



Foxhills Federation Behaviour Policy

A guide to creating and embedding the culture, systems and motivation to support positive behaviour.

Status	Current	Approval	FGB
Review frequency	Two years	Author (role)	Headteacher, Lucy Howe
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Date of next review	January 2027	Date withdrawn	N/A

1. Statement of Cultural Principles

The fundamental principles underpinning this policy are

- **Inclusion**
We welcome and appreciate every child.
- **Respect**
We build positive relationships by being kind, empathetic and fair (praising publicly, reminding privately).
- **Restoration**
We act as learning coaches: guiding, supporting and mentoring children to encourage better choices.
- **Psychological safety**
We help children disconnect their behaviour from themselves and teach them about internal validation and self-regulation so they can feel psychologically safe.
- **Positivity**
We manage behaviour compassionately and in an empathetic way.
- **Commitment**
We put relationships first, building these within a framework of firm, fair and consistent rules.
- **Consistency**
We all manage behaviour and establish routines in the same way, creating positive norms which endure over time.

“It is the teacher’s own behaviour that has the most impact on the classroom”

Paul Dix



Creating a culture that prioritises relationships and support will ensure that every child who attends our two schools feels included, has a secure sense of belonging and understands that all adults believe in them and want them to thrive.

In order to flourish and develop their own unique talents, we believe children need to learn within a calm purposeful and orderly environment. Key to achieving this is consistency, and this policy sets out how adults across both schools (Foxhills Infants and Foxhills Juniors) will be supported to be emotionally-consistent architects of positivity. Our goal is that every child feels safe and secure, happy and nurtured, and ready and confident to learn.

At both schools, everyone must maintain the highest standards of personal conduct, consistent with our behaviour norms, and encourage others to do the same. All adults lead by example and consistently demonstrate the behaviours we expect from our pupils.

2. Context of our Policy

Our policy has been informed by Paul Dix and influenced by the range of research signposted by Peps Mccrea. It is designed to serve as a toolkit for all adults working in school. We expect everyone working at Foxhills Federation to invest in our culture and systems and be motivated to support good behaviour.

“One of the most reliable ways to achieve great behaviour for learning is through the development of a shared ‘pedagogical toolkit” which relies on three levels of consensus:

- Commit to using a shared toolkit.
- Agree what tools to include (and exclude).
- Codify (and practice) exactly how to use them.

(Mccrae, 2024)

The attached *Foxhills Federation Behaviour toolkit* (Appendix 1) outlines the ‘norms’ that every adult will create and how they will do so. Norms are essential because they are a powerful force when securing and embedding consistency - they govern attitudes and the behaviour of a group. When children experience the same attitudes, expectations and routines, in every class, and from every teacher, they will be compelled to accept them. Norms promote rituals and rituals foster a sense of belonging: **How we do things here, at Foxhills.**

For this reason, we do not co-construct rules within individual classrooms, because this can lead to differing expectations and weaker overall norms. Instead, we work collectively to develop and embed the same behavioural norms in every class.

To make this happen, we expect the roles and responsibilities set out in section 4 to be followed by all concerned.



In terms of good practice guidance, it is recognised that members of staff who manage behaviour well will:

- Deliberately and persistently catch children doing the right thing.
- Praise publicly, remind privately – remembering some children prefer private praise.
- Know their classes well and develop positive relationships with all children.
- Work tirelessly to build mutual respect.
- Remain calm and unprovoked.
- Demonstrate unconditional care and compassion.

3. Policy Statements

At Foxhills,

- 3.1 we will describe and communicate a clear and consistent set of expected behavioural norms. With our children, we refer to these as the 'Foxy Rules' (section 1.1 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.2 we will apply consistent, repeatable routines which will be used in all classrooms, in order to help us to foster positive learning behaviours. (see section 1.2 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.3 we will raise the visibility of desired behaviours and attitudes that we expect all children to adopt through targeted praise and by accentuating positive behaviours. Our overarching aim is that 100% of our children follow our norms (see section 1.3 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.4 we will use consistent motivational techniques in order to encourage and facilitate our children's journey to independent self-regulation (see section 1.4 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.5 our expected behaviours will be explained, modelled, deliberately practiced and maintained to embed positive behavioural norms (see section 1.5 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.6 we expect all adults to be emotionally available and consistent at all times, and to build positive relationships with every child. To do this, our adults abide by a set of common and appropriate guiding principles when they are managing behaviour and forming relationships through their day-to-day classroom activities. (see section 2 of the Foxhills Federation Behaviour Toolkit, Appendix 1).



- 3.7 when managing challenging behaviour, we expect all adults to follow the stepped consequence process as set out in the behaviour pathway. (see Section 3 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.7.1 If a child reaches Stage 7, Behaviour Report, this must be recorded on CPOMS with a copy of the child's report card.
 - 3.7.2 When an individualised behaviour management plan (IBMP) has been put in place, we will always explain to the child and their parents, what, why and how and will ensure that regular communication takes place between school and home.
 - 3.7.3 Where necessary, in extreme cases, in addition to an IBMP, we will co-construct an Individual Partnership Agreement with the parent and introduce formal half-termly behaviour review meetings.
 - 3.7.4 Behaviour managed beyond Stage 9 will be governed by the school's exclusion policy and will be overseen directly by the Headteacher.
 - 3.7.5 We take incidents of violence toward staff very seriously and will protect our staff from aggression and physical attacks. All serious behaviour incidents (including physical aggression towards adults) will be recorded appropriately using school systems and stored securely.
- 3.8 we are committed to ensuring that our pupils always act as ambassadors for our schools, through knowing what is expected of them and managing exceptions appropriately. (see Section 4 of the Foxhills Federation Behaviour Toolkit, Appendix 1).
- 3.9 we expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. We use specific approaches to assist children with protected characteristics and those who require bespoke provision (for example, our use of IBMPs). (see Section 5 of the Foxhills Federation Behaviour Toolkit, Appendix 1).



4. Roles and Responsibilities

The Governing Body

The Governing Body will establish, in consultation with the headteacher, staff and parents, the behaviour principles underpinning this policy and will ensure it is shared widely (with our community and via our website).

The Governing Body will ensure the application of this policy is non-discriminatory, fair and consistent and that expectations are clear to all. The Governing Body, Headteacher and staff will ensure there is no differential application of this policy on any grounds, particularly in relation to ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Governors will support the school in maintaining high standards of behaviour.

The Headteacher

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Guidance on consistency forms part of professional development and induction and is regularly reviewed.

The Headteacher and the Senior Leadership Team will:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Create a positive culture (e.g. through modelling praise, effective communication and strategic use of extrinsic motivation).
- Provide bespoke training for individuals to enable all staff to invest in our culture and embed our norms.
- Monitor the effectiveness of interventions.
- Support staff in managing children with more complex or challenging behaviours.

School Staff

Staff (including teachers, support staff, administrative staff, student teachers and supply teachers) will be responsible for ensuring that this policy is consistently followed in all interactions they have with children. Staff will seek support and training if there are any aspects of the policy which they do not understand. We expect all staff to

- Embrace the Federation's behaviour culture.
- Embed the Federation's behaviour norms.
- Be emotionally consistent at all times.
- Welcome children at all times, especially in the mornings.
- Commit to building positive relationships with every child.



- Identify children who are struggling to meet our expectations and support them to do so.
- Use restorative approaches when managing poor behaviour choices.

Children

Children are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils have a responsibility to ensure that any incidents of disruption, bullying or harassment (of any form) are reported, and will be encouraged and supported to do so. Children want teachers to

- Have a sense of humour.
- Use a calm, kind voice (no shouting).
- Not say it in learning time (use a spare time).
- Tell parents after too many warnings.
- Deal with it at the end of lessons (too distracting).

(Our children's opinions via pupil voice, 13/1/25)

Parents and Carers

Parents and carers will take responsibility for the behaviour of their child(ren) both inside and outside school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

5. Complaints Procedure

If a parent has concerns about the way their child is treated or the school's actions (or lack of action) while at Foxhills Infant or Junior schools, they should, in the first instance, discuss the matter with their child's Class Teacher. Most concerns can be addressed effectively in this way. All teachers work extremely hard to ensure that every child is happy and making good progress. They always want to know if there is a problem so that they can act quickly before the problem becomes more serious.

Where a parent feels that a situation has not been resolved through contact with the Class Teacher, or that their concern is of a sufficiently serious nature, they should contact the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the complaint is against the Headteacher, parents may contact the Chair of Governors. The Federation's complaints policy is available via the Federation website.

6. Consultation, monitoring and evaluation

This policy was co-constructed by leaders and staff. Parents have access to this policy via our website. Through consultation with staff, pupils and parents, this policy is held under review.



The Headteacher and the governing body will monitor the consistent and fair application of this policy.

Underpinning this policy is the view that every member of the school has a responsibility towards the whole community and that leaders promote high levels of personal agency amongst everyone.

This policy has been approved by the Governing Body of the school and will be reviewed annually.



Appendix 1 - Foxhills Federation Behaviour toolkit

In order to flourish and develop their own unique talents, we believe children need to learn within a calm purposeful and orderly environment. Key to achieving this is consistency, and this policy sets out how adults across both schools (Foxhills Infants and Foxhills Juniors) will be supported to be emotionally-consistent architects of positivity. Our goal is that every child feels safe and secure, happy and nurtured, and ready and confident to learn.

Our toolkit sets out how the staff at Foxhills Infants and Junior Schools will achieve this.

SECTION 1 – Embedding Positive Behavioural Norms

1.1 Our Foxhills Behaviour Norms

1.1.1 Procedure 1: Communicating our norms to everyone involved

At Foxhills, we have the following behavioural norms. With our children, we refer to these as the ‘Foxy Rules’. At the Infant School, these rules are referred to using slightly different language to ensure all our children understand and can invest in our expectations.

Foxy Rules

Foxhills Infant School	Foxhills Junior School
<ol style="list-style-type: none"> 1. We have kind hands, feet and words. 2. We say “please” and “thank you” and respond when someone talks to us. 3. We listen to one another. 4. We follow instructions straight away. 5. We always try our best. 6. We walk around school quietly so everyone can learn. 	<ol style="list-style-type: none"> 1. We treat other people with kindness and respect. 2. We always demonstrate good manners. 3. We listen to one another. 4. We follow instructions straight away. 5. We always try our best. 6. We walk around school quietly so everyone can learn.

We expect that these norms will help us promote rituals, and that these rituals will foster a sense of belonging: **Foxy Rules = How we do things here, at Foxhills Federation.**

1.2 How we apply our Foxhills Behavioural Norms

1.2.1 Procedure 2: Establishing clear, consistent routines which are shared across classrooms

Routines are the bedrock of responsive teaching because they foster safety, confidence and a sense of belonging, which allows learning to happen. When a routine is established, teachers and children



think less about what to do (because this is embedded), enabling them to focus their time and effort on learning and/or responding to specific situations.

Embedding the same routines requires complete commitment from all adults. It takes time to embed routines; therefore, all adults need to invest the right amount of time when routines are introduced (whether this is at the beginning of the school year, or at a different time).

A routine is a sequence of actions that gets triggered by a 'cue'. Routine behaviour happens largely unconsciously, with minimal cognitive effort, and becomes powerful once it is automated.

It can take anywhere between 20 to 60 repetitions to achieve automation, which could be weeks or months, depending on how often the routine gets run. However, we can accelerate the adoption and power of a routine by running it in multiple classrooms.

(McCrae, 2024)

This force multiplier only works when **all staff use exactly the same routine** - the same cue.

At Foxhills, we have identified a set of routines which will be used in all classrooms. This will help us to use the power of collective acceleration to foster positive learning behaviours in all of our classrooms.

The Foxhills Routines

In the classroom:

- How we call for listening:
 - Adults use a silent hand in the air to cue children's attention and silence.
 - Children are not expected to put their hand in the air (although they may choose to).
 - Other adults in the room are expected to repeat the symbol.
- How children enter the classroom:
 - Children walk to their classroom in a single file line in silence.
 - Children wait outside the classroom.
 - The adult will give them an instruction and invite them to enter the classroom.
- How children exit the classroom:
 - EYFS → YEAR 3:
 - Children line up at the classroom door in single file.
 - An adult leads them to their next destination.
 - YEAR 4 → YEAR 6:
 - Children demonstrate they are ready for the transition by sitting at their table with an organised table space.
 - Teachers either dismiss children table by table, or line children up at the door table by table depending on the nature of the transition.



- How we move through the corridors:
 - Children walk through the corridors in silence on the left-hand side.
 - Adults keep conversations in corridor spaces quiet and only when necessary to model expected behaviours to children. Social conversations should happen outside of children's earshot.
- How children line up:
 - Children are expected to line up in a straight line and in silence.

Breaktime and lunchtime routines:

- How children are stopped at the end of playtime and lunchtime:
 - Children to ring a bell within school 5 minutes before the end of break/lunch to signal to teaching staff that they need to move to the playground. *Teaching staff (teachers and HLTAs covering classes) are expected to collect their class from the playground at the end of every breaktime and lunchtime.*
 - Children ring the bell on the playground to signal the end of playtime.
 - When the bell rings, children stop silently where they are.
 - Class monitor holds up a class card to show where the class lines up.
 - When all children are silent, children ring the bell once more to signal transition to the line. Children make this transition in silence.
 - When all children in a class are silently in their line, teachers lead their children into class. Children walk in silence.

If a class is not meeting the expectations, teachers will practice this routine again with their children before re-entering the classroom (when the playground is clear). Teachers are permitted to make up the learning time lost as a result of this at the beginning of the next breaktime/lunchtime play.

1.3 Procedure 3: Targeted Praise and Accentuating positive behaviours

The best way to harness the power of norms in school is to raise the visibility of the behaviours and attitudes we want all children to adopt, so we amplify what we want to encourage not what we want to avoid. Our overarching aim is that 100% of our children follow our norms. Accentuating the positive works because, when children see everyone undertaking a task or behaving in a certain way, they do not consider doing something different; instead, they choose to behave the same because they do not want to be left out.

We amplify the positive by

- Verbalising explicitly the behaviours and attitudes we expect when we praise children.
e.g. "... has come into the classroom and got on with learning straight away. Thank you ..."
- Focusing on the positive.
e.g. "Nearly all of you completed home learning this week, well done!" or "... did an exceptional job with their home learning this week. Well done, ..."



- Correcting undesirable behaviours in private
e.g. "I am so proud of for [expected behaviour]" then (in a quiet tone) "..., a quiet word please."

We recognise that different types of rewards serve different purposes, and our ultimate goal is that we build intrinsic motivation, so children want to behave well for themselves. To support this, we use extrinsic motivation in the form of adult praise.

Praise given must be:

1. Sincere

Where students sense that the praise we offer is either unearned or designed to control their behaviour, they will reject it and their trust in us will fall. Praise should only be used when it is properly earned.

2. Specific

Vague praise ("great work ...!") can be pernicious. Praise is more impactful when it clearly describes the behaviour being celebrated.

(e.g. "..., I noticed that you... . You should be super proud of that.")

3. Process-oriented

While praising children's attainment or how they compare to their peers may offer a temporary boost to motivation and self-esteem, it tends to lead to negative consequences when children experience setbacks, particularly for the least confident, and reduces self-efficacy in the long term. It is better to praise things which are within the children's control, such as their approach to learning or effort. We praise the process, not the person.

(e.g. "..., I can see how hard you have worked with your handwriting today – well done.").

4. Proportionate

Over-inflated praise can be damaging, especially for disadvantaged children, as it can make them appear less smart to their peers. Praising for underperformance sends an implicit message that "that is all you are capable of", and can reinforce negative stereotypes. Praise must be proportionate, earned and fairly-distributed.

5. Unexpected

When praise is over-used or becomes an expectation, it can undermine our attempts to build a positive learning culture. Consistently reinforcing a behaviour can create an 'undermining effect' where students increasingly perform for the reward rather than for intrinsic reasons. Praise is best used as an unexpected bonus or celebration and should be phased out as a behaviour becomes embedded.



1.4 Procedure 4: Fostering pupil motivation

There are two types of motivation:

- ***Intrinsic motivation*** is when we are driven to learn because we value the learning itself.
- ***Extrinsic motivation*** is when the source of our motivation is something other than the thing itself (such as a stamp, sticker or even teacher praise). We do something to get something.

Both sources of motivation can influence behaviour and learning. However, the nature of their effects differs over time: intrinsic motivation tends to be long-lasting and influences behaviour into the future without reinforcement, extrinsic motivation is much shorter-lived and requires constant reinforcement. Intrinsic motivation is a much more powerful form of behaviour change.

Providing learning experiences that facilitate intrinsic motivation is key. However, we recognise that not all learning is intrinsically motivating to begin with for every child, which is where extrinsic forms of motivation can help. Extrinsic motivation can be used to get the 'ball rolling' and encourage children to engage in tasks they may not otherwise have chosen to. By ensuring children have regular experience of success when completing these tasks, over time we will develop children's intrinsic motivation. As soon as a child builds intrinsic motivation, extrinsic can start to be withdrawn.

At Foxhills, we use consistent forms of extrinsic motivation to begin children's journey to intrinsic motivation. In all our classrooms, we use

- Adult praise to recognise good choices.
- Values stamps in planners/monster point cards to recognise specific values-linked behaviours.
- A class recognition wall in every classroom to foster a positive behaviour culture in individual rooms. Class marble jars will be used to track every class target achieved – filling the jar will give the children a simple reward of their choice.
- Learner of the week, presented in assemblies.
- Certificates to celebrate learning achievements (e.g. Times Tables Rockstars certificates, handwriting certificates).

Headteacher stickers given for values linked behaviours which go above and beyond.

1.5 Procedure 5: Creating the conditions for good behaviour for learning (reducing distractions) and explicitly teaching behaviour

Managing children's attention is important because children learn what they attend to. Their focus must be on curriculum content and teaching.



There are many distractions for children: social, environmental and instructional. We need adults to take deliberate steps to minimise these. We will

- Work with parents to promote good punctuality.
- Develop strong systems for dealing with undesirable (distracting low-level) behaviour instantly.
- Place clocks at the back of classrooms.
- Avoid, where possible, interrupting colleagues when they are teaching.
- Carefully plan how we present information to children while teaching so that it is clear, minimal and focuses children's attention on learning.
- Use classroom blinds effectively to ensure there is no glare or physical distractions.
- Practise economy of language (precise and clear exposition).
- Take the shortest path when teaching to minimise cognitive overload.

Desired behaviours need to be explained, modelled, deliberately practiced and maintained to establish positive behavioural norms. Excellent behaviour is a pre-condition for success because when children feel safe they can devote more attention to learning.

Behaviour for success is not always obvious for all children and, even when it is, it is not easy to enact in a sustained way.

The effective teaching of behaviour entails:

1. Explaining what to do and why it is important.
2. Modelling what it looks like (and does not look like).
3. Providing opportunities for practice (with explicit, effective feedback).
4. Maintaining through ongoing celebration and correction.

We will take the following steps when teaching children new behaviours:

- **IDENTIFY** the behaviour we expect.
- **CREATE** the conditions for excellent behaviour.
- Explicitly **TEACH** the behaviour.
- **MODEL** the behaviour we expect.
- **PRACTISE** the behaviour until it is perfect (perfect practice makes perfect).
- **NOTICE** excellent behaviour.



Section 2: Developing Children’s Motivation through Relationships

Our approach to building relationships

At Foxhills, we expect all adults to be emotionally available and consistent at all times, and to build positive relationships with every child. To do this, our adults abide by the following principles when they are managing behaviour and forming relationships through their day-to-day classroom practice.

2.1 Providing nurture from the first step

Nurture starts from the second children enter through our school gates, which is why every adult will greet every child with “hello” and ask how they are. A member of teaching staff will always be ready and available on the classroom door to meet-and-greet children as they enter the classroom to set the tone for the school day. Similarly, when children are dismissed, adults will ensure that their farewell is positive and personalised. This is how we make every child feel safe in our school and promote a sense of belonging.

Following an emotionally-regulating meet and greet, adults must identify and acknowledge the behaviours they want to see throughout the school day and praise children exhibiting them. When we surround children with positive affirmations and acknowledgement, the climate of our classrooms will become warm, welcoming and nurturing.

2.2 Using co-regulation to support difficult emotions

Self-regulating is difficult and, for some children at some times, an unrealistic expectation. Our teachers adopt a supportive (not sanction-led) approach when children are dysregulated to support the development of their social-emotional skills as well as their behaviour.

Co-regulation may look like

- gently mirroring physical tension during a conversation
- Joining a child on the floor who has chosen to sit or lie down in distress.

In moments of crisis, threats of punishment are futile. What children need are adults who are not just regulated but who have a flexible, responsive and adaptable plan.

2.3 Providing take-up time

To support adults (and children) to avoid responding emotionally, we give take-up time when addressing behaviour because it slows escalation, protects pride and minimises disruption. Between conversations, we always offer children and adults time to breathe, gather their thoughts and reflect so they can engage in restorative conversations.



2.4 Being un-provokable

If you wear your heart on your sleeve, you undermine the emotional security you should be nurturing. The direct connection between a child's behaviour and your own emotional state is obvious. The temptation for any child is to see how they can provoke you.

Paul Dix

We want to avoid adults sharing their negative emotions in front of children because some children will try to exploit this. We need adults to break the connection between their emotions and children's poor behavioural choices. Instead, we remain calm and ensure we make an explicit connection between the child's current behaviour and the standards we expect at Foxhills. For example, if a child persistently makes disruptive behavioural choices, instead of describing the effect the child's behaviour on the emotions of the teacher, the teacher will have a calm but firm conversation with the child using a corrective script.

Section 3 – Challenging Behaviour

3.1 What you say matters

When adults are managing difficult situations and/or behaviour, what they say matters. This includes their tone of voice, their choice of words and their body language. We expect adults to remain calm and neutral when dealing with undesirable behaviour and avoid reacting emotionally, so their interactions with children always encourage, not condemn. We expect adults to amplify what they want to happen and not focus on what they do not.

The scripts we use to correct undesirable behaviour (including low-level behaviour) are:

- **'I've noticed... At Foxhills, we... because... Thank you.'** This removes judgement/blame and depersonalises the correction.
For example,
 - *If a child is talking over an adult, when speaking with that child in private, the adult might say "I've noticed you are talking when I am talking. At Foxhills, we listen when the teacher is talking because everyone has a right to learn. Thank you."*
 - *If a child leaves the room without asking, an adult might say "I've noticed you have left the room without asking. At Foxhills, we always ask before we leave the room so the adults can keep us safe. Thank you."*
- **'It is important that we remember our value of _____. We show _____ by _____. Thank you.'** This removes blame and links behaviour back to our school values.
- **"Do you remember earlier/yesterday/last week, when you worked with so much determination? That is who I need to see today."** This reminds children of their ability to show the expected behaviours and achieve praise through success.



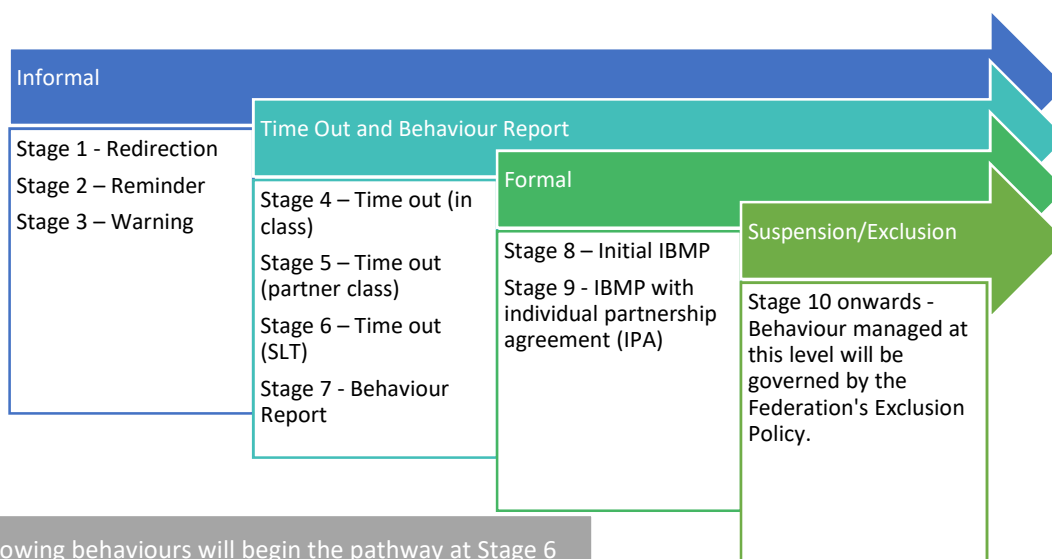
At times, we recognise that children will answer back, especially if they feel the correction is unfair. Adults will use the following script to redirect this behaviour.

- ‘I hear what you are saying; yet, at Foxhills, we... Thank you.’ This allows adults to direct the conversations back to addressing the behaviour in a respectful, firm way.

We recognise that for some children, these management techniques will not be sufficient. More detail on the approach which will be taken in these cases is given in Section 6.4 – Extreme Behaviours.

3.2 Behaviour Pathway Procedure

We expect all adults at both our schools to follow this stepped consequence chart when managing challenging behaviour:



The following behaviours will begin the pathway at Stage 6

- Swearing
- Verbal aggression
- Physical aggression
- Racist/homophobic language
- Theft
- Bullying

3.1.1 – Stage 1-3 (Informal)

These stepped boundaries form our quality-first provision for managing behaviour. This is a gentle approach. At all stages, adults will use the child’s name, position themselves at the child’s level, make eye contact and deliver the message firmly but calmly.



Stage 1-3

Stage 1 Redirection	<p>In the first instance, adults will use non-verbal cues and encouragement to redirect the child towards a desired behaviour.</p> <p>This might include</p> <ul style="list-style-type: none"> • drawing the child’s attention to the task to enable them to begin • supporting the child to begin the task (or an adapted version of the task) • giving the child a different task/activity, such as drawing their attention to someone who is ‘left out’ or sad on the playground or in class • Asking ‘How can I help you...?’” (e.g. How can I help you get started?)” <p>Redirections can also be non-verbal – such as a raised eyebrow or gesture to remind the child of the expected behaviour.</p>
Stage 2 Reminder	<p>If the redirection is not effective, adults will give a reminder. Wherever possible, this will be given quietly and privately. Adults will use a calm, neutral tone and may use some of the scripts identified in Section 4.12 (What you say matters) or the script below.</p> <p><i>I noticed you chose to [noticed behaviour]. REMEMBER that we ... because... Let’s make this better. Thank you.</i></p> <p>Using this script, the adult might say</p> <ul style="list-style-type: none"> • To address a child not engaging in learning - ‘I notice that you haven’t opened your book yet. Remember that we always ENGAGE – and are ready to learn. Let’s make this better - start by opening your book and beginning your work. Thank you.’ • To address a child who is excluding another child at playtime -‘I notice that you haven’t included ... in your game. Remember that we show everyone we CARE. Let’s make this better by inviting them to join in and show you CARE. Thank you.’”
Stage 3 Warning	<p>If the child’s behaviour does not change after a reminder, adults will give a formal warning. Adults will use a calm, neutral and firm tone, and will make use of some of the scripts identified in Section 4.12 (What you say matters) or the script below.</p> <p><i>I have noticed you still [noticed behaviour]. If this continues, you will need to work [time-out location] because Do you remember when you [model of previous good behaviour]? This is the behaviour we need from you right now. Think carefully. I know you can make good choices. Thank you for...</i></p> <p>Using this script, an adult might say</p>



	<ul style="list-style-type: none"> • To address a child who is disturbing the children on their table. I have noticed you are still talking to Jamie as he is trying to learn. If this continues, you will need to work in the seat next to my desk because we all have the right to focus on our learning. Do you remember the amazing work you did in English yesterday when you were really engaged? This is what I need to see from you now. Think carefully. I know you can make a good choice. Thank you. • To address a child who is not starting their work. I have noticed you still have not started your work. If this continues, you will need to move to Mrs X’s room because we need to try our best, and it looks like you are struggling to focus in here. Remember yesterday, you started your work straight away and got it finished? This is what I want to see from you today. When I come back in three minutes, I know you will have your first sentence written. Thank you. • To address a child who is excluding a peer at playtime. I have noticed that Amy is still on her own. If this continues, you will need to stand with me for five minutes because Amy is being excluded and that is not caring. Do you remember how nicely you all played together yesterday? That is what I need to see today. Please invite her to join in now. Thank you.
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3.2.2 Stage 4-7 – Time Out and Behaviour Report

Stage 4-7	
Stage 4-5 Time out Stage 4 (within the classroom) Stage 5 (in a partner classroom)	<p>When behaviour persists, it should be followed by a time out to give the child time to reflect. Adults will use a calm, neutral and firm tone, and will make use of the script below.</p> <p><i>I noticed you have chosen to [noticed behaviour]. This means you have chosen to [insert time out location]. I will come and speak with you in [time]. Thank you.</i></p> <p>Using this script, an adult might say</p> <ul style="list-style-type: none"> • To a child who is not completing their work. I have noticed you have chosen not to complete your work. This means you have chosen to move to a different space where you might work better. You need to take your book and move to the seat next to Alex. I will speak with you in two minutes. Thank you. • To a child who is excluding a peer. I have noticed that you have chosen not to include Amy. This means you have chosen to spend some time away from playing with your friends. Stand with me. I will speak with you in two minutes. Thank you.

Appropriate Stage 4/5 time-out locations include

Inside	Outside
<p>At a different table within the classroom.</p> <p>On the carpet.</p> <p>In the partner classroom.</p>	<p>Beside an adult</p> <p>Sat on the picnic bench</p> <p>With an adult inside the building</p>

At the end of the time-out, the child and the adult who gave the sanction will always have a restorative conversation (Section 5.17 – Restorative Conversations).

Adults will never describe a child’s behaviour to another adult in front of the child.

Stage 6
Time out
(with SLT)

If a child remains unsettled after a Stage 5 time out, or the behaviour persists after they return, they should be escorted to SLT for the remainder of the lesson/playtime.

Adults will use a calm, neutral and firm tone, and will make use of the script below.

As you are still [noticed behaviour] you will now need to spend some time with [insert SLT member] to reflect on what has happened and how we can help you make it better. I will come and speak with you [insert time]. Thank you.

Using this script, an adult might say

- **To a child who is refusing to begin their work.** As you have still not begun your work, you will now need to spend some time with Miss Kynaston to reflect on what has happened and how we can help you make it better. I will come and speak to you at the start of break time. Thank you.
- **To a child who is excluding a peer.** As you are still not including Amy in your game, which is not caring, you will now need to spend some time with Mrs Kealy to reflect on what has happened and how we can help you make it better. I will come and speak to you at the end of lunchtime play. Thank you.

At the end of the time-out, the child and the adult who gave the sanction will have a restorative conversation (Section 5.17 – Restorative Conversations). At the end of a Stage 5 time-out, this will be supported by the member of SLT who the child has been sent to.



	<p>At this stage, the child’s parents will be informed by the Class Teacher.</p> <p>Adults will never describe a child’s behaviour to another adult in front of the child.</p>
<p>Stage 7 Behaviour Report</p>	<p>If the child’s behaviour continues, the child will be placed on a ‘behaviour report’ (Appendix 3) until the target behaviour has improved. Targets will be agreed between the child, teacher and a member of SLT and the child will be expected to show their report card to a member of SLT at the end of the week, where the decision about whether the child is ready to be removed from behaviour report will be made.</p> <p>At this stage, the child’s parents will be informed by their Class Teacher.</p>

3.2.3 Stage 8-9 (Formal)

Stage 8-9	
<p>Stage 8 Individual Behaviour Management Plan (Class Teacher and SENCo)</p>	<p>If Stages 1-7 do not result in an improvement in a child’s behaviour, an Individual Behaviour Management Plan (IBMP) will be written. The inclusion of the SENCo in this part of the process allows for the school to confidently identify whether challenging behaviour may be a result of unmet SEN needs.</p> <p>Details of the IBMP process are included in Section 3.3 (Extreme Behaviours and IBMPs).</p> <p>At this stage, the child’s parents will be informed by their Class Teacher and will be informed how to contact the SENCo if they would like further advice on supporting their child.</p>
<p>Stage 9 Individual Behaviour Management Plan – formally reviewed with SLT</p>	<p>If a child’s behaviour does not improve after an IBMP has been implemented for one half-term, then the IBMP will be reviewed with a member of SLT.</p> <p>At this stage, the parent, teacher, SENCo and a member of SLT will have a formal half-termly meeting to ensure an individual partnership agreement is in place.</p>

3.2.4 Stage 10 onwards (Exclusion)

Behaviour managed beyond Stage 9 will be governed by the school’s exclusion policy and will be overseen directly by the Headteacher.



3.2.5 Restorative Conversations

After more intensive behavioural intervention (Stage 4 – time out – onwards), a restorative conversation between the child and the adult who gave the sanction must take place. During the restorative conversation, the adult will guide the child through the following conversation.

- Tell me about what happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- How have you felt since?
- How have you been affected by what has happened? Who else has been affected? How? (reflect value)
- How can we work together to make things right?

At the end of the restorative conversation, the adult and child should have agreed a way to change the behaviour in the future. This will include a commitment to behaviour change on the part of the child, but may also include the adult making some changes to the environment/learning to support the child's success.

3.2.6 Recording behavioural incidents on CPOMS

The majority of low-level behaviour should not be recorded on CPOMS. If a child reaches Stage 7, Behaviour Report, this must be recorded on CPOMS with a copy of the child's report card. SLT will decide whether serious behavioural incidents which are dealt with at Stage 6 (SLT time out) need to be recorded on CPOMS, and will direct the relevant adults to do so.

Children who have an individual behaviour management plan (IBMP, Section 3.3), behaviour must be logged using an ABCC chart, which will be included as part of their IBMP. When complete, the ABCC chart must be uploaded to CPOMS; however, individual incidents do not need to be as they are recorded on the ABCC.

3.3 Extreme Behaviours and Individual Behaviour Management Plans

Some children (and adults) exhibit particularly complex challenging behaviours (or may find it harder to correct patterns of poor behaviour). Sometimes, this is a result of early childhood experiences or circumstances school may not know about. At Foxhills, we recognise that all behaviour has a communicative function and work hard to determine the antecedents, triggers and communicative intent of challenging behaviour so we can support children to learn better ways to respond and alter the environment to help make their experiences of school more positive. All children need to build good relationships with adults and our staff are supported to become skilful and responsive when managing complex behaviour.

In these cases, an individualised behaviour management plan (IBMP) approach will be taken to manage behaviour. When an IBMP is in place, we will always explain to the child and their parents, what, why and how and will ensure that regular communication takes place between school and home.



- We believe that all staff in our school must take into account the individual needs and circumstances of pupils when implementing behaviour policies. Good practice would be to follow the guidance within this policy and to keep instructions short and clarify understanding by asking pupils to repeat them.
- We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. We use specific approaches to assist children with protected characteristics and those who require bespoke provision (for example, our use of IBMPs).
- Relevant information regarding special educational needs and/or disabilities is shared with staff so they are informed and knowledgeable, and it is expected that staff will use this information wisely when implementing this policy. Internal records will be regularly scrutinised to identify trends, patterns and antecedents of behaviour and to monitor the impact of behavioural interventions.
- Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENDco is advisable if particular children experience persistent difficulties in adhering to our norms and school values so a multifaceted approach can be employed.

3.2.1 Informal IBMP

In the first instance, a bespoke individual behaviour management plan (IBMP Template; Appendix 2) will be written by the SENCo and Class Teacher. This will be shared with all adults working with the child to ensure consistency and will be shared with the child's parent to support the partnership between home and school.

The effectiveness of the plan will be regularly monitored by the Class Teacher, with the support of the SENCo (with the aim being that an improvement in the child's behaviour is seen). If required, changes will be made to the plan by the Class Teacher and SENCo, to ensure it is supporting the continued improvement in the child's behaviour. At this stage, communication between home and school will be led by the Class Teacher, with the support of the SENCo.

3.2.2 Formal IBMP

In the rare case when an IBMP does not result in any improvement in a child's behaviour, SLT will support the Class Teacher and SENCo to review the IBMP. When SLT are involved, formal half-termly behaviour review meetings will be held with the parent, SLT, SENCo and Class Teacher where an Individual Partnership Agreement will be developed, which details how the school and family can work in partnership to support the child's success at school.

3.2.3 Physical Attacks on Adults

We take incidents of violence toward staff very seriously and will protect our staff from aggression and physical attacks.



We expect our staff to apply a common-sense approach to keep themselves and the child safe and manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force (see policy) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the SLT and these will be recorded on CPOMs and the corporate incident reporting form.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values every child. Children who demonstrate physical aggression towards adults may do this for many reasons. As adults, we must show compassion and care for the child despite their behaviours.

3.2.4 Actions following serious/extreme behaviour.

All serious behaviour incidents (including physical aggression towards adults) will be recorded appropriately using school systems and stored securely. If necessary, the exclusion policy will be initiated (at the discretion of the Headteacher).

We recognise that managing extreme and complex behaviour (including physically-aggressive behaviour) is challenging and can cause distress for the adults involved. After a serious incident (especially physical aggression) staff should take a break to recover and compose themselves if needed and should seek support from SLT.

The wellbeing of adults who regularly deal with extreme behaviour will be closely monitored by the wellbeing lead, who will work with them to provide support, guidance and training as required.

SECTION 4: Behaviour Beyond the School Gate

Foxhills Federation is committed to ensuring pupils always act as ambassadors for our schools. Consequently, we expect our pupils to:

- demonstrate good behaviour (following the Foxhills Federation Behaviour Norms) when travelling to and from school, while on educational visits or during learning opportunities in other settings
- help ensure other pupils, staff, volunteers and members of the public are healthy, safe and cared for at all times.
- conduct themselves in a way that that retains public faith in the Federation's values, ethos and culture (enhances our reputation).
- is consistent with our curriculum and expectations
- demonstrate safe online conduct, remembering that the principles and characteristics of healthy relationships are the same in all contexts.

Whilst this behaviour policy refers mainly to the behaviour of pupils within school premises, the schools reserve the right to discipline behaviour beyond the school gate.