

Foxhill Primary School

Excellence, Inclusion, Enjoyment

'Be the best that you can be'

Behaviour and Relationships policy



Approved by:	J. Hall	Date: 21.7.24
Last reviewed on:	19.7.24	
Next review due by:	19.7.25	

Purpose:

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. **Strong relationships between staff and pupils are vital.** Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. This will allow the pupils at Foxhill to enjoy a calm, nurturing and caring environment, which will support each child both emotionally and educationally to give them the best possible chance of success. Foxhill is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values of **Excellence, Inclusion and Enjoyment** and our central school rule of:

‘Be the best that you can be’

To provide simple, practical procedures for staff and children so that:

- Behaviour expectations are taught and learnt through the values, curriculum and positive interventions - to help children develop a thoughtful, responsible attitude towards how they behave and conduct themselves
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children adhere to our school rule of:
“Be the best that you can be” (*Is that your best walking, best lining up, best work etc*) *‘How can you do it again better?’*
- Uphold and model our high expectations of good manners
- Foster the belief that there are no ‘bad or naughty’ children, just ‘wrong/negative choices’
- Encourage children to recognise that they can and should make ‘good/positive’ choices
- Promote self-esteem and self-control

Aims

We aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly
- Provide a safe and caring learning environment
- Ensure all adults take responsibility for managing behaviour and follow-up incidents

- personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of sanctions (sanctions to be used sparingly)

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition
<p><i>'Be the best that you can be'</i></p> <p><i>Excellence, Inclusion, Enjoyment</i></p>	<ol style="list-style-type: none"> 1. Daily meet and greet (teachers and support) 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to/from the playground at the end of every day; transitions around the school 5. Praising in public, Reminding in private (PIP, RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Verbal praise 2. House points / Dojos 3. Phone call/text home 4. Notes home 5. Share work with others 6. SLT praise 7. HT certificates / achievement assembly 8. Recognition on newsletter / website 9. Hot choc Friday

Expectations for everyone at Foxhill		
Moving around school/Assembly	In the classroom	Outdoor play
<ol style="list-style-type: none"> 1. Walk in and around school, quietly and calmly. No running / no shouting 2. Alphabetical pupil line order adults lead at start/end of the line, stopping regularly to reinforce positive transitions. 3. Pupils to hold the door for their peers, staff or visitors. 4. Indoor Quite Voices; adults will wait for quiet / remind pupils 5. Assembly: Pupils and staff should enter and sit in the hall silently 	<ol style="list-style-type: none"> 1. Staff should not attempt to teach over children's voices; wait for quiet; remind of expectations when necessary (STAR) 2. Children remain in class for teaching and learning session, unless permitted to leave. 3. Safety and respect regarded for all property and equipment. 4. Children may get a drink or use the toilet but only when the teacher is 	<ol style="list-style-type: none"> 1. At least two staff members on duty; arrange replacement if on a trip; Classes cover absences of colleagues; stay until duty teaching staff arrive 2. Duty adult decides if playtime is too wet. 3. Staff position themselves around the play area; one adult to monitor key stage 2 football 4. No children to be left inside/outside unsupervised pupils ask permission to re-enter building for toilet etc. If children need to stay in for any reason, they must

	<p>not teaching; one at a time.</p> <p>5. Quiet “Learning” Voices; Children know and understand helpful/unhelpful talk</p> <p>Sports: Long hair to be tied up, only stud earrings (preferably taken out for PE day), older children put tape on their ears, all other jewellery removed, no nail varnish.</p>	<p>be supervised.</p> <p>5. Teaching staff must collect the children promptly at the end of play and lunch.</p> <p>6. Member of staff blows whistle at end of play, children freeze, then are called to line up in register order.</p> <p>7. MDS hand over to teaching staff about any playground issues that they have dealt with.</p>
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Classroom behaviour – Expectations

‘In schools we spend a lot of time defining the behaviour we want by the negative: ‘Don’t do that.’ ‘Stop messing about!’ These commands are vague, inefficient and unclear. They force pupils to guess what you want them to do’ Doug Lemov ‘Teach like a champion’

STAR - Taken from Doug Lemov ‘Teach like a champion’, to promote active listening, the acronym ‘STAR’ to be visible in every KS1 and KS2 classroom.

S – Sit up straight

T – Track the speaker

A – Ask and answer questions

R – Respect those around you

Staff to develop nonverbal signals, to remind pupils, without interrupting teaching.

Behaviour within classrooms and around school will be inline with our school values – these shall be used to reinforce our expectations at Foxhill.

‘Your behaviour, at the moment, stands against the values of our school, how can you make things better?’

Intervention for off task behaviour — the intervention should be fast and discreet.

- **Nonverbal intervention** –gesture or eye contact with off task pupil
- **Positive group correction** – quick verbal reminder to the group about what pupils should be doing NOT what they shouldn’t be doing
- **Individual correction** – ‘Sam please check you are tracking the speaker’ or ‘Sam I’ve asked everyone to track me, make sure you are doing it too’ ‘Sam I need your eyes’
- **Private individual correction** – Correct privately and quietly – ‘Sam I need you to track me so everyone can learn – I’m going to have to move your name to yellow – now please show me your best.’

PIP and RIP - Praise in public, Remind in private

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed/upset and in what way?
- What needs to happen now? How can we put things right and ensure this doesn't happen again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?

- *How do you feel now?*
- *What are you thinking now?*
- *Who has been affected?*
- *What needs to happen now to fix this?*

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer will also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now, as all parties involved left feeling the situation had been resolved. Information to be accurately recorded on CPOMS by the member of staff who dealt with the issue (MDS to report to class teacher).

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Approving / reviewing this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour and a restorative approach
- Ensuring that staff deal appropriately with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Teachers and staff

Staff are responsible for:

- Creating a calm, safe and restorative environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents, when necessary via CPOMS
- Reminding pupils to meet the school's expectations via reinforcing values

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › The school's core values / expectations and how they are there to guide pupils behaviour
- › The rewards they can earn for meeting the behaviour standards, and the sanctions they will face if they don't meet the standards

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against
- › Refer to anti-bullying policy for further details

Key Stage Two

Traffic Lights - Children all start with their name on the green section. If after a verbal warning is given and poor behaviour still continues. Then the child will move their name to amber and if poor behaviour continues then to red. Children miss a lunchtime and sit with a member of staff, have a restorative conversation to think about their behaviour and work their way back to green.

Serious behaviours will require the child to speak to KS leader, deputy head, headteacher and parents will be contacted. A home school diary may well be established in this instance. Serious behaviours, such as violence, dangerous actions, offensive language and gestures or persistent disobedience will take the child straight to missing lunchtime – parents will be contacted.

- Teachers give children house points, contributing towards 6 children being 'on merit' – having the higher number of house points in the class each week. Children build up to 5, 10, 20, 25 and 30 merit certificates over the year.
- Each week, we nominate two children from each class to receive Special Merit.
- Special Merit children receive certificates and prizes in KS2 merit assembly.
- On merit children wear badges representing their house colour.
- We award prizes to high merit achievers at the end of the year
- All children have an opportunity to contribute to the Key Stage achievement assembly, where they are able to show examples / talk about their best work, awards, and badges from out of school hobbies.
- Headteachers awards either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school / upholding school values, will be awarded in Fridays achievement assembly

Key Stage One / EYFS

Traffic Lights - Children all start with their name on the green section. If after a verbal warning is given and poor behaviour still continues. Then the child will move their name to amber and if poor behaviour continues then to red. Children miss a playtime and sit with a member of staff, have a restorative conversation to think about their behaviour and work their way back to green. All names return to green at the start of the next day.

- In EYFS, Year 1 and 2 children receive dojo points for behaviour and achievement, children who have the most at the end of the week get to take a certificate home. This is given out in the achievement assembly.
- In Year 1/2 the teacher chooses a child for 'Super sitter' based on behaviour

and effort.

- 'Star of the week' awards are also given out in a weekly KS1 achievement assembly.
- There is a prize box in both classes for special achievements.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Monitoring this policy,

This behaviour policy will be reviewed by the headteacher SLT and governing body annually.

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

