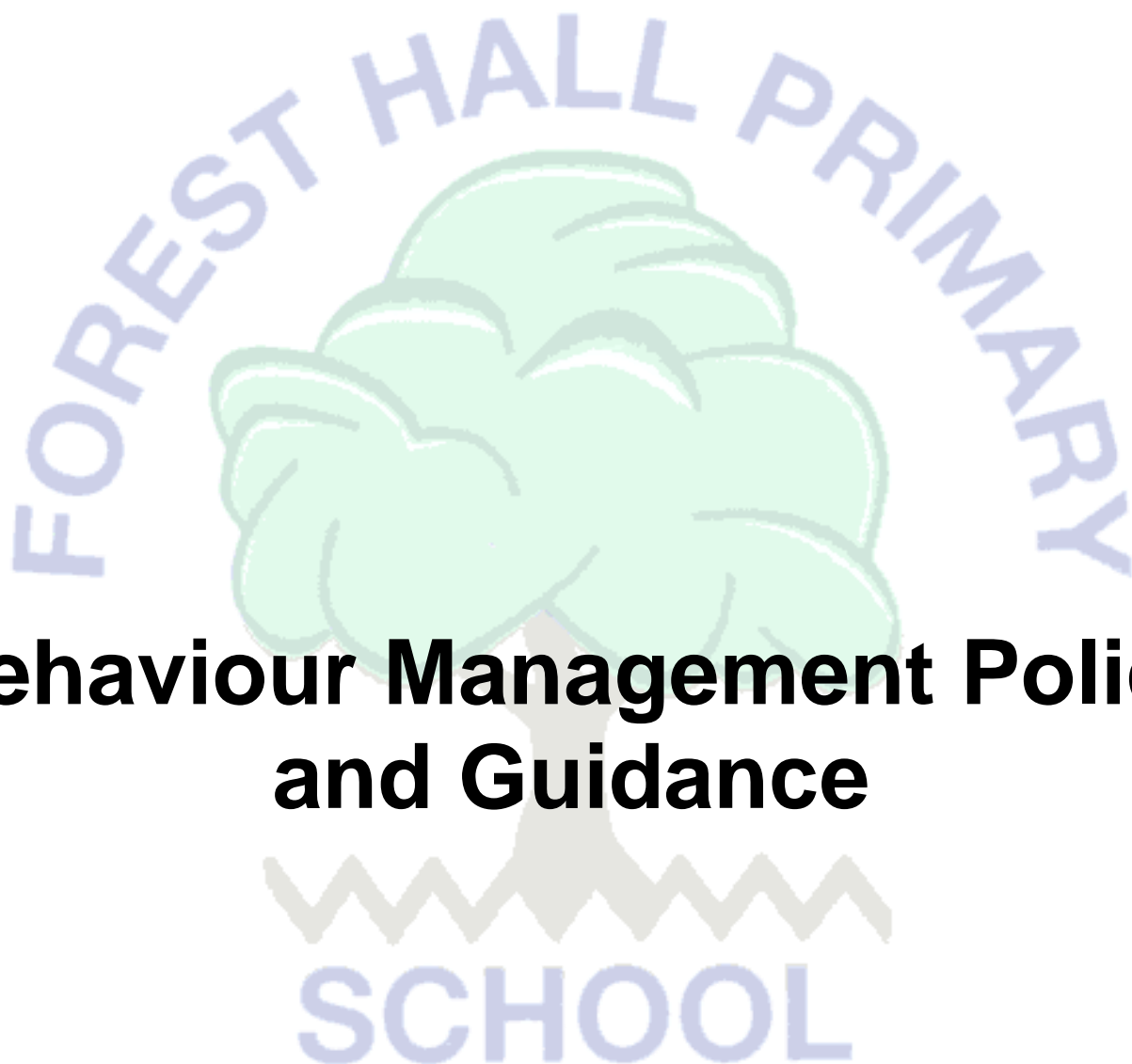


Forest Hall Primary School



Behaviour Management Policy and Guidance

January 2023

Version	Date	Adopted	Review
1.0	September 2017		
1.1	January 2020	January 2020	January 2023
1.2	January 2023		January 2025



Forest Hall Primary School

BEHAVIOUR MANAGEMENT POLICY

Statement of Intent

This policy defines the standard of behaviour expected of pupils attending Forest Hall Primary School. We have high expectations of pupils' behaviour and work collectively as a staff to develop and embed high standards of behaviour in school.

At Forest Hall we aim to provide a safe and secure environment in which pupils enjoy learning and work towards achieving their personal best. To do this there must be shared values and expectations which are understood and followed consistently by all. Positive behaviour, doing the right thing, is encouraged and rewarded. Disruptive behaviour which impacts on teaching and learning or anti-social behaviour which causes distress, results in sanctions.

High quality personal, social and emotional education is a key tool used in embedding an understanding of mutual respect, self-discipline and social responsibility, which underpin the expected standard of behaviour in our school. We expect pupils to be polite, well-mannered and behave considerately towards members of our school community. We develop an awareness of responsibility by talking through from Early Years onwards that all actions have consequences which may be positive or negative and the importance of making the right choice at the outset.

Rationale

Pupils develop their understanding that all actions have consequences and an awareness of how actions impact on others. They develop self-control and demonstrate respect for other people and property. They work co-operatively to do what is asked of them to increase their own knowledge, skills and understanding, to realise their potential in a culture of personal best.

Aims

1. To develop in the pupils an understanding of self-awareness, responsibility and independence.
2. To encourage the pupils to take time to think ahead and realise that all actions have consequences which may be positive or negative and impact on other people and themselves.
3. To embed and reward positive behaviour which is fundamental to the social well-being of the group be it family, school or the wider community and that we all work within a framework of socially acceptable behaviour. Being polite and having good manners are a key part of this framework.
4. To develop the understanding that everyone has the right to learn and teachers/teaching assistants to teach and that no individual's behaviour should prevent this from happening.
5. To help the pupils develop British Values; valuing others as part of our society; to respect and accept each other to create a positive, happy and safe environment for all of the school both at work and play.
6. To provide a consistent approach throughout school and a supportive framework of strategies to help staff to help pupils manage their behaviour and develop their social awareness.

7. Forest Hall Primary is a 'shout-free zone.' It is expected that adults and children will avoid raising their voice towards others.

ROLES AND RESPONSIBILITIES

Role of school staff

All school staff including lunchtime supervisors, teaching assistants, teachers and the Management Team are responsible for maintaining the expected standard of behaviour at Forest Hall. It is the collective responsibility of the entire staff.

As a school we expect all those working with our pupils to share these values and aims. We hope our pupils will grow into responsible, independent and caring young people, each of them taking responsibility for their own actions.

Incidents of unacceptable behaviour must be dealt with every time using an appropriate strategy and knowledge of the child concerned otherwise the pupils' confidence in fairness and the school system will be weakened.

School staff recognise that there is a difference between unacceptable behaviour / misconduct and challenging behaviour stemming from a special educational need.

Role of the Teaching Assistant

Teaching assistants at Forest Hall support pupils in class, work outside the classroom with groups of pupils and deliver intervention programmes. The TAs treat all pupils fairly with respect and understanding, the Behaviour Code rewards and sanctions being applied consistently to all.

It is part of the TAs' role to support the behaviour and well-being of the children in school whether or not the child is in their phase. If a child misbehaves the TA deals with incidents him/herself by reminding the child of expected behaviour/attitude and the Behaviour Code. A reminder that the daily leaf point may be lost or break time forfeited to complete outstanding work is usually sufficient to check the undesirable behaviour.

Should poor behaviour continue, the TA reports this to the class teacher or phase leader for help and advice.

Role of the Class Teacher

The teacher is responsible for devising a set of class rules which are relevant to their learning environment and pupils. Ideally these rules should be drawn up with the class. There should be about 5 rules. These rules should be displayed prominently in the room and referred to frequently. Teachers are to use the school reward system – tree points - **and not introduce additional incentive schemes, rewards or stickers as this will weaken the impact of tree points.**
[See Tree Points in the appendices]

The teacher ensures that the school rules are enforced throughout school and the behaviour code adhered to by their own class and other pupils in the school, contributing to the high standard of behaviour expected of all pupils at Forest Hall Primary during the school day.

The teacher treats all pupils in their class fairly with respect and understanding, the Behaviour Code rewards and sanctions being applied consistently to all.

All pupils are expected to work co-operatively with others and to the best of their ability.

If a pupil misbehaves, the class teacher deals with incidents him/herself by reminding the pupil of expected behaviour/attitude and the Behaviour Code. A reminder that the daily leaf point may be lost or break time forfeited to complete outstanding work is usually sufficient to check the undesirable behaviour.

Should poor behaviour continue, a pattern begins to develop or is deemed to be serious, the teacher seeks help and advice from the Phase Lead, Deputy Headteacher, SENDCo or Headteacher.

The teacher informs the parents as soon as there is an incident of poor behaviour at school and home work together to improve behaviour and attitude to learning. If there is no improvement over the given period of time, the teacher may start a behaviour book to report home regularly on positive and negative behaviour or a behaviour plan with individualised incentives to reward positive behaviour.

Poor behaviour warranting a sanction and parents being informed (ie outside the scope of falling out / squabbling) must be logged in the Behaviour Log which is kept in the school office.

Role of the Phase Lead

Phase leads are required to monitor and uphold standards of behaviour in phase and around the school. If a pupil persists in behaving badly the class teacher will report this to the phase leader. Together, they will decide on a course of action to moderate the undesirable behaviour. If an incident of poor behaviour occurs at a break time, this can be reported to the phase lead who will speak with the pupil, reaffirming expected behaviour, disappointment at current behaviour exhibited and sanctions to take place.

Incidents can also be reported up to the deputy headteacher or headteacher if the severity of the incident warrants it.

Role of the Headteacher and Deputy Head

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher monitors records of all reported serious incidents of unacceptable behaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious incidents of poor behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a pupil. Both these actions are only taken after the Chair of Governors has been notified.

The deputy headteacher will support the head in these roles and will take an active role in monitoring the behaviour of pupils, liaising with parents and professional agencies and supporting the work of teachers. This is discussed with the SLT and then the staff and corrective action is

taken. In the absence of the headteacher, the deputy head will carry out the responsibilities of the head teacher but will not exclude a pupil.

Role of parents and carers

We aim to work in partnership with parents and carers in promoting positive behaviour and a positive attitude to learning in school. We expect parents to support their child's learning at home and co-operate with school in following policies and guidance. Should there be the need to use a sanction as a consequence of unacceptable behaviour we expect parents to support school's actions. Teachers are willing to support parents in offering strategies to use at home if requested to moderate behaviours and sign post external agencies to offer advice and support if needed.

We share behaviour with parents, celebrating good behaviour and effort as well as the incidents of unacceptable behaviour. Teachers regularly update parents on behaviour with a brief chat after school or quick phone call. At times we use behaviour books – logging positive and negative behaviours, going between home and school for periods of no more than 6 weeks to help moderate a particular behaviour. The success of this strategy is reliant on home and school working together.

We also rely on parents updating relevant school staff about changes in home circumstances which can unsettle a child and result in a change in attitude and behaviour. Such information remains confidential.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If the issue still cannot be resolved, a formal grievance or appeal process can be implemented by contacting the Chair of Governors, Mrs Jackie Sparkes, c/o the school office.

Role of the Governors

The governing body is responsible for providing clear advice and guidance to the headteacher on which she can base the school behaviour management policy. They provide general guidance on expected standards of discipline and behaviour. They monitor standards of behaviour and review how effective the policy is at least annually. The governors support the headteacher in carrying out this behaviour management policy.

The headteacher has the day-to-day authority to implement the school's behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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

Role of the pupils

We encourage the pupils to be responsible for their own property, actions and behaviour. We encourage pupils to think of the impact of their actions and words on others and to try to think ahead. We encourage them to make the sensible choice in deciding how to behave. When the behaviour code has been breached, pupils are encouraged to reflect on their behaviour and make reparation by apologising.

The School Council helped to form the Behaviour Code and there is a copy in each class. Pupils know that attending school regularly, on time and demonstrating a positive attitude is the right way to behave and will earn them tree points.

Pupils must understand the rules and the reasons why they exist. They are reminded of the expected standard of behaviour on their return to school in the first week of the Autumn term, in class and also in assembly and continues in the following ways:

- Circle time
- Assemblies
- Planned work in PSHE

MONITORING BEHAVIOUR

The deputy headteacher monitors and analyses standards of behaviour on a regular basis, at least termly. This is shared with the headteacher and LT. They look for trends / patterns of behaviour and decide on action to minimise this.

The headteacher also reports on behaviour to the governing body and, if necessary, makes recommendations for further improvements.

The school records of incidents of poor behaviour. Behaviour that has led to a sanction such as losing a break time is recorded in the Behaviour Log kept in the school office and the headteacher is notified. **When a teacher needs to speak with a parent concerning behaviour they inform headteacher and phase leader.**

Serious breaches of the behaviour policy – such as bullying, racism, or other inappropriate behaviour are referred to the headteacher or deputy and recorded in the Behaviour Log.

Lunchtime supervisors keep a log book and hand these books into the headteacher regularly. Incidents of unacceptable behaviour are logged using the Behaviour Code and the senior supervisor is informed about serious incidents which may result in the loss of a lunch point. If a serious breach of the Behaviour Code occurs this is also logged by the lunchtime supervisor in the Behaviour Log. Incidents are reported to the teacher at the end of break.

The LT discuss behaviour and the termly report and resulting actions are shared with staff.

The headteacher records fixed term exclusions.

Procedures for children who display consistently challenging behaviour

- Staff will ask for help and advice from colleagues and inform leadership team.
- Repeated incidents are recorded; in teacher's file, notebook or logged in the Behaviour Log.
- Parents and carers should be informed at the end of the school day or by telephone after a serious breach of the Behaviour Code.
- If necessary parents/carers will be invited to school to discuss concerns and plan a way forward jointly with school.
- Strategies will be put in place to monitor and manage the child's behaviour which may include an action plan or Individual Behaviour Plan (IBP).

- Help may be sought from Silverdale Primary Outreach or the SENDCo may contact the Educational Psychologist who can offer advice, training or additional support.

BEHAVIOUR MANAGEMENT CODE *see appendices*

The code was devised by the pupils led by the school council. It was introduced in September 2016 along with the Tree Tribes. There is a copy in each classroom and the children know about the code and what is unacceptable behaviour at Forest Hall.

'We expect everyone at Forest Hall to be honest, hardworking, polite and treat other people with respect.

Doing the right thing is expected and rewarded at our school.'

It has been revisited regularly and modified in September 2019 and again in 2023.

NO NAME CALLING HERE

Name calling is not tolerated at Forest Hall. This is name calling of any form from offensive personal names eg 'smelly', 'pig', 'scruff'. 'ginger' to name calling using offensive swearing, racist or homophobic language.

Name calling is reported to the adult on duty, logged if it is offensive and results in the child losing their next break time and daily leaf point.

STRATEGIES TO DEVELOP AND SUSTAIN POSITIVE BEHAVIOUR

The following are approved strategies to be used in school which will moderate negative behaviour and support and sustain positive behaviour.

Additional incentive schemes, rewards or stickers are not to be used by school staff as this will weaken the impact of tree points.

- Take time to listen to what the children say.
- When resolving conflict, offer options which include what you expect the child to do. Choosing removes the struggle for power, teaches responsibility and builds confidence eg 2 choice ultimatums; *work on your own or work with this group? Join in or sit out?*
- Ensure the children understand why their behaviour was unacceptable. Using positive statements 'I notice that...' 'I understand that.'
- Non-verbal prompts – visual clues to make your point eg THE LOOK
- Chunk information eg 'Tommy, work now – thanks', 'Sophie, sit – thanks'
- Do not preface commands with '*please*.' Give a direct command/ instruction and end with thank you
- Use a countdown and/or check in to an activity
- Countdowns using irregular times eg in '4 minutes and 12 seconds we will' ...etc

- Do not insist on eye contact as some children cannot give it.
- Sit to the side with volatile children – never face on as this is confrontational
- Say what you want (positive command) not what you do not want ie WALK, QUIETLY, GENTLY, SLOWLY....not 'Too loud', 'Don't run', 'Don't shout'
- Label the act, not the child – show displeasure at the behaviour but still value the person ie 'very silly behaviour' not 'silly girl'
- Apologise – model behaviour offering an explanation to the child
- Whisper quietly to the child when the situation is about to escalate. This is non-threatening, catches their attention and brings you physically close
- Praise good choices, effort, actions often
- Naming – using the child's name to re-focus attention

Secret Student

Decide on behaviour to be moderated in class that session and share with the pupils. Decide on who the secret student will be and if that pupil displays the expected behaviour during the session this is marked by a pebble in a jar. This continues until all pupils have been awarded a pebble. The class are then rewarded by an activity of their choice.

Proximity Praise

Praise the attitude/ behaviour of a pupil near to the child whose behaviour needs to be moderated.

Triangulated Praise

Praise a pupil's behaviour, reward them for their good behaviour, tell their parent / another member of staff in their earshot.

REWARDS

Tree Point System

This is the key behaviour management control system in school. Tree points awarded for positive behaviour which can be traded in half termly for small items or saved for larger items.

1. Daily Leaf Points

Children attending school each day Monday to Friday and earn a point a day (leaf point) providing they do not lose a point for poor behaviour. By Friday if they have 5 daily points that equates to a tree point. *See appendices.*

2. Lunchtime Points

This is the equivalent system to be used by the lunchtime supervisors. Each child starts on Monday with a lunchtime point and if they are well behaved each lunchtime the 5 points become one tree point to add to their collection. If any unacceptable behaviour has been logged by the lunchtime supervisors they lose a point and start again the next week.

3. Leaf Points

If a pupil has shown a good attitude or tried hard in class or around school, they are awarded a leaf point by an adult. When they have accumulated 5 leaf points they become 1 tree point to add to their collection.

4. Pupil of the week.

Pupils are chosen by staff for positive actions and presented with a certificate and sticker in Friday Celebration Assembly. A group photo of the Pupils of the Week is tweeted for families to see. (Only pupils who are allowed to have their image taken.)

5. Attendance

Individual – Each term from September 2023, 100% attendance congratulations postcard are awarded in assembly and a sew on badge for 100% attendance over the year.

Class – weekly competition in Friday assembly with cup awarded to the winner and five minutes extra playtime that morning. There is a reward at the end of term for the class with the best attendance (*eg non-uniform day?*) Announced by Mrs Nicholson in Celebration Assembly.

6. Punctuality

Class weekly competition in Friday assembly with the winning class

7. Rainbow Table

Lunchtime supervisors select 2 pupils from FS/KS1 and 2 from KS2 who have demonstrated a positive attitude at lunchtime to sit on the Rainbow Table on a Friday with a friend.

8. Birthday Bag

In the Friday Celebration assembly pupils come out to be wished 'Happy Birthday' and then can choose a small item from the birthday bag.

SANCTIONS

Sanctions are used sparingly at Forest Hall and applied consistently across school but are proportionate and may vary according to age and also special circumstances which may affect the pupil. Pupils know and understand the range of sanctions used in school.

These include

- A verbal reprimand
- Lose daily leaf point
- KS1 move down the class tree – off the tree, back on the tree warnings
- Time out: standing against the wall for several minutes at a break time.
- Repeating or completing tasks until the required standard is met, usually at a break time.
- Walking round with an adult on duty at break time.
- Imposition of a task in reparation such as writing a letter of apology, tidying up resources / books
- Missing break time or series of break times

- Loss of privileges eg
Y6 pupil suspended from being a reception child's 'Big Friend' following poor behaviour as a role model
Suspension of special responsibility in class
Not able to participate in a visit
- Removal from class base to work for a specified period of time under the supervision of another member of staff.
- In extreme cases of unacceptable behaviour, fixed term or permanent exclusion.

USE OF REASONABLE FORCE – see Appendix A

All members of school staff have the legal power 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. [38.Behaviour and Discipline in Schools, DfE Jan 2016]

Force is usually used either to **control** or **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. [Use of Reasonable Force in Schools DfE reviewed 2015]

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restrain means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

BEHAVIOUR MANAGEMENT OUTSIDE SCHOOL

Breakfast Club and After School Club

It is expected that pupils will behave appropriately, during the school day and also whilst attending school run Breakfast Club from 7.30-8.55am and ASC from 3.10-5.30pm. Staff will report incidents of poor behaviour to the phase lead or headteacher. Normal sanctions will apply if a pupil attending Breakfast Club is disruptive. If they are persistently disruptive following action taken to modify their behaviour and discussion with their parents, the pupil may be excluded from the club for a fixed period by the headteacher.

Educational Visits (off site)

Educational visits provide exciting and enjoyable first hand experiences which enrich pupils' learning. A high standard of behaviour with immediate compliance to staff direction is expected off site to keep pupils safe. Therefore, the headteacher reserves the right to refuse to allow pupils to take part in off site visits if their behaviour in school means that the safety of staff or other pupils could be compromised. Parents will be informed and given the opportunity to accompany their child to manage their behaviour. Pupils will be given the chance to demonstrate improved behaviour prior to the visit but it will be explained to them that they may not be joining the visit. The decision will be made prior to the visit and the child told in advance.

After School Clubs

A range of clubs are offered after school with some run by school staff and others by visiting coaches which parents pay for. In school run clubs, normal procedures already outlined operate beginning with a reminder to behave appropriately. In clubs run by external coaches a member of school staff is in the building and can be called upon to deal with unacceptable behaviour. The coach will inform parents at the end of the club and it will be decided if the child is to return to the club the following week.

CONFISCATION OF INAPPROPRIATE ITEMS

Legislation permits school staff to confiscate items from pupils as a punishment so long as it is reasonable in the circumstances. In practice this could be taking items brought in from home and used to hurt other pupils eg skipping ropes used inappropriately or confiscating items being played with during lesson time. Items are returned to pupils at the end of the school day, sometimes being given back to parents.

Staff can also confiscate 'prohibited items' from pupils. Prohibited items at Forest Hall include matches, lighters, cigarettes and any item which could cause personal injury or damage to property.

School also bans items which have caused arguments, altercations and/or distress to pupils. This includes collections of 'on trend cards' if children have argued over them or cards have disappeared from drawers and pockets.

APPENDIX A

USE OF REASONABLE FORCE GUIDANCE

All members of school staff have the legal power 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. *[38.Behaviour and Discipline in Schools, DfE Jan 2016]*

‘Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.’ *[Use of reasonable force and restrictive practices in schools Feb 2023]*

Force is usually used either to **control** or **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. *[Use of Reasonable Force in Schools DfE 2013]*

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restrain means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

‘Reasonable in the circumstances’ means using no more force than is needed. The use of force should also be proportionate. School staff work on the principle of the minimum force for the minimum amount of time

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

School has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

- It is good practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;

- effect on the pupil or member of staff; and
- the child's age

CMP revised September 2023

APPENDIX B



Forest Hall Primary School



Tree Tribes Story

Rationale

To motivate the children towards positive effort and behaviour through earning tree points. To engender a sense of belonging and loyalty to a tribe across the year groups and also a sense of pride and achievement.

The tribes are **Earth** (Green), **Air** (Yellow), **Fire** (Red) & **Water** (Blue)

Tale of the Tree Tribes

Long, long ago, before man walked on the earth, the land now called Forest Hall was very, very different. There were hundreds of trees stretching up to the sky; evergreens with shiny, dark green leaves or needles all year round, pale green trees which lost their leaves in the Autumn but had many fruits for creatures to enjoy and bushes and shrubs with blossoms and berries. The Letch was a crystal clear swift running brook of cool and refreshing water, full of fish, frogs and reeds. Many river creatures such as voles, otters and kingfishers made their homes along the banks of the brook.

Most creatures in the forest were the ancestors of birds, fish and animals to be seen today but there were also very special creatures who walked on two legs and could control fire. Fire came from the Sacred Fire beneath the Tree of Knowledge, deep, deep in the middle of the Forest. The other forest creatures respected these creatures known as the Tribe who lived in and around the trees circling the Tree of Knowledge. The Tribe had special powers to help and heal. They were kind and wise and very brave. All of the creatures in the forest lived in harmony, helping and supporting each other and so it continued for thousands of years.

Then man appeared in the forest and everything changed for ever.

The humans chopped the trees down at the edge of the Forest to clear the land for homes, farms and roads. Creatures ran for their lives, their homes destroyed. The water in the brook ran slowly and was dirty, muddy brown. Now it was full of rubbish instead of fish.

As more and more trees were felled getting nearer and nearer to the Tree of Knowledge, the Tribe had to climb up higher and higher into the branches of the remaining trees. There were ten families or more living where there had only been one. It was harder and harder to find food as the trees and bushes were cleared away. The Tribes' very survival was at risk. The elders of the Tribe held an emergency council meeting to plan the future of the Tribe.

There was not the space in the trees for all of the Tribe to live. What were they to do?

The Elders sat by the Fire of Wisdom beneath the Tree of Knowledge and pondered their dilemma.

They sat in silence all day and all night. The rest of the Tribe were anxiously waiting for a decision. As dawn broke on the second day without the elders eating or drinking or talking, suddenly the Fire of Wisdom separated into four flames and four branches fell from the Tree of Knowledge. The flames settled, one on each branch but strangely did not burn it. A sudden gust of air blew one

branch into the brook, another into the Fire of Wisdom, a third, spiralling up into the air and one branch was left on the grass and the flame died down.

The Elders spoke. The Tree Tribe was to divide to survive. This had been the sign. Using their special powers the Tree Tribe would become four.

One tribe would protect the Fire of Wisdom and use fire to help all living things including humans.
Fire

One tribe would protect the creatures of the water and use water to help all living things including humans.
Water

One tribe would protect the creatures of the air and use the air to help all living things including humans.
Air

One tribe would protect all the creatures of the earth and use the earth to help all living things including humans.
Earth

The tribe formed a solemn line and walked up to the Fire of Wisdom, one by one. As they reached the Fire they were chosen for their tree tribe by their favourite special powers.

The Fire tribe were swept up and away into flames of the Sacred Fire.

The Water tribe were swept up and away into the rivers and lakes.

The Air tribe were swept up and away into the wind and clouds.

The Earth tribe were swept up and away into the branches of the Tree of Knowledge.

So the Tree Tribe divided into four tribes. They developed their unique, special tribe power for the good of all living creatures. They lived happily in their element.

Humans cut down more and more trees, greedy for land until only one tree at the centre of the Forest remained. They did not know that it was the Tree of Knowledge. A fire burned at the base of the tree. As the humans approached the fire appeared to leap upwards into the air and continue burning until it was out of sight. Strangely the ground was not burned.

The humans took their axes to the tree. Strangely they were blunt and had no impact on the tree trunk. The humans left. The next day they tried again and the same thing happened. They thought they could hear the crackle of fire, the rush of air, the groan of the earth and the gurgle of running water. None of their tools could cut into the bark of the tree. They decided to leave it alone. They had plenty of land to build homes and farm.

That tree, the Tree of Knowledge stands to this day on the field of Forest Hall Primary School. The children are the descendants of the four tree tribes. They too must work to protect and help all living creatures using the knowledge and powers left to them by their ancestors.

Appendix C



Forest Hall Primary School



Tree Tribes Organisation

Selection of children for houses

Teachers are to select children randomly for the houses dividing the number of boys and then girls between the 4 tribes so there are approximately the same number of each sex in each house. Following a lengthy staff discussion it was decided not to intentionally put siblings in the same house.

Tribe Management

The HT and DHT do not belong to a tribe; they are the '**Keepers**'. Members of staff drew which tribe they joined in assembly and they will be elders.

The tribes each have a member of staff as a 'leader', not a member of the LT, called the **Chief Elder**. Fire – N Nolan, Water – S Young, Air – S Nicholson, Earth – M Getlevog.

There will be a boy and girl from Y6 as **tribe leaders** selected by the tribe.

Tribe assemblies

These take place weekly and are led by the Elders. Tales of their respective elements drawn from different cultures will be shared initially to build up literary and cultural knowledge. (*Tales of Earth, Wind, Fire & Water*)

Tribe Identity

Tribes have their own logos (drawn by Jordan Goodman) and banners. They also have their own signs, codes etc. There is a Tribe board for Tribe news and also a Tree Point board.

Tree points

- Daily leaf behaviour points
Every child receives a daily leaf point at the end of each day providing they have been generally well behaved – no serious transgressions of our behaviour code.
5 leaf points= 1 tree point (*these must be Mon-Fri & are not cumulative.*)
- Lunchtime supervisor points, lunchtime points
Every child starts the week with 5 points. They lose a point if they break the behaviour code. Children with 5 points at the end of the week gain 1 tree point.
5 leaf points= 1 tree point (*these must be Mon – Fri & are not cumulative.*)
- Leaf Points
These are additional points awarded by adults in school for positive effort and behaviour.
5 leaf points = 1 tree point. These are accumulated over the half term.

Trading in tree points

- Children can trade in their tree points on a half termly basis or save them up towards more prestigious rewards.
- Rewards are awarded in multiples of 7 (to encourage familiarity with 7x table.)

Classes

- Every class has a tree – size can be age appropriate. Use as daily point reminder in KS2. All classes can use to monitor behaviour using our code. KS1 can still use as behaviour incentive, climbing up trunk to get a tree point & join in Tree time on Fridays.
- Class rules: each class to draw up about 5 rules with their class, relevant to the class

CM Parker September 2019

Reviewed and updated with staff in January 2023

Appendix D



Forest Hall Primary School



**At Forest Hall Primary School
We are:**



Tolerant and Try hard

Resilient and Respectful

Inquisitive and Imaginative

Brave and Better than yesterday

Enthusiastic and Empowered

Sociable and Successful





Forest Hall Primary School



Behaviour Management Code

We expect everyone at Forest Hall to be honest, hardworking, polite and treat other people with respect.

Doing the right thing is expected and rewarded at our school.

Code	Category
1.	Physical harm to others <i>Fighting, striking, hitting, slapping, punching, kicking, nipping, biting, spitting, throwing things, pulling clothing or hair</i>
2.	Threatening behaviour and language <i>Teasing, following, spying, threatening physical harm, picking on people, saying nasty things, bullying</i>
3.	Disrespectful to adults <i>Cheeky, rude, shouting, answering back</i>
4.	Offensive language <i>Name calling, racist, homophobic or offensive language</i>
5.	Deliberate damage to property <i>Graffiti, snapping or breaking things on purpose</i>
6.	Non-cooperation <i>Refusal to work or co-operate with reasonable requests or instructions from any member of staff</i>
7.	Other <i>Anything that does not fit into one of the categories above</i>

REFERENCES

Behaviour and discipline in schools	DfE	January 2016	DFE-00023-2014
Use of reasonable force in schools	DfE	July 2013 reviewed 2015	DFE-00295-2013

Resources in school in the folder

School network >Staff >Policies> Behaviour Management

Handouts from Behaviour Training Package designed in partnership with representatives from:

Silverdale School,
PALS,
Language and Communication Team,
North Tyneside School Improvement Service