

Status	Current	Approval	Headteacher (FGB)
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We are committed to providing a safe, caring, friendly and supportive environment for all children who attend the Foxhills Federation, so that they learn in a happy and secure atmosphere, free from threat, harassment, intimidation and any type of bullying behaviour.

This policy is addressed to every member of the Federation community, including all staff, children, parents, governors and visitors). This policy is published on our Federation websites (see policies pages) and available on our staff noticeboards. Parents will be reminded of this on an annual basis. This policy is reviewed annually, or sooner if the government advises us about any changes of legislation.

1) Our Rights and Responsibilities

To learn and develop successfully, we must all adhere to the following RIGHTS and RESPONSIBILITIES:

- a) It is the right of every member of the Foxhills Federation community to feel safe and happy. Therefore: It is the responsibility of every member of the Foxhills Federation community to ensure that they treat each other with respect/ in a positive way.
- b) It is the right of every child within the Foxhills Federation to learn. Therefore: It is the responsibility of every member of the Foxhills Federation community to have a positive approach towards their own and other’s learning/ work, which includes not disrupting the learning of others.

2) Our Policy Aims

This policy is designed to help all members of the school community to develop and embrace:

- Our Federation Values: To Care, Learn, Engage, Achieve and Reflect
- A consistent and fair response to behaviour that is in the best interest of children
- A culture of positive behaviour choices
- An understanding of children’s motivations for not making positive behaviour choices
- Children’s self-esteem
- Children who internalise positive attitudes and values, and who are independently able to make good choices about their behaviour (without the need for external monitoring or enforcement)
- Opportunities for each and every child to be successful
- Empathic and responsible citizens

3) Our beliefs

a) We DO believe that;

- Behaviours, both positive and negative, are learned. Behaviours are learned and reinforced from a very young age
- Behaviour choices can be managed by individuals, (some may need additional help to make positive choices)
- Positive behaviours must be taught and consistently modelled by adults
- Poor behaviour choices often communicate underlying factors [see Section 5: Why do children make poor choices of Behaviour?]
- Making good choices of behaviour can eventually become habitual
- A child with a positive self-image (high self-esteem) is more likely to make positive behaviour choices

b) We DO NOT believe that;

- children are, by default, ‘naughty’ (being ‘naughty’ is a choice)
- the ‘character’ of a child is predominantly good or bad, and is fixed.
- children cannot be educated or inspired to make better choices

4) What good behaviour choices look like

Everyone has rules. Each member of the school community has the responsibility to protect their own and other people's RIGHTS. Our CLEAR values clarify the behaviour choices that everyone in our community is expected to make:

Care

We treat each other and property with respect
We keep ourselves physically and emotionally safe and healthy

Learn

We know learning helps us grow by doing and knowing more
We learn and challenge ourselves in different ways to reach our goals

Engage

We value and enjoy all learning opportunities and experiences
We are proactive members of our learning communities

Achieve

We set high expectations of ourselves and always give our best
We take pride in all we do and celebrate all our efforts

Reflect

We embrace our next-steps in learning
We find ways and seek to do things better next time

5) Why children make poor choices about behaviour

It is essential that all adults in school recognise that children make poor behaviour choices for a reason. Quite often, poor behaviour occurs because children have not yet learnt to express themselves in appropriate and acceptable ways. The roots of emotional behavioural difficulties are complex and there are many reasons as to why poor behaviour occurs. The SEND Code of Practice (2014) states that:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

All behaviour has a communicative function and supporting and helping children to understand the motivation for them making a poor behaviour choice will enhance their ability to know themselves better and, thus, respond appropriately to a range of situations throughout their life. Motivation for making a poor behaviour choice often falls into two main categories: 'external' and 'internal'.

A) Examples of EXTERNAL motivators: (environmental and social triggers)

- Learning is uninteresting. Children are not motivated or inspired
- Learning is not matched to children's needs i.e. too hard/ easy
- Tasks are not accessible for child (e.g. lack of scaffolding)
- Problems at home/ with family
- Problems with friendship
- Anxieties (e.g. about learning, home-life, friendships, self-image etc)
- Medical issues
- Victim of Bullying

- Victim of Abuse

B) Examples of INTERNAL motivators (cognitive triggers, including emotional).

- An ability to discriminate between good and poor choices of behaviour
- Poor self-regulation strategies
- Misunderstanding of consequences
- Impulsivity
- Lack of emotional awareness
- Inability to cope with negative feelings, e.g. disappointment, rejection, embarrassment
- Lack of appropriate strategies to resist negative peer-pressure
- Delayed social and emotional skills, e.g. attachment disorder and unmet developmental needs
- Poor self-awareness

6) Recognising and rewarding good behaviour choices

This is a KEY ASPECT in achieving children's positive attitudes towards school and learning. To motivate children, rewards are, on most occasions, much more effective than punishment. Rewards predominantly refers to recognition of a child's good choices, as opposed to physical rewards, though it is recognised that these do have a part to play.

We are committed to promoting, rewarding and celebrating good behaviour through a variety of reward schemes.

7) How we respond to poor behaviour choices

We **DO** talk to children and provide opportunities for them to reflect on and discuss their behaviour.

We **DO NOT** shout at children or interrogate them.

We **DO** remain calm and treat children with respect.

We **DO NOT** humiliate children.

We **DO** treat each child as an individual and will develop specific strategies for dealing with children who have experienced trauma, attachment or who demonstrate heightened emotions. In some cases, this may involve the production of an Individual Behaviour Management Plan to set out preventative and reactive strategies.

We **DO** work together with parents to problem solve and make sense of children's poor behaviour choices.

We **DO** train and support our staff to know what to do when dealing with poor behaviour choices.

8) Roles and Responsibilities

Children are encouraged to take responsibility for their own behaviour and are made fully aware of the school values and expectations, rewards, policy and procedure. Children are encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting undesirable behaviour.

The Federation Senior Leadership Team is responsible for the implementation and day-to-day effectiveness of the policy and procedures.

The Governing Body will, in consultation with the Headteacher of the Federation:

- establish how this policy is promoted
- regularly review it.
- Communicate it to children and parents,
- Ensure that it is non-discriminatory and that the expectations are clear.
- support the school in maintaining high standards of desired behaviour of children and staff.

Staff, including teachers, support staff, volunteers and visitors will

- consistently follow and implement the policy and procedures
- create a safe and positive learning environment
- teach and model positive behaviour for learning
- ensure that rewards and sanctions are fairly applied

- advise the Headteacher about the effectiveness of the policy and procedures.

Parents: We endeavour to work in partnership with Parents to assist it in maintaining high standards of desired behaviour. We encourage and support parents to take responsibility for the behaviour of their child both inside and outside of school. To ensure that their child makes a positive contribution to the Federation, parents must

- support the Federation's Values and sign the Home-school agreement
- support our Promoting Positive Behaviour Policy (including how we use rewards and sanctions)
- ensure that their child attends school when it is open, on time and properly equipped.
- support all other Federation policies and guidelines for behaviour
- let the Federation know about concerns or problems that might affect their child's work or behaviour,
- take an interest in the learning their child does, at all times encouraging high expectations and achievement.
- provide conditions that support and encourage learning at home when required
- attend the termly Parent-Teacher meetings and other appropriate meetings organised by the Federation.

9) Equality Statement

The Governing Body, Headteacher of the Federation and all staff will ensure that this policy is applied fairly and equitably and will not discriminate against ethnicity or national origin, culture, religion, gender, disability or sexuality. The Federation has a culture of listening to children and addressing concerns appropriately.

10) Exclusions

Very serious incidents could result in a fixed term exclusion. Examples include

- Physically violent and aggressive behaviours.
- Verbal abuse and threats
- Any repeated behaviour that threatens the health, safety and well-being of others.
- Damage to property
- An inability of the Federation to keep a child safe.

Please see the Federation's Exclusions policy for full information.

11) Use of Reasonable Force

Any use of force by staff will be reasonable, proportionate, lawful and in line with the school's Restrictive Physical Intervention Policy. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* and only when immediately necessary and for the minimum time necessary to prevent a child from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the child's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. Please see the Federation's separate Restrictive Physical Intervention policy.

12) Behaviour of Children Outside of School Hours

The Headteacher and Governors intend that the behaviour expectations provided in this policy be followed by children when not in school and outside of the jurisdiction of the school, (for example, travelling to and from school, before and after school hours, weekends and during school holidays). In appropriate circumstances, the school may apply sanctions contained within this policy. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

13) Bullying: Promoting Positive Relationships (Anti-Bullying)

We are a safe Federation and have very low number of incidents of poor behaviour choices. Where we identify that poor choices of behaviour are resulting in a child being bullied, we will follow the procedures, as set out in our Promoting Positive Behaviour Policy and our Promoting Positive Relationships Policy.

What is bullying?

Bullying may be seen as behaviour that is deliberate, hurtful, and usually repeated over a period of time. It may also be difficult for those being bullied to defend themselves.

We recognise that bullying may take the form of;

- Physical abuse – hitting, kicking, pinching, hair pulling etc.
- Verbal abuse – teasing, name calling, sarcasm, threats, racist or sexist comments
- Emotional abuse – ridicule, tormenting or humiliation

We teach children that all kinds of bullying are wrong because they affect the rights of others. Bullying will not be tolerated within our Federation. For full information about how we promote positive relationships and protect children from negative behaviour, please see our Promoting Positive Relationships (Anti-Bullying) Policy.