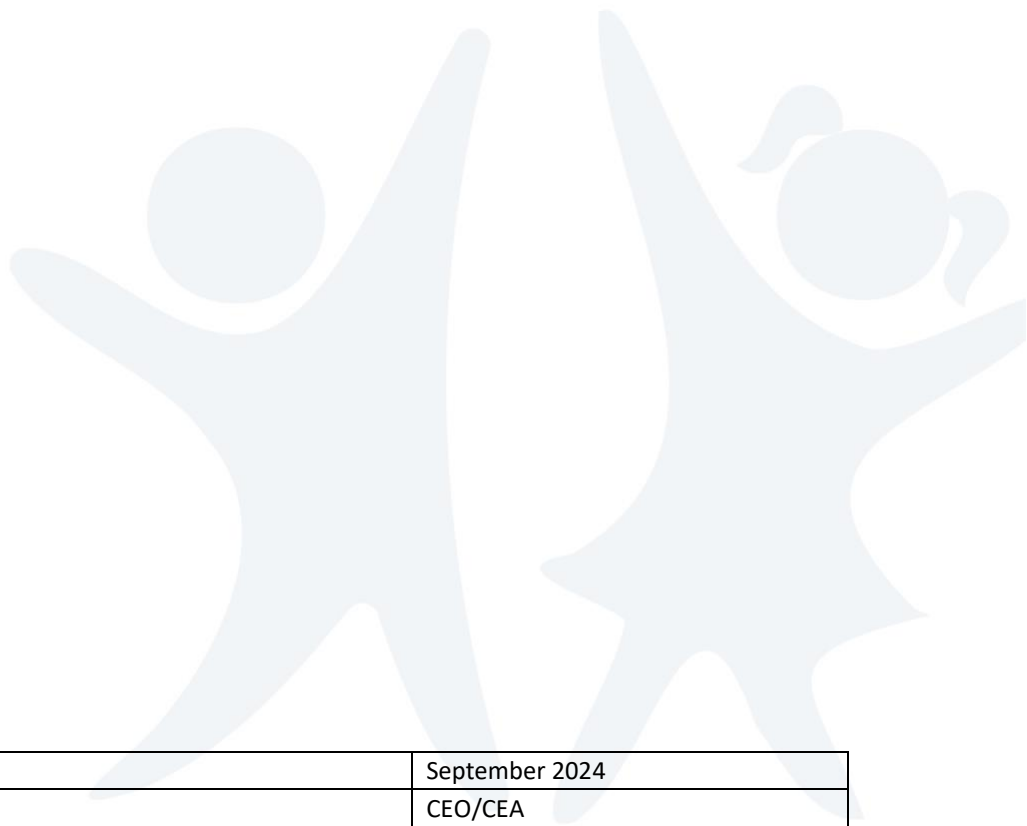


Foxyards Academy Behaviour and Relationships Policy



Date approved:	September 2024
Approved by:	CEO/CEA
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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') approach to behaviour at Foxyards Academy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment, and ICT Acceptable Use policies and Procedures. For staff, copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams. For parents, relevant policies which must be published are available on our website.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

For staff, this Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the **All MAT Staff** area on Teams.

Rationale, Aims & Principles

We, at Foxyards Academy, are committed to creating an environment where excellent behaviour is always at the heart of productive learning. Everyone in our Foxyards family shows positive and inclusive behaviours and we expect all our family members to accept responsibility for their actions and always encourage others to do the same. The purpose of this policy is to promote a calm and consistent environment across the whole school to enable our children to flourish. Our behaviour and communication policy demonstrates our core values with emphasis on respectful behaviour, with clear, consistent boundaries. Our core family values are always at the heart of everything we do, aiming to develop a caring, respectful, creative and resilient community, so that we can achieve excellence together.

We expect all staff and children to:

- create a positive, caring and learning environments for all everyone.
- ensure that everyone is treated fairly, shown respect and promote positive relationships.
- help children take responsibility for their behaviour and understand the consequences of their actions.
- build a community which values kindness, care, and empathy for others.
- continue to ensure that mental health and the well-being of everyone in our Foxyards family is supported and valued.

To achieve these aims and expectations

- The behaviour strategies in this policy will be consistently implemented throughout our school community.
 - Prosocial behaviour will be promoted, and behaviour that falls short of this will be reflected upon and consequences will be natural and logical.
- Children and staff will be clear on their role within our school community to promote and reflect our school values.
- We will ensure that our school community is inclusive, creating a broad and balanced educational experience for all.
- All staff and children will actively promote every child's right to be safe, to be treated with respect and to learn without disruption.
- To consistently remind children of our school rules and values frequently in lessons, assemblies and visually around our school site.

Whole school rules

1. We keep ourselves and others safe.
2. We keep our hands and feet to ourselves.
3. We are respectful.
4. We always try our best.

Our Family Values

At Foxyards, we cherish our family values, and they are at the centre of everything we do at our school. We believe these are values for life and we strive to use them as our foundations for school. See below our Foxyards five family values:



Responsibility

Children who follow and demonstrate our school rules and values are given responsibilities in class and around school in various ways, ranging from class monitors to ambassadors within school. Some roles may include Junior Leadership Team, Prefects, Head Student, OPAL Play Leaders, and Librarians.

Curriculum

At Foxyards, the curriculum plays an essential part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well-planned, exciting and challenging activities, promotes independence and positive behaviour.

We encourage systems and routines to keep well-ordered classrooms.

The values and school rules are reinforced by the staff in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who make the right choices
- Backing up verbal praise with actions.

Promoting Positive Behaviour

There are several ways we recognise where children have gone above and beyond in their work, attitude, behaviour, or effort.

House Points System

At our school, we utilise the Bromcom MIS system to manage house points. These points are virtual and serve to recognize and encourage positive behaviour amongst our pupils. Below is how we use house points to encourage positive behaviour:

1. **Earning House Points:**

- Pupils receive house points for adhering to our school rules, embodying our family values, and going above and beyond in their lessons. For example,
 - a pupil who has completed their work and had a good lesson would earn 1 house point
 - if a child has demonstrated one of our Family values they would earn 2 house points
 - If a member staff has recognized that a child has had an outstanding week they would earn 5 house points
- The accumulation of house points is tracked digitally, allowing us to maintain an accurate record for each pupil.

2. **Rewards and Milestones:**

As pupils accumulate house points, they become eligible for rewards. For instance:

- when a pupil reaches a multiple of 50 house points, they receive a certificate acknowledging their achievement in our weekly praise assembly.
- A staff member may see a pattern in positive behaviour where contact with parents and carers will be informed through a range of methods.

3. **House Group Competition:**

- Our system also enables us to monitor weekly house point totals for each house group.
- The house with the highest weekly total earns the coveted House Point Trophy.
- Additionally, these points contribute to an end-of-year celebration for the winning house who will have an afternoon of fun activities Children have a say in what this may look like.

We believe that recognising and celebrating positive behaviour as a house community cohesion and fosters a supportive and motivated school community. Each child and staff member will be allocated into a house.

Our four house teams are based on Dudley and Tipton's history, and they are as follows:

- Blue – Tibintone
- Green- Eyston
- Red – Edwards
- Yellow – Price

4. Acknowledgement for children's achievement:

Afternoon Tea – every week, a child from each year group, who has accumulated the most house points that week, is selected to have a small afternoon tea experience where the child can select a drink and have a choice of cakes and biscuits with a member of the Senior Leadership or Pastoral Team.

Star of the week - Children will strive to receive our Star of the Week award. Star of the Week is awarded to a child who has demonstrated one of our family values and are a great role model for others. We can use our Bromcom MIS system to determine which child has demonstrated a particular family value throughout the week. Star of the Week is given out in our weekly praise assembly. Each class teacher will pick one child in their class for the award.

The Excellence Award – Children who have gone above and beyond in their learning will have the chance to receive our Excellence Award. The Excellence Award is given to a child who have produced a higher-than-expected piece of work that demonstrates their perseverance and resilience. Similar to Star of the Week, the Excellence Award is given out in our weekly praise assembly. Each class teacher will pick one child for the award.

Verbal praise – This may be private or public but mindful of children who feel uncomfortable with public praise. A staff member will affirm a children's choice to make positive choices throughout our school day.

Roles of responsibility - Given to children who consistently behave as good role models will be entrusted with a role of responsibility. Staff will monitor children who are achieving a high number of house points. Potential roles are:

- Head Pupil
- Prefects
- OPAL leaders
- Librarians
- House Captains
- Junior Leadership Team

Stickers - given out by Teachers, Support Staff and Lunchtime Supervisors for effort with work, behaviour and being a positive role model. Stickers may be given out alongside house points for children who may need a visual reward.

Attendance Certificates – for 100% attendance over the term and year.

Messages Home – Using e-messaging to celebrate hard work, success, positive behaviour, etc.

Postcards – like e-messages home. Children will receive a postcard home to celebrate hard work, success, positive behaviour, etc.

Phone calls home – A Phone call to parents and carers to say what a great job their child has done in school.

Behaviour strategies to support children

General strategies

Staff have several strategies that they can use to support behaviour in their classroom or around school:

- Praise in Public (PIP)
- Reprimand in Private (RIP)
- Self-Regulation strategies (Zones of Regulation)
- Quiet spaces
- Sensory boxes – where appropriate
- Consistent use of proper language

Visible Consistencies/Active Ingredients

- Staff will greet every child as they enter the classroom
- All staff are responsible for all pupil behaviour – SEE IT, ADDRESS IT and MOVE ON
- Being ready for every lesson – books, resources out etc.
- Being out on duty on time

Emotion coaching and 30 second scripts.

- Praise before a command
- No blame approach – 'Tell me what has happened'

At Foxyards, we prioritize a safe and conducive learning environment. All staff address incidents of inappropriate behaviour promptly and fairly, always aiming to support our pupils without causing humiliation or embarrassment.

Inappropriate behaviours may include defiance, refusal, disengagement, disruption, disrespect, physical incidents, and verbal incidents, including sexist, racist, homophobic, discriminatory, or abusive behaviour towards peers and adults.

Below is our school's protocol for managing inappropriate behaviour:

1. **Non-Verbal Warning:** Staff members provide gentle reminders through non-verbal cues such as brief eye contact or staff hand placed on table where the child is.
2. **15-Second Intervention:** Acknowledging poor choices, staff remind the child of previous positive decisions and expectations.
3. **Behaviour Points:** Depending on the severity of the event, a child may receive either -1, -2, or -3 behaviour points.

Consequences for behaviour points:

-1 Behaviour Points: The child loses 5 minutes of free time and has a light-hearted restorative conversation with the teacher who assigned the points.

-2 Behaviour Points: The child loses 10 minutes of free time and completes the Three Restorative Bubbles worksheet (Appendix C). This supports an open dialogue to identify what went wrong and how to move forward.

-3 Behaviour Points: The child loses 15 minutes of free time and completes the Three Restorative Bubbles worksheet. Additionally, parents or carers receive a phone call to inform them of the behaviour event.

4. **Patterns of Behaviour Points:** If a child accumulates -10 behaviour points within a period:
 - The class teacher notifies parents/carers.
 - A meeting with the class teacher and Year Group Leader/SLT is arranged to support the child in making better choices and succeeding at Foxyards Primary Academy.
 - In addition to the above, SLT and the Pastoral Team will closely monitor patterns of inappropriate behaviour each week, and the following steps will be taken if needed:

Step One:

- Positive Support Plan may be created
- A behaviour book may be implemented
- Use of ABCC charts and Bromcom MIS to identify triggers or patterns of behaviour

If there is no improvement in behaviour, we will move to Step 2 of the pathway.

Step Two

- Identifying individual targets and support for the pupil focussed on the area(s) of concern.
- Referral to an appropriate service(s) will be discussed with parents/carers.
- If it is deemed necessary, parents/carers will be contacted to complete a risk assessment with school.

Step Three

- If the poor behaviour continues to be a concern, a further meeting will be arranged with the parents/carers to discuss ways to move forwards.

Suspensions/Exclusions

Please refer to our Suspensions and Exclusions Policy, available on our website.

Inappropriate behaviour and the use of reasonable force

Members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The use of force is deemed reasonable if it is proportionate to the consequences it is intended to prevent. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove disruptive children from the classroom where they have refused to follow instruction to do so and may cause physical/emotional harm to another person.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom that would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight.
- Prevent a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – this is unlawful.

Any additional training for staff is at the discretion of the Headteacher when considering the needs of specific pupils.

At Foxyards, we aim to be an inclusive school and certain groups of children will have adaptations to our policy.

Please also refer to our Physical Restraint and Reasonable Force Policy, available upon request.

Behaviour and children with SEND

Behaviour of children with SEND will follow the current policy wherever possible to maintain a consistent approach across all year groups and phases. However, when an individual child displays behaviour which indicates further support and strategies need to be implemented, these will be undertaken in unison with the SENDCo, class teacher and parents/carers, along with the child, where appropriate. This differentiation will be dependent on the needs of each individual child. Additional support may also be sought from external agencies such as

Sycamore, Phase Trust, Play Therapy and local authority SEND teams. We understand the importance for all children to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010. A Support plan will be put in place for children who have SEND.

EYFS / Nursery

In EYFS, a nurturing, supportive approach is taken towards managing behaviour (which is broadly in line with that used in the rest of our school). While younger children are learning how to behave in a formal school setting, staff reinforce positive learning behaviours preparing the children for transition up the school.

Learning self-regulation and socially appropriate behaviour is a developmental process. In EYFS, staff always support good behaviour through modelling expectations, whilst managing challenging behaviour appropriately. Staff also form positive relationships with parents and carers to form a supportive home-school partnership, working together to encourage and nurture good behaviour.

Working together with parents and carers is crucial in EYFS. This needs to include talking to parents about all aspects of the child's behaviour and, where necessary, recommending the involvement of external agencies (for example, SEYS [Specialist Early Years Services]).

Expected Roles for each stakeholder in school

The role of the pupil

- **Attendance and Punctuality:** Pupils are expected to attend school every day (unless a valid reason is given) and arrive on time. Regular attendance ensures continuity in learning and helps build a sense of responsibility.
- **Active Participation:** Pupils should actively engage in classroom activities, discussions, and group work. They should ask questions, share their thoughts, and contribute to a positive learning environment.
- **Respect and Courtesy:** Pupils should treat teachers, staff, and fellow children with respect and courtesy. Politeness, kindness, and empathy are essential.
- **Adherence to Rules and Policies:** Pupils are expected to follow school rules, including dress code, behaviour guidelines, and safety protocols. This promotes discipline and a friendly school community.
- **Academic Commitment:** Pupils should participate in assessments. They should strive for academic excellence and seek help when needed.
- **Homework and Independent Learning:** Completing homework and engaging in independent learning activities are crucial. Pupils should take responsibility for their own progress.
- **Involvement in Extracurricular Activities:** Participating in clubs, sports, and other extracurricular activities enriches the school experience. Pupils can explore their interests beyond the classroom.

The role of the class teacher

It is the responsibility of the class teacher to ensure that our school expectations are followed in their class, and that their class behaves in a responsible manner. Teachers teach lessons which allow pupils to engage, enjoy and motivate. This contributes towards a positive class culture and effective discipline structure.

Our three consistencies that ALL staff are expected to demonstrate are:

- **Meet and Greet**- All teachers to meet children at the door of the classroom, with a smile and a kind word. All learning begins at the door, and it is our aim that there is always a positive start to school day.
- **Tidy Classroom / Tidy Corridor** – It is the children’s responsibility to ensure that our classrooms and corridors are tidy, however it is all staff’s responsibility wherever they are within our school, to ensure children respect all areas of our school by keeping them tidy and walking sensibly while in and around our school building.
- **Consistent use of our behaviour policy**- It is the aim of all staff to ensure that our values and whole school rules are consistently upheld, throughout the school.

The class teachers at our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teacher treats each child fairly and enforces the classroom expectations consistently while treating all children in their class with respect and understanding.

Where appropriate, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Pastoral Team, and be involved in conversations with external agencies.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the ‘Schools: Statutory Guidance’ (update 4 April 2016) to implement our school behaviour policy consistently throughout school, and to report to Manor Multi Academy Trust, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in our school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of the parents/carers

We work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We outline school expectations in our school behaviour policy, and we expect our parents and carers to support them. We expect parents and carers to support their child's learning, and to co-operate with school. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we must use reasonable sanctions to counsel a child, parents and carers should support our actions. If parents and carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via Manor Multi Academy Trust.

The role of Manor Multi Academy Trust (Manor MAT)

Manor MAT has the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Trust supports the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement our school behaviour and discipline policy, however the Trust may give advice to the Headteacher about particular disciplinary issues.

The behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- online (involving children at school)
- wearing school uniform
- in some other way identifiable as a pupil at our school.

Even where the five conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of our school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of our school or the Trust.

Confiscation

School staff have the power to confiscate property from pupil under their general right to discipline. Confiscated articles will be returned to children or parents or carers at a suitable time, or disposed of, if appropriate.

Suspensions and Exclusions

Please refer to our Suspensions and Exclusions Policy.

Review and monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, with approval from the CEO/CEA. We keep a record of incidents. Behaviour incidents will be logged on CPOMS using the given categories with a brief overview of the incident and action taken.

The Headteacher keeps a record of any pupil who is suspended or permanently excluded.

