interventions and Restorative Practice**

- Unwanted behaviour is addressed through supportive strategies rather than punitive measures.
  - Staff use emotion coaching, conflict resolution, and restorative conversations to help children reflect on their actions.
  - Restorative conversations are led by the class teacher in the first instance. Where behaviour escalates, a senior member of staff will facilitate the restorative process.
  - Restorative practice focuses on: understanding what happened, acknowledging impact on others, and agreeing steps to repair relationships and make better choices going forward.
  - A calm corner is available in the classroom as a designated, non-punitive space where children can self-regulate before re-engaging.
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### **5. Our School Rules**

Our three school rules are central to everything we do at Gede Forest School. They are simple, positive, and applicable to every situation:

**Be Respectful | Be Responsible | Be Safe**

At the start of each term, staff discuss these rules with children, exploring why they matter and giving concrete examples of what each one looks like in practice. For example:

- Not listening to instructions: not being respectful.
- Breaking equipment: not being responsible.
- Pushing on the trampoline: not being safe.

These rules are displayed prominently in the classroom as a visual reference throughout the day.

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### **6. Classroom Management Strategies**

#### **6.1 Show Me Five**

When staff need children to stop and listen, they say Show Me Five and hold up their hand. Children respond by holding up their own hand. The five fingers represent:

- Listening ears
- Watching eyes
- Locked lips
- Still feet
- Tidy hands

Children are regularly reminded what Show Me Five means, for example during circle time. As children become more familiar with the signal, the full explanation is not needed: the signal alone is sufficient.

Parents are encouraged to use Show Me Five at home as well.

## 6.2 Eagle Eyes and 1-2-3 Eyes on Me

Additional whole-class attention signals used by staff include Eagle Eyes and the 1-2-3 Eyes on Me countdown. These provide clear, predictable cues that help children transition attention quickly and calmly, reducing disruption.

## 6.3 Appropriate and Inappropriate Behaviours

During circle time, staff and children engage in a regular sorting activity to build shared understanding of school expectations. Children are shown a card with a behaviour written on it. The group discusses whether it is appropriate or inappropriate at school, and the card is sorted accordingly.

Two behaviours, one appropriate and one inappropriate, are then selected and displayed on the school pinboard for the day. These can be referenced throughout the day as a visual tool. Cards are rotated or revisited depending on what is most helpful.

Appropriate Behaviours	Inappropriate Behaviours
Talking with each other respectfully	Hitting
Sitting sensibly	Picking one's nose
Stroking animals gently	Running away
Keeping hands still	Pulling hair
Asking for help	Biting
Using a tissue	Pushing
Putting a hand up to speak	Kicking
Going down the slide feet first	Shouting
Caring for nature	Throwing objects
Playing together	Insulting other children or adults
Using good table manners	Using swear words
	Climbing the school fence, gate, or castle
	Ripping books
	Damaging plants
	Hurting insects or animals
	Opening the gate or leaving school without permission
	Invading another child's privacy when changing or using the washroom
	Playing shooting games

Parents are encouraged to discuss these behaviours at home and to reinforce which are and are not appropriate at school.

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## 7. Our School Mascots and Ethos

Gede Forest School's values are brought to life through five school mascot characters. Each mascot embodies a key quality we nurture in our pupils:

Mascot	Quality
<b>Adaptable Chameleon</b>	Adaptability: embracing change and new challenges with flexibility and an open mind.
<b>Enquiring Serval Cat</b>	Curiosity: asking questions, exploring ideas, and approaching learning with wonder.
<b>Collaborating Bee</b>	Collaboration: working together, contributing to the group, and valuing every voice.
<b>Ethical Elephant Shrew</b>	Ethics: making kind, fair, and responsible choices in how we treat others and our environment.
<b>Resilient Suni</b>	Resilience: persevering through difficulty, learning from mistakes, and growing stronger.

These mascots feature in classroom displays, discussions, and school life, giving children a concrete and memorable connection to the values Gede Forest School holds dear.

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## 8. Responding to Behaviour: Escalation Framework

### 8.1 Minor Behavioural Concerns

Minor concerns include behaviours that affect the learning environment but do not cause harm, such as interrupting, shouting out, or not following instructions. These are managed within the classroom using positive behaviour strategies:

- Positive behaviour management: staff name and affirm positive behaviours they can observe in the room.
- Calm redirection and reminder of school rules.
- Use of the calm corner as a non-punitive space for self-regulation.
- If a concern persists, a brief note is shared on the parent portal, alongside strategies parents can try at home.
- Continued or escalating minor concerns are reviewed and, if necessary, treated as a more significant concern.

## 8.2 Significant Behavioural Concerns

Significant concerns include intentional physical harm (hitting, biting, kicking), bullying, vandalism, foul language, deliberate exclusion of others, or any safeguarding-related issue, whether directed at a peer or an adult.

The following steps are taken:

- The child is calmly removed from the classroom or play area where the incident occurred.
- A senior teacher speaks with the child to understand what happened and to assess next steps.
- The incident is recorded in the incident book and on the parent portal, and a call is made home at the end of the day.
- Where the concern is serious, parents may be called immediately and asked to collect their child.
- The class teacher addresses the incident discreetly with the class the following day, as appropriate, to support the broader group in processing what happened.

## 8.3 Exclusion

Exclusion from school is a measure of last resort, used only where significant concerns have continued over a prolonged period, or where a pupil has engaged in any of the following:

- Substance abuse on school premises.
- Physical abuse that poses a risk to the safety of others.
- Behaviour that endangers the pupil themselves or other members of the school community.

Any decision regarding exclusion is made by senior leadership, with full communication to parents and, where relevant, appropriate external support agencies.

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# 9. Roles and Responsibilities

## 9.1 Role of Staff

- Consistently apply the Positive Behaviour Approach across all settings and at all times.
- Provide a calm, nurturing environment where every child feels safe and supported.
- Engage in ongoing professional development in behaviour management and emotional literacy strategies.
- Communicate regularly with parents and carers about behaviour: sharing what is working well and agreeing strategies for consistency between home and school.
- Take on the role of facilitating restorative conversations with pupils at the appropriate level.
- Create meaningful roles for children within the classroom to build responsibility and a sense of belonging (for example: whiteboard monitor, bookshelf tidier, message carrier).

## 9.2 Role of Parents and Carers

- Support and uphold the school's Behaviour Management Policy.
- Reinforce positive behaviour strategies at home, using the approaches shared by school.
- Engage with school communications, including the parent portal, to stay informed and to work collaboratively with staff.
- Attend any meetings requested by staff to discuss and support their child's behaviour.

The school actively engages families in its behaviour approach through: information shared at open evenings; updates via the parent portal; letters and written guidance where relevant; and ongoing communication with class teachers. We believe that consistent messages between home and school are one of the most powerful tools we have in supporting children's development.

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## 10. Monitoring and Review

- Staff meet regularly to reflect on the effectiveness of this policy and to share strategies and observations.
  - Senior leadership monitors behaviour trends and provides support to staff where needed.
  - Any significant incidents are recorded and used to inform policy development and staff professional development.
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## Glossary

The following terms are used in this policy:

Term	Definition
<b>Positive Behaviour Approach</b>	A framework that prioritises understanding, encouragement, and skill-building over punishment, recognising that behaviour is a form of communication.
<b>Restorative Practice</b>	A structured approach to repairing relationships and resolving conflict, focusing on understanding impact and agreeing how to move forward.
<b>Emotion Coaching</b>	A technique in which adults help children identify and name their emotions, validate their feelings, and develop strategies to manage them.
<b>Bullying</b>	Repeated, deliberate behaviour intended to cause harm, distress, or exclusion to another person. This includes physical, verbal, social, and online forms.
<b>Calm Corner</b>	A designated, non-punitive space in the classroom where a child can go to self-regulate before returning to the group.
<b>Colour Monster</b>	Structured frameworks used to help children recognise and communicate their emotional state, supporting the development of self-regulation.
<b>Safeguarding</b>	Actions taken to promote the welfare of children and protect them from harm, abuse, neglect, or exploitation.
<b>Exclusion</b>	The formal removal of a pupil from school, used only as a last resort in the most serious circumstances.

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Policy reviewed annually. Next review: 2026.