

Behaviour and Anti Bullying

STATUTORY

Date	Review Date	Coordinator	Nominated Governor
September 2024	September 2025	Headteacher and SLT	GB

At Foxdell, we believe that positive behaviour is an essential condition for effective learning and teaching. Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Foxdell is a fully inclusive school which strives to meet the needs of each unique child, through challenging and creative learning experiences. We promote recognition and respect of differences, and have the highest expectations of pupils and staff. We enable each child to make the most of all the opportunities by making them feel safe and valued.

We are committed to creating a positive and respectful culture and use a therapeutic approach to ensure high expectations of pupil's emotional wellbeing and behaviour.

The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. This policy uses the key aspects of school practice identified in the Department for Education's guidance document on 'Behaviour in Schools; Advice for headteachers and school staff'. Our approach to behaviour has due regard to the Equality Act, special educational needs and safeguarding procedures.

Aims

At Foxdell, we recognise that the establishment of a sound, positive and caring ethos is an essential prerequisite for learning and it depends upon trusting relationships and a process of co-operative teamwork. As a school, we will:

- Create an ethos that makes everyone in the school community feel valued and respected
- Promote good behaviour by working collaboratively with everyone involved with the school
- Promote self-discipline and proper regard for authority among pupils including care for others and for their surroundings
- Ensure all children know and understand their rights and responsibilities
- Establish clear and fair procedures for dealing with and managing difficult/ unacceptable behaviour
- Ensure a consistent, therapeutic approach to behaviour management throughout the school day from Breakfast Club to After School Clubs
- Ensure all staff treat children fairly, consistently, and sensitively according to expectations. This means keeping calm, listening carefully, being sensitive to others' points of view
- Have high expectations of behaviour- **The Foxdell Way Behaviour Curriculum** sets out exactly what these expectations are and these are taught explicitly
- Ensure all staff know and understand the Behaviour Policy and that everyone follows The Foxdell Values and implement the Foxdell Way consistently
- Prevent all forms of bullying by encouraging good behaviour and respect for others which is in line with the school values curriculum
- Adopt a multi-agency approach calling upon support from external agencies e.g. the Local Authority and the Hillrise Behaviour Provision
- Truly be an inclusive school where children have the same opportunities to excel in their learning
- Ensure when children are not showing the values and the school rules, we spend time talking to them in a manner appropriate to their stage of development to help them see the consequences of their actions and to consider their own and others' rights

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To know and understand The Foxdell Way Behaviour Curriculum and to adhere to this at all times.
- To follow the school rules.
- To follow the instructions of all school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To follow the therapeutic approach to managing behaviour and support the emotional wellbeing of all pupils and staff
- To provide a challenging, interesting and relevant curriculum.
- To teach children The Foxdell Way Behaviour Curriculum and revisit this regularly
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model and demonstrate the Foxdell Way at all times.
- To form positive relationships with families so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, to be aware of their (special) needs and the possible impact this may have on behaviour.

Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To ensure that their child attends school and to show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To ensure that their child is in the correct uniform and/or PE kit all of the time.
- To ensure that homework is completed and returned to school.
- To support the school in the implementation of this policy.

The Foxdell Way- Our Behaviour Curriculum

At Foxdell we recognise that positive behaviour reflects the values of the school, readiness to learn and respect for others.

The Foxdell Way is our behaviour curriculum which defines the behaviours and habits that we expect our staff and pupils to demonstrate. It is centred on what successful behaviour looks like and defines it clearly for all pupils and adults. We want to support our pupils to grow into adults who are respectful, polite, appreciative, who recognise the needs of others and who understand their rights and the rights of others; to be good citizens.

We believe that, as pupils practise these behaviours over time, they will become habits that positively shape how they feel about themselves and how other people perceive them.

Therapeutic Thinking

We have adopted Therapeutic Thinking, a therapeutic approach to supporting behaviour. Therapeutic Thinking is a whole school cultural approach that focuses on improving the educational experiences and

outcomes for all children. It focuses on how all children and young people can be supported, particularly with their emotional wellbeing and mental health. The aim of this approach is to promote the inseparable link between teaching, learning and behaviour and to support the inclusion of pupils with difficult or dangerous behaviours. We believe that by meeting the needs of all of our pupils, the risk of exclusion can be reduced.

Teaching the Behaviour Curriculum- The Foxdell Way

The Foxdell Way Behaviour Curriculum is taught explicitly during the first week in the Autumn term alongside the National Curriculum subjects. Children will learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, the Foxdell Way curriculum is revisited with pupils and will continue to be reinforced throughout the year.

As with other curriculum areas, The Foxdell Way will be taught using explicit teaching based on the Rosenshine Principles of Instruction, including regular quizzing to check and strengthen understanding. Teachers and support staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in various locations and times throughout the school day e.g., at lunchtime or playtime. It is expected that all pupils will know this content.

Tom Bennett (Behaviour Advisor) describes the process for teaching behaviour explicitly as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

The links to The Foxdell Way Behaviour Curriculum can be found [here](#). The teaching resources are available on the Drive.

Adaptations

The Foxdell Way Behaviour Curriculum is intended for all pupils however, it will be applied differently in different year groups depending on pupils' ages. To ensure that we meet the needs of all pupils, adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. For example, some pupils may require specific resources to support their ability to sit still or be attentive. Sensitivity will always apply when teaching the behaviour curriculum.

These adjustments may be temporary and will be made in discussion with the Inclusion Manager and Senior Leadership Team.

Children who find aspects of schooling or learning tricky for a variety of reasons will benefit the most from being in a calm and focused learning environment.

School Rules/ Principles

We expect all our staff and pupils to be good Foxdell citizens and follow all the Foxdell Values. We have three overarching principles of behaviour; these underpin our core values and our high expectations of behaviour. We expect all staff and pupils to follow these:

- Be Kind
- Be Safe
- Be Responsible

Creating the right climate through practical strategies- Systems and Social Norms

To help children establish good behaviour patterns we explicitly teach pupils how to be responsible, be respectful and be ready to learn as part of the Foxdell Way behaviour curriculum. All adults will use positive strategies, role-modelling and provide certainty, recognition, and stimulation to promote good behaviour. This will be as follows:

Classroom:

- Calm music will be played in every classroom each morning and after lunch as children enter
- Morning challenges will be displayed on the smart board for children to complete and may involve handwriting, Maths fluency, mindfulness, etc.
- Every child will be greeted each morning by their class teacher/ adult teaching as they walk into their classroom
- All lessons will begin promptly

Gaining pupil attention:

We use the Read Write Inc. 'Team Stop' signal to gain pupil's attention. This is a raised hand gesture and all pupils are expected to copy the adult. (See appendix 2.)

Movement around the school:

We use the silent signals throughout the school to facilitate efficient transitions and expect the children to walk around the school

- Good Walking – facing forwards, at a steady pace, in silence, in a single file and hands behind backs or one hand behind the back and one on the rail (Infant Site stairs).
- When moving through corridors, children and adults are expected to walk on the left side of the corridor.
- Children must always line up in register order (adaptations for any pupils that cannot be placed together)- the lining up order must be displayed in the classroom to ensure consistency when other adults are in the classroom.
- When moving around the school e.g. after PE/ assembly, use the 1, 2, 3 signals.
- As children leave the classroom for playtime/ PE, they will line up quietly and leave the classroom with a sense of respect for others around them. Staff will position themselves at the most suitable vantage point.
- If children are running, wait until they have calmed down and explain appropriate entrance/exit-practice if required.

Play times

Staff should:

- Be stationed at different areas to ensure full visibility of the playing area.
- Ensure that they have full visibility for all areas of the outside spaces and will engage with children in their activities or join them in conversation.
- Encourage children to play together safely without hurting anyone by actively participating and engaging with children
- Model being kind by behaving in a gentle, caring, and helpful way towards other people; speaking politely and encourage play that reflects this
- When managing playground disputes, follow the procedures for managing behaviour stated later in this document.
- Encourage pupils to cooperate, to be supportive of each other and to take responsibility for play equipment.
- A whistle (Infant Site)/ handheld bell (Junior site) is used to signal the end of playtime – with a 1-minute signal beforehand for equipment to be put away, water bottles and clothing to be collected.

Foxdell Primary School

- When an adult has his or her hand up, he or she should not be talking. When all silent, children walk to line when asked. Silence is expected while lining up and entering the school.
- Collect children from the playground promptly.
- Playtime expectations are displayed in the playgrounds and should be referred to regularly.

Lunchtimes:

- All MDS will be provided with a blue notebook to record incidents of good behaviour and misbehaviour
- MDSs will be able to give out dojo points for good behaviour- these need to be reported to the class teacher at the end of lunch
- MDSs will follow strategies to deal with unacceptable behaviour and communicate these immediately
- A Year Group Leader/SLT will be on duty during lunchtimes
- Lunchtime/ Dining Hall Expectations are displayed in the Halls and should be referred to regularly.
- Reflection time will take place during the last ten minutes of lunchtime in classrooms. This will be led by MDSs using calm music to support the transition. (Teachers are responsible for ensuring this is set up ready for MDSs.

Assembly:

To encourage a sense of expectation/reflection, arrive, sit, and wait without talking; if applicable, listen to music, or look at visual aid. Children and adults enter assembly in silence following the Assembly section of the Foxdell Way. Children and adults will not talk during assembly unless asked to do so, to discuss an issue. Classes will leave assembly column by column as instructed by the adult. The person leading the assembly will supervise classes leaving the assembly.

Behaviour for learning:

In the classroom, children are right bearers and holders of the Foxdell Values and should protect the rights, to maximise learning opportunities. To make expectations transparent the Foxdell Values and Foxdell Way will be referred to. To minimise procedural language, silent signals will be used, wherever possible. Children are expected to do Good Listening and SHAPE their answers as set out in the Foxdell Way.

End of the day:

- Staff will speak positively to the pupils before releasing them to parents and carers (or to walk home in the case of Years 5 and 6 children), ending the day with a positive tone.
- Whilst dismissal is taking place, pupils must be seated (on the carpet or on chairs) and quiet.
- The School Management Team (SMT) will be available on the school playground to ensure all the pupils leave school safely, especially our most vulnerable pupils.

The Senior Leadership will be visible around the building to ensure that these procedures are operative.

Positive Behaviour Strategies

Positive behaviour strategies are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Foxdell, children should expect to receive regular and meaningful praise from all they come into contact with.

These strategies include:

- verbal praise and encouragement
- non-verbal praise, for example thumbs up
- dojo points

- stickers
- written remarks about good work
- displaying pupils' work and achievements
- share successes with parents and carers
- sharing good work with other classes in the year group/ with the YGL/ with a member of SLT and through Celebration Assembly

Role-Modelling

When talking to children adults will:

- Speak in a calm quiet voice
- Respect the child's personal space
- Maintain eye contact
- Speak with the child in a non-public place, when appropriate
- Listen to the child without interrupting when appropriate
- Speak at the child's eye level when appropriate, bend down or sit down as and when appropriate.
- Model expectations from the Foxdell Way

Positive Note home to Parents/ Family

A positive note to parents will be sent home when a child has worked exceptionally well/ demonstrated exceptional behaviour. The purpose of this is to identify and reward the positive behaviour and attitude and also encourage other children to work hard. Positive note books are provided for each class. Teaching staff should aim to send at least one positive note home each week and keep a record of pupils that have received the note including the reason. All pupils should receive at least one note home over the year.

House Teams and Dojo Points

At Foxdell, we operate a House system in which pupils are grouped into four House teams.

Each child is placed in a house on entry to school and will remain a member of this team throughout their time at our school.

Our House Teams are named after precious stones as follows:

- Dynamic Diamonds
- Radiant Rubies
- Exemplary Emeralds
- Spectacular Sapphires

At Foxdell we award pupils Dojo Points. Dojo points are collected in house teams and can be awarded by all staff to pupils for a variety of reasons, for example:

- polite, well-mannered behaviour
- demonstrating a caring attitude towards peers
- showing a commitment to living our values
- working to the best of their ability
- good attendance or punctuality
- putting special effort into a piece of work
- neatly presented work
- having a positive attitude towards work
- sporting achievement
- helpful approaches to different situations

To ensure consistency across the school, only 1 Dojo Point is awarded at any one time. Where a pupil does something extra special, they may receive an extra **bonus dojo point**.

Pupils will not lose Dojo points for poor behaviour as the dojo points have been earned by the pupil for the good choices that have been made.

Individual Dojo Points Awards

Pupils can receive individual Dojo rewards for the number of points that they collect. They are encouraged to earn as many points as possible over the year, with certificates awarded as the children reach milestones as follows:

Award	Number of points
Bronze certificate (orange card)	25
Silver certificate (light blue card)	50
Gold certificate (yellow card)	100
Diamond certificate (red card) and Dojo Store Prize	150
Platinum certificate and Dojo Store Prize (white card)	200
Headteacher's Award and Dojo Store Prize	250

Class Teachers are responsible for filling out certificates when a milestone has been reached. These certificates will be awarded in Celebration Assembly each week.

Classes should not hand out additional rewards for dojos.

HOUSE CHAMPIONS

At the end of each half term, House Champions are announced. The winning house is awarded their ribbon on our House Cup and totals of Dojo Points are displayed in the main halls. This system aims to encourage a sense of pride and achievement for pupils by fostering a community spirit and giving pupils an opportunity to contribute to something bigger, which involves pupils from all year groups. The focus is on intrinsic merit and not about winning an extrinsic prize or special event.

The leading 'House' in each class also receives a certificate which is displayed in the main hall by the Dojo Points.

At the end of the year – the House (throughout the whole school) with the most points wins the 'House Shield' and each child in that House receives an additional team reward (picnic/ movie- depending on what they choose).

Celebration of good behaviour and work ethics

The following rewards are awarded in the celebration assembly:

Star of the week

- ☐ Each week two children will be chosen as the 'Stars of the week' for a range of reasons including exceptional work and behaviour.

Reading Award (EYFS/ KS1)

- Reading tracker in class to keep a record of the number of times a child has read at home.
- If they read ten times, the class teacher awards a reading sticker and they receive one class dojo.
- If they read twenty times, the class teacher awards a bookmark.

- If they read thirty times, the class teacher awards a pencil.
- If they read fifty times, the child will receive a certificate in celebration assembly.
- This is restarted every half term.

Word Count Warriors (KS2)

- One class in each year group has the opportunity to win the word count warrior class award- the class receives a certificate and they are moved up on the reading league board.
- In addition to this, one pupil from each year group that has read the most words in that week receives a certificate and they will be awarded a Dojo Point.
- Number of words read is collated from Accelerated Reader. The children are identified by the English Lead.

Times Tables Rockstars Award (Year 2 and KS2)

- Certificates are awarded to the pupils that have met the different milestones on TTRockstars- these are awarded in assembly

Values Champion

- Each half term two pupils are chosen for demonstrating the value for that half term and are awarded with a values champion certificate. They are then given the responsibility to model their values to others for the next half term.

Attendance awards

- The class with the best attendance for the week is awarded with the Attendance Cup and certificate which they keep for the week. A star is added to the league board displayed in each hall.
- Any class with 100% attendance receives a certificate and a non-uniform day. This will include the class teacher and will take place the following week- day is decided to avoid PE days.
- Pupils with 100% attendance for the term will receive a group award such as a picnic, movie, etc.
- The class with the best attendance for the term will receive a prize.

In Reception:

- The class with the best attendance is awarded the Attendance Bear which they keep for the week
- Each week all 100% attendees receive a lucky dip prize during the autumn and Spring terms- during the summer term, they are awarded the same as the rest of the school

Pupil Leadership

Children's self-esteem/confidence is enhanced and improved when they are given key responsibilities in school. This encourages and fosters positive behaviour. At Foxdell we encourage pupil responsibility through the following initiatives:

- School Council
- Reading Buddies/ Librarians
- Eco Warriors
- Prefects (Year 6)
- Head Boy and Head Girl (Year 6)
- Play Leaders
- Lunch monitors (Infant Site)
- Digital Leaders

Zones of Regulation

We have implemented the Zones of Regulation across the school. Zones of Regulation is a curriculum used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school. The Zones of Regulation uses four colours to help children self-identify how they are

feeling and to categorise this feeling into a colour zone. Zones of regulation teaches children that all emotions are acceptable and from time to time everyone experiences one of the four zones; however the aim is to develop strategies to regulate those emotions and return to the green zone. It is important for children to understand that feelings are separate from behaviour e.g. "It is OK to be angry. It is not OK to rip your book. Why don't you rip your scrap paper?" Children are encouraged to use their 'zones toolbox' to support them to move from the blue, yellow or red zone, back into the green zone.

The four zones:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

We aim for every pupil to stay in the Green Zone, in which we will see positive behaviours for learning. Throughout the school day, children may move throughout the zones. Staff use the language associated with the zones to support children to understand and regulate how they are feeling. While some children may be able to self-regulate using their zones toolbox, others may require more adult support.

Consequences for Difficult or Dangerous Behaviour

Firstly, we are aiming to pre-empt unwanted behaviour. Every class has a Regulation Station where children can show their feelings every day, throughout the day. This way, if a child is feeling upset, angry or worried, class teachers and teaching assistants can act on this prior to any potential behaviour being shown. Research shows that children often feel upset or angry **before** they show poor behaviour. Therefore, by attempting to know how children are feeling, we hope to support them to feel better and therefore not present difficult or dangerous behaviours.

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes and using the zones of regulation to pre-empt, at Foxdell we recognise that it may be necessary to employ a number of strategies to educate and embed the Foxdell Way to ensure a safe learning environment. In order to manage this effectively, staff members will follow a set procedure and will record evidence of unacceptable behaviour where appropriate.

The purpose of a consequence is:

- To plan a logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change
- To ensure that action has been taken where another child has been hurt or upset as a result of a child's behaviour

Protective and Educational Consequences

Protective Consequences (*removal of a freedom to manage harm*)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms. Things to consider are:

- Temporary increased staff-ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Differentiated curriculum or resources

Educational Consequences *(the essential learning, rehearsing or teaching to enable behaviour change)*

Educational consequences profess the child's understanding and engagement. Where protective consequences are necessary, educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms. This approach takes into account:

- Learning and understanding the relevance of task
- Rehearsing and practising behaviour
- Understanding and assisting with repairs
- Educational opportunities (chance to learn)
- Researching the implications of behaviour
- Conversation and exploration (developing empathy, tolerance and understanding)

Reminders, warnings and consequences can be communicated aloud, in a whisper, or nonverbally as long as the procedures have been taught in advance and delivered with respect and dignity.

Non Verbal Reminders	<ul style="list-style-type: none">• pause• look at pupil• walk near the student (proximity)• point to the work the pupil is supposed to be doing• give a nearby pupil a positive behaviour comment
Verbal Reminders	<ul style="list-style-type: none">• say the name of pupil, either privately or in front of the class• remind the class about the class rules• comment on other pupils who are behaving appropriately• tell the pupil-either privately or publicly-that, if he continues, a warning card will be issued

Behaviour and Consequences in Classrooms:

We are on a journey to becoming a fully realised 'Therapeutic Thinking' school. Whilst on this journey, our pupils and staff need time to implement and embed this approach into our day to day practice. During this implementation phase, we have explored possible behaviours and put them into stages. For stages 1-3 (Appendix 1 – Stage Response) if a child does something that is not demonstrating the Foxdell Way and the Foxdell Values, the following steps should be taken:

1. Verbal warning/reminder of the Foxdell Way and the Foxdell Values (conduct in a quiet manner and avoid discussing in front of class)
2. The child is encouraged to regulate their behaviour, using the stages below to support the child in understanding their behaviour. The child should be directed to the regulation station and supported with co-regulation as appropriate.
3. If behaviour continues, the teacher records the child's name discreetly (with a reminder of how this can be removed). If the child rectifies behaviour after a while (10-15mins), their name is removed.
4. If behaviour continues, a dot is placed by the child's name and the child is moved to another

table/ space for 5 mins with their book and continues to work there. In EYFS (Early Years Foundation Stage) class, a child will be asked to sit for 1 minute on the thinking chair. At this stage, parents must be informed and this must be recorded on CPOMs.

5. Child returns to their table once they have taken responsibility for their behaviour. Their name is removed from the list.
6. If behaviour continues, a lunchtime reflection will take place and the child will complete a Reflection Sheet (this will need to be scanned and put onto CPOMs along with a record of the behaviour and consequence). If the behaviour occurs during the afternoon then the Reflection Time may take place in another classroom or on the following day.

The Year Group Leader is responsible for monitoring behaviour across the year group. If required, a child may spend time in the year group leader's class, and if this happens, this must also be recorded on CPOMs and parents must be informed.

In Playground:

We teach our children about the Playground Expectations and that all verbal and physical aggression is unacceptable and does not respect our Foxdell rules and values. If such incidents occur the following responses will be put into place:

If you see children engaged in play fighting or rough play:

- Stop all the children involved in the play fighting.
- Remind them that play fighting is not respecting everyone's right to be safe.
- If the play fighting continues, then consider sending the children to time out at the wall

Time out is in a designated space in the different zones at the junior site and against the nursery fence at the Infant site. Children should face the playground. Space the children out along the wall so that they do not talk to each other. Other children are not allowed to go over and talk to them, while they are on time out.

After 5 minutes ask the children to explain why they had time out and remind them that it is an expectation that it will not happen again. This needs to be recorded on CPOMS by the member of staff dealing with the incident.

A child tells you they have been hurt by another child during rough play/play fighting:

1. Get both children to talk in a quiet place
2. Listen to what each has to say. Do not prejudge
3. If there are witnesses, talk to them.
4. If a child has hurt another child, ensure that there is an apology
5. Give a warning
6. Monitor the situation
7. Consider if the child who has hurt someone else unintentionally during play fighting needs to have a time out. If so, send child to time out (same procedure as above)
8. If the play fighting continues after someone has been hurt, give time out or bring it to the Year Group Leader.

Here is a scenario as an example of how the behaviour policy can be followed:

There has been an intended/deliberate act of physical aggression, such as; hitting, punching, tripping, kicking, spitting, slapping, or choking, or discriminatory acts, such as racist, sexist, ablest or homophobic behaviour, which has been seen/heard by an adult:

The perpetrator and victim should be brought immediately to the Year Group Leader, a member of SLT or Inclusion Manager who will further investigate the incident. This should be done calmly and quietly.

An investigation into the incident will take place:

1. The adult will inform the investigator what they had seen or heard and will identify the children involved
2. The child(ren) involved will provide an account of the incident
3. From the investigation a decision will be taken as to the appropriate consequence.
4. Ensure an apology is given to the victim (if appropriate, the adult who disclosed the incident)
5. Investigator will inform both the perpetrator and victim's parents explaining the consequences and the adult managing the next day 'Reflection Time'
6. In addition, others to be informed; relevant leaders, including class teachers and the adult who brought the incident to the investigator.
7. Ensure the perpetrator is kept out of the playground (or classroom if the incident happened there) for time to silently reflect on their behaviour and not immediately sent back.
8. A record of the incident will be kept on CPOMs and must include:
 - Type of incident
 - Where and when it occurred
 - Clear description of incident (this must be factual)
 - Action taken (how it was dealt with)

Preventative measures include:

- Regular praise/encouragement for children doing the right thing. e.g. I love how xx table are tidying up as a team. I love how xx are taking turns.
- Consistent team approach between all adults.
- Adults model behaviour and relationship skills which we are trying to promote in school. Adults to be in the right place at the right time.
- Language of choice used wherever possible – children given the opportunity to make the 'right' choice and change their own behaviour. e.g. It's ok to be angry, it is not ok to shout at me. Why don't we go to the regulation station or have a walk outside?
- Do a check-in during an early identification of triggers. Questions/comments that may be shared:
 - Are you OK? You don't seem yourself today?
 - Is there anything I can do to help?
 - Do you think you are on track?
 - What obstacle are you facing?
 - How can we bridge that together?
 - It's not like you to...
 - Do you think it would be better if...?

Script to be used following an incident of difficult or dangerous behaviour:

Responding to difficult or dangerous behaviour - the individual is asked the following questions...

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did? Who else has had to support with dealing with this difficult or dangerous behaviour?
- In what way have they been affected?
- What do you think needs to happen next?

Responding to those harmed - those harmed are asked...

- What happened?
- What were your thoughts at the time?

- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Strategies for adults to keep calm when a child is exhibiting difficult behaviour:

- Count to 10;
- Walk away;
- Leave the room; speak to another child;
- Speak to another adult

Strategies to try to de-escalate behaviour:

- Keep calm. Be aware of your body language, facial expressions
- Don't allow incidents of difficult or dangerous behaviour to affect you personally. A child's behaviour is not about you; it is about them trying to communicate something
- Do not confront;
- Don't threaten consequences;
- Be aware of the language used;
- Do not get into a power struggle;
- Don't talk about a child's behaviour in front of them;
- Give children respect and dignity;
- Inform child: "You can't do X until you have done Y"

Pupils with SEND or other specific needs will have a personalised behaviour support plan where needed. Behaviour incidents for these children will be recorded on CPOMs and must be factual.

All behaviour must be discussed with the child so that they understand why the behaviour is unacceptable. **Staff is discouraged from punishing a whole group unless this is unavoidable or appropriate.**

CPOMs

- Persistent low level and severe behaviours such as fighting, swearing, etc. will be recorded on CPOMs.
- Any communication with parents regarding behaviour must also be recorded on CPOMs.
- All staff must continue to record any incidents related to safeguarding on CPOMs and ensure that a member of the DSL team/ SENDCo have been informed.

Exclusion

Where a child's behaviour causes significant concern and a range of strategies outlined above have failed, there will be a referral of the issue to the Headteacher to agree whether or not it is appropriate to move the child on to the terms of the exclusions procedure. As part of our positive behaviour strategy, and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school exclusions procedure.

We endeavour to include, not exclude, and we approach all difficult and dangerous behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

For further details, please refer to our Suspension and Permanent Exclusions Policy.

Approach to bullying (including cyber bullying)

Definition of Bullying: Bullying is a behaviour (action or deed), by a group or individual, usually repeated over time, that hurts an individual/group physically or emotionally, with the result that the victims are often not able to concentrate on their learning.

In line with the Child on Child Abuse policy, we believe that nobody has the right to hurt other people by hitting or kicking them, calling them names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have the right to learn in a supportive, caring and safe environment without fear of being bullied.

We will not tolerate bullying of any kind. We particularly strive to identify bullying, such as racist, sexist, homophobic or cyber-bullying. The school is equally concerned about bullying within and out of school and will react firmly and promptly where bullying is identified.

E-safeguarding is a fundamental element of our core and extended curriculum. Issues surrounding cyberbullying may come to our attention and, although the majority of these incidents are likely to take place outside of school, the school takes a supportive approach to managing such concerns. We use SENSO, an online monitoring system, to monitor and manage all of the devices used by children.

All pupils are encouraged to talk to their teachers when they have a concern and through assemblies, values lessons and our PSHE curriculum, they learn that if a pattern of unkind behaviour begins to emerge they **must** speak out. They also learn that if they know bullying is happening and do not act to prevent it, then they must share some responsibility for the hurt the victim is feeling.

The school will:

- support children who are being bullied
- help bullies to change their behaviour
- take bullying seriously and find out the facts of any incident
- Meet those concerned individually
- Break up bully groups where they exist
- Help children develop positive strategies and assertion techniques
- Record incidents of bullying in a consistent way that allows for monitoring (through CPOMS)
- Discuss with and involve children in agreeing class rules, school rules and appropriate behaviour.
- Involve the police where necessary
- Hold whole school assemblies on relevant issues
- Participate in initiatives such as anti-bullying week and address the topic of anti-bullying through PSHE lessons and our Values Curriculum

Pupils can help prevent bullying by:

- Showing that you and your friends disapprove – bullies will soon stop if they are left out of things.
- Giving sympathy and support to children who may be bullied.
- Being careful about teasing or personal remarks - imagine how you might feel being bullied.
- If you know of serious bullying, tell a trusted adult. It is not telling tales; the victim may be too scared or lonely to tell.
- Don't stand back and let someone suffer.
- Remember, there is always someone to help you and listen to you in addition to your class teachers.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Investigations into incidents are overseen by a member of the senior leadership team, who will decide on the appropriate action to be taken. Parents will be informed promptly. Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of bullying behaviour which they

encounter personally or become aware of. This is reinforced via assemblies, **Anti-Bullying Week**, PSHE and during class / circle time.

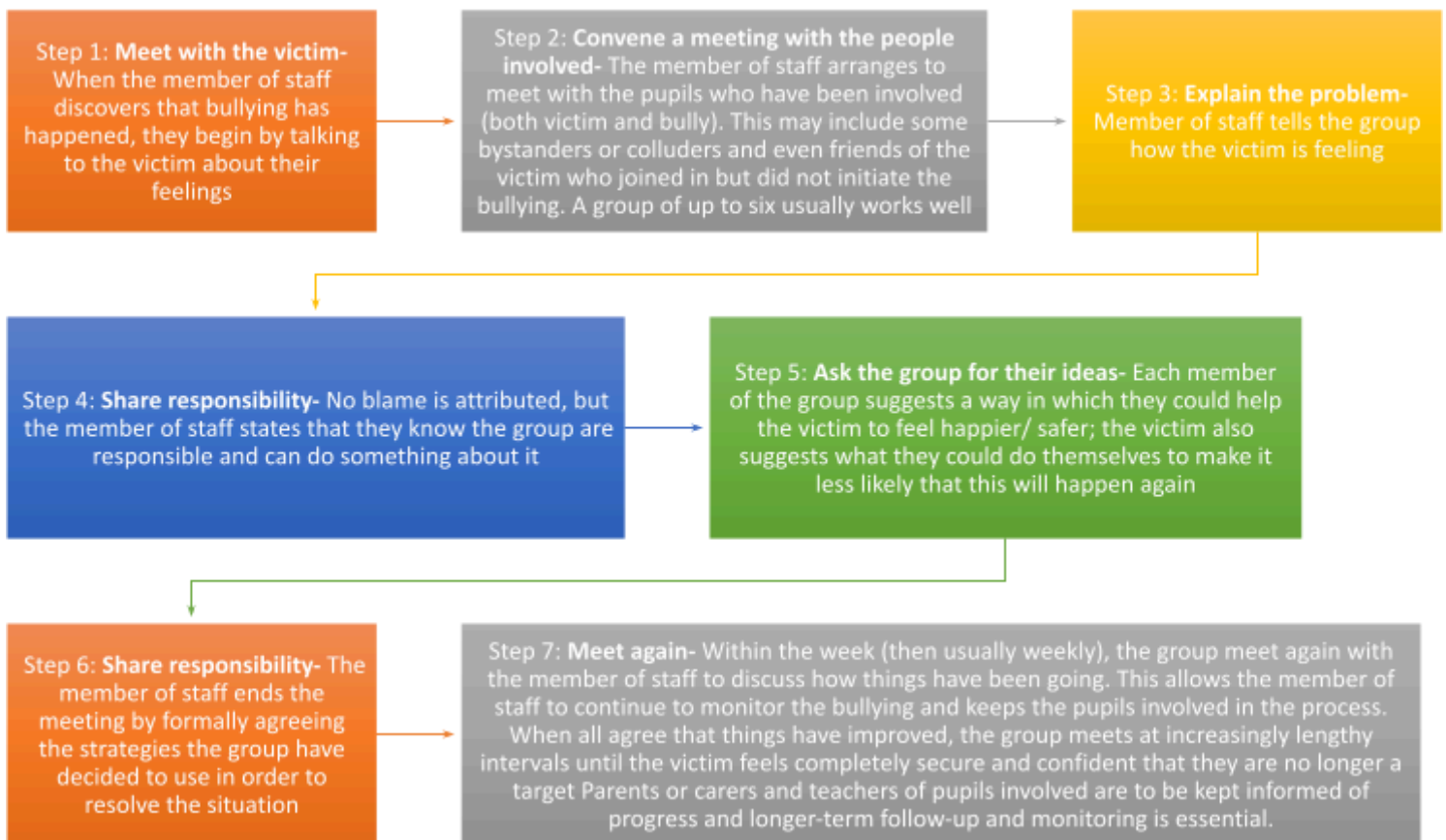
The Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of all incidents of racism and bullying and reported to Governors termly.

Tackling Bullying (including cyber-bullying)

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

The flowchart below is used as the basis for staff to resolve a bullying situation, where the day-to-day intervention of the class teacher has been unsuccessful. Depending upon the circumstances, the number of pupils involved can vary and, if they feel confident enough, the victim is encouraged to be part of the group when it continues to meet with the member of staff until such a time that all members of the group (and their parents or carers) consider the problem has been successfully resolved.

When bullying has been observed or reported:



When such incidents occur, a letter will be issued which offers parental advice regarding supervision of internet and mobile phone use.

Consequences for Bullying and Racist Bullying Behaviour (this must be in discussion with SLT and the Headteacher):

First incident of bullying	Further incident of bullying	If bullying continues
<ul style="list-style-type: none"> • 1 day internal exclusion • Letter to parents • Meeting with parents • Removal of privileges, e.g. representing the school at sports fixtures 	<ul style="list-style-type: none"> • 2 day internal exclusion • Letter to parents • Meeting with parents • Removal of privileges, e.g. representing the school at sports fixtures 	<ul style="list-style-type: none"> • External exclusion for a fixed period • Permanent exclusion will be considered for persistent bullying
First incident of racist bullying	Further incident of racist bullying	If racist bullying continues
<ul style="list-style-type: none"> • 2 day internal exclusion • Letter to parents • Meeting with parents • Removal of privileges and responsibilities, e.g. representing the school at sports fixtures/ School Councilor 	<ul style="list-style-type: none"> • External exclusion for a fixed period • Letter to parents • Meeting with parents • Removal of privileges, e.g. representing the school at sports fixtures 	<ul style="list-style-type: none"> • Permanent exclusion
<i>Racist bullying conducted by children aged 10 and above will be reported to the police.</i>		

In addition, we will:

- engage promptly with parents to ensure their support
- utilise restorative justice approaches
- provide support through PSHE, assemblies, Values curriculum, etc.
- work with the educational psychologist or other outside agency where necessary

Specialist training for emotional support and well being

We have staff trained to deliver the following interventions:

- Thrive
- Drawing and Talking
- Lego Therapy

In addition, we will provide support for children that are struggling with behavioural issues through our **Aspire club** which takes place every day during lunch time. This club provides support for children that struggle in social situations and have difficulty in forming friendships.

Calm spaces

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Every class has a Regulation Station. In addition, we have calm spaces which provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. These spaces include:

Infant Site	Junior Site
Sensory Room Woodland Room SLT office Library	Sensory Room Thrive Room Various group rooms around the school Multi-purpose room

Physical intervention/ restraint

Any physical intervention strategies comply with guidance from Team Teach. A list of members of staff that have received Team Teach Training can be found in the office, staffroom and each area around the

school. Team Teach training allows the staff to de-escalate and safely manage restraint and physical intervention if required. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

Use of Reasonable Force

At Foxdell we follow the DFE guidance **The Use of Reasonable Force** Advice for Head teachers, Staff and Governing Bodies. As highlighted in this guidance, all school staff members have a legal power to use reasonable force to prevent pupils injuring themselves or others, damaging property, committing a criminal offence and to maintain good order and discipline. If the force used is reasonable, all staff will have a robust defence against any accusations. The power to use force helps ensure the safety of pupils, staff and the school; the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil or prevent them from taking action needed to prevent a pupil causing injury to others.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Whether the force used is reasonable will always depend on the particular circumstances of the case and whether the force used is proportionate to the consequences it is intended to prevent. This means that the degree of force used should be the minimum needed to achieve the desired result. Force is generally used for control or restraint:

- **Control** can mean 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 hand or arm or ushering a pupil away by placing a hand in the centre of the back).
- **Restraint** is when members of staff prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when a pupil is violent and causing danger to themselves or others and physical intervention is needed to calm them.

Restraint may be used to prevent:

- a pupil from attacking a member of staff or another pupil, or to stop a fight between two or more pupils
- a pupil causing deliberate damage to property
- a pupil causing injury or damage by accident, through rough play or by misuse of dangerous materials or objects
- a pupil leaving the classroom if this results in risk to their safety or the safety of others
- a pupil behaving in a way that disrupts a school event or visit

We seek to minimise the possibility of force being required by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind and therefore the use of force should **only** be a last resort. De-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff. The judgement on whether to use force and what force to use will always depend on the circumstances of each case crucially with clear information about the individual concerned i.e. special educational needs/ behavioural needs/ etc. Where it is known that force is more likely to be necessary to restrain a particular pupil, individual risk assessments will be set up.

Staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatens their own safety. At Foxdell, we have trained members of staff qualified in team teaching. Where possible, these members should be approached if and when the use of restraint may be required.

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management has the right to defend themselves from attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point

of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Support Plan.

The procedure for recording each significant incident in which a member of staff uses force on a pupil is as follows:

- Record the incident including all the strategies that have been used and the length of time that the force was used in the Bound and Numbered book (white A4 book stored in the Headteacher's office- at each site)
- An accurate account of the incident (staff involved, strategies used including de-escalation, etc.) needs to be recorded on CPOMs with the Team Teach category selected. On the incident record, please state the incident number from the Team Teach book (e.g. incident 12 in the Team Teach book should be noted as incident 12 in the CPOMs record)
- The incident must be reported to the pupil's parents or carers as soon as possible after the incident - this is to ensure that parents are kept informed of serious events at school concerning their child.

All serious behaviours must be recorded on CPOMs.

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

Use of force will never be used as a punishment because it would then fall within the definition of corporal punishment, which is illegal.

Liaison with Parents

Parents will be kept informed of any serious concerns about their child's behaviour. If it appears that this must be monitored on a regular basis a 'home/schoolbook' may be started. The incidents will be written by the teacher or Inclusion Manager at regular intervals. Any general behaviour issues can be discussed with parents at the termly parent meetings.

Monitoring

In light of this policy the senior leadership team will regularly monitor the behaviour throughout the school. Agreed changes to this policy will then be incorporated, as necessary.

Appendix 1

STAGE 1: These behaviours do not interfere with other's safety or learning and they happen for the first time.			
Example of behaviour	Things to say	Strategies to deal with the behaviour / consequences	Things to watch out for
Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking.	Label behaviour/explain effects: 'You are calling out/making noises/fidgeting. This is distracting others from their work.' Describe positive action: 'You need to sit down/work quietly please.'	Tactical ignoring (for a short period only). Describe positive desired action. Praise others in the class for doing the right thing. If this is not effective, follow the behaviour and consequences above.	Could the behaviour be demonstrative of a sensory need? Monitor future incidents to check for this.
Pushing in the line.	Describe positive action: 'You need to go to your own space in the line.' Remember how to do 'good walking,' hands behinds back and hands on handrails when on stairs. Remember to be respectful.	Describe positive action first. If this does not work, send the child to the back of the line. If this is not effective, follow the behaviour and consequences above.	Is this happening regularly? Does the child need a visual reminder card to help them with this?
Play fighting.	Label behaviour/explain effects: 'You are fighting. This is not a good idea because someone could get hurt.' Describe positive action: 'You need to focus on your work/find a different game to play.'	Describe positive action first. If this is not effective, follow the behaviour and consequences above.	
Walking around the classroom without permission.	Label behaviour/explain effects: 'You are wandering around the room. This means that you are not focused on your work.' Describe positive action: 'You need to go back to your table and focus on your work.'	Describe positive action. If this is not effective, follow the behaviour and consequences above.	Does the child need regular learning breaks to help keep them focused? If so, ensure that this is built into each lesson.
Squabbling or arguing (disagreement).	Redirect attention: 'What should you be doing right now?' Ensure the issue does not continue: 'This is finished now. We are going to focus on our work.'	Resolve issues between children if necessary. Redirect attention. If this is not effective, follow the behaviour and consequences above.	

Foxdell Primary School

Telling tales/made up stories about others.	Redirect attention: 'How did you respond when...did that? Did you make the right choice?' Reassure: 'Thank you for telling me. Right now, I am...but I will deal with that later.'	Resolve issues between children if necessary. Redirect attention. If this is not effective, follow the behaviour and consequences above.	Does the child need a social story to help them understand how to deal with issues with others?
Throwing a tantrum which does not endanger others, themselves, or school property.	Show empathy: 'I understand you're feeling...because...' Calm the situation: 'Take some deep breaths/come and sit down/let's move away from...'	Remove the child from the situation for some calming/reflection time if needed. Explain later (after the child is calm) why the behaviour was not what we expect. Discuss calming strategies with the child for future use. If this is not effective, follow the behaviour and consequences above.	Is there another reason why the child has reacted in this way? Check with parents/carers to see if there is anything else going on in the child's life that might be having an impact on their behaviour.
Failing to complete the task set.	Check understanding: 'What do you need to do next?' Direct towards helpful strategies: 'What could you do/use to help you with that?' Encourage: 'I can see you have made a great start there. Now you just need to...' Give a choice: 'You can either get your work finished now and then it will be done, or you can choose to carry on chatting/fidgeting/wasting time but then you will have to do your work in your own time.'	Check understanding and resolve any issues/misconceptions arising from the task. Relocate the child to a place where they are better able to concentrate. If nothing else is effective: have the child finish the work during playtime or lunchtime.	Why is the child failing to complete the task? Is it because the level of work is too challenging? Do they need some sensory input/a learning break to enable them to focus?








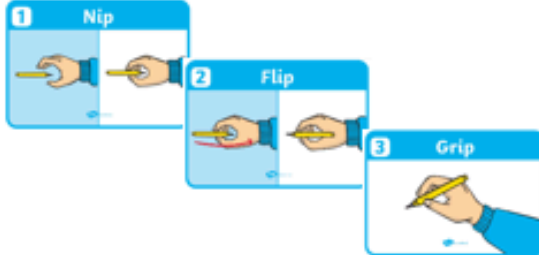

STAGE 2- These behaviours begin to impact others safety and learning. They are often behaviours that have continued from stage one and sometimes require a period of reflection. At this stage, it is important to remember that we are trying to keep children safe and teach children better skills, not punish children.

Example of behaviour	Things to say	Strategies to deal with the behaviour/consequences	Things to watch out for
Failing to complete the task set for the second time in a day.	Check understanding: 'What do you need to do next?' Direct towards helpful strategies: 'What could you do/use to help you with that?' Encourage: 'I can see you have made a great start there. Now you just need to...' Give a choice: 'You can either get your work finished now and then it will be done, or you can choose to carry on chatting/ fidgeting/ wasting time but then you will have to do your work in your own time.'	Follow behaviour and consequences above. Ensure that they finish the work they have missed during playtime/lunch time.	Would the child benefit from a Now and Next Board to help keep them on task/break the challenge down into manageable chunks?
Deliberately breaking/destroying school property.	Explain rule: 'In our school, we must all take care of property. You have made the wrong choice by breaking/destroying this...'	Follow behaviour and consequences above. Give the child a set period of time in another Class. Give the child a job to do to 'pay back' the school for the property they have broken e.g., tidying, sorting, helping an adult at playtime etc.	
Swearing at another child.	Explain rule: 'In our school, we are always kind to others. Swearing at someone else does not show that you are being kind. You have made the wrong choice by using that word.'	Follow behaviour and consequences above. Give the child a set period of time in another Class. Child to write a letter of apology during playtime/ lunch time.	Does the child need a social story to help them to understand why swearing is inappropriate?

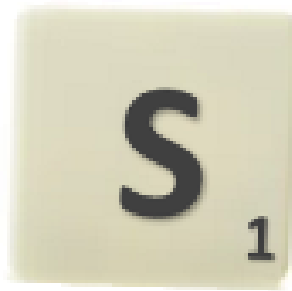
STAGE 3- These behaviours seriously impact on others safety and learning			
Example of behaviour	Things to say	Strategies to deal with the behaviour/consequences	Things to watch out for
Calling a child/adult racist/homophobic name.	Label behaviour/explain effects: 'You have said something that is racist. That is extremely upsetting for others to hear, and it is not acceptable at all in this school.'	Send the child to a member of the Senior Leadership Team. Incidents MUST also be reported to the Headteacher.	Could any racist behaviour be an indicator of radicalisation? Check PREVENT guidelines and inform a DSL where necessary.
Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Running out of the classroom during a lesson.	(Remember: the main priority in the first instance is to diffuse the situation and calm the child down. The behaviour can be dealt with later) Show empathy: 'I understand you're feeling ... because...' Calm the situation: 'Take some deep breaths/come and sit down/let's move away from...'	(Remember: physical restraint should only take place if there is no alternative to ensure the safety of a child and must only be carried out by members of staff who have received Team Teach training). After situation is calm: Send child/ren to the Headteacher/member of the Leadership Team.	

Appendix 2

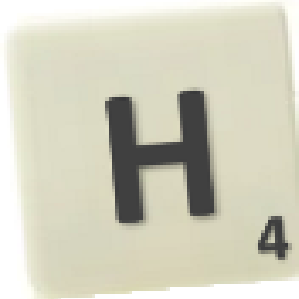
Read Write Inc. Phonics Silent Signals

<p><u>Stop signal</u></p> 	<p><u>TTYT (talk to your partner)</u></p> 	<p><u>Perfect partners</u></p> 	<p><u>Magnet eyes</u></p> 
<p><u>MTYT (my turn, your turn)</u></p> 		<p><u>1,2,3</u></p> <ol style="list-style-type: none"> 1) Children stand up 2) Move to wherever you need them (tables, groups, space in the hall) 3) Sit down 	
<p><u>1,2,3,4 are my feet flat on the floor</u></p> <p><u>5,6,7,8 my chair is in my back is straight.</u></p> 	<p><u>Nip flip and grip</u></p> 		<p><u>Handwriting signal</u></p> 

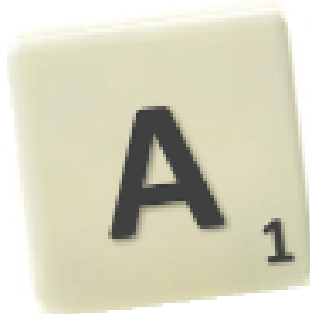
Appendix 3



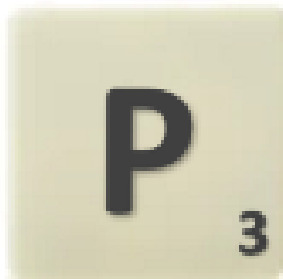
Sentences: No
single words
answers



Hand away from our
mouth: Be confident



Articulate – Use
the key words



Project: Loud and
clear, no mumbling



Eye contact: Look towards
who asked the question