

Foxyards Academy
Behaviour, Relationship and
Communication policy



Policy Written by: A. Shaw

Policy to be in effect from: 1st September 2023

Policy to be reviewed: July 2024

Our Foxyards Family are: Caring, Respectful, Creative and Resilient.

Rationale

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 is expected to maintain the highest standards of behaviour, to accept responsibility for their actions and always encouraging others to do the same. Our behaviour policy demonstrates our core values with emphasis on respectful behaviour, with clear, consistent boundaries; a partnership approach to managing poor conduct and purposeful interventions that support both staff and learners. Our core 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.

Aims and Expectations

- To create a positive, caring, learning environment for all children and staff.
- To ensure that all children and staff are treated fairly, shown respect and promote positive relationships.
- To help children take responsibility for their behaviour and understand the consequences of their actions.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To ensure that excellent behaviour is a minimum expectation for all.
- To continue to ensure that mental health and 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 the behaviours and actions they are choosing, that these choices have consequences and that they understand those consequences through reflection.

The purpose of this policy

- To create a calm, consistent and positive learning environment to enable our children to flourish.
- To ensure a consistent approach to behaviour management throughout our school community.
- To ensure that behaviour is in line with our school values and is encouraged and supported using a reflective behaviour approach.
- To ensure where necessary, consequences for disruptive behaviour are appropriate and effective throughout the school community.

Promoting positive attitudes and life-long behaviours

Our Foxyards values reflect our life long aims for all of the children who attend Foxyards. Children at Foxyards will always aim to be:

- Caring
- Respectful
- Creative
- Resilient
- Striving for excellence

Staff at Foxyards will:

Consistently promote these values throughout every facet of school life through:

- All communication.
- Creating exciting and engaging learning opportunities
- A wide variety of enrichment opportunities.
- Clear modelling
- Supportive conversations
- Logical and natural consequences
- Reflecting feelings of pride and an understanding of self-awareness

The reflective behaviour system

At Foxyards, we promote reflective behaviour throughout the school. The aim of this is to allow children time to think about the choices they have made and the consequences of their actions, not only for themselves, but for those around them.

Green behaviour:

At the beginning of each school day, a child will begin on 'green behaviour', regardless of any sanctions the previous day. A 'green behaviour' a child who is outwardly demonstrating our Foxyards family values. Should a child receive a sanction, the child's name is moved from the green behaviour section until they are displaying the correct behaviour once again. This should be done as quickly as possible, to allow the child to move on from their mistake, having reflected upon their behaviour. Each class to reflect upon their collective behaviour at three points during the day- Morning, Lunch and the end of the school day.

Reflective behaviour:

When a child is not behaving in line with our Foxyards values, a member of staff will remind the child of the consequences of the actions they are choosing. Wherever possible, any sanctioning of children should take place away from other children, while not placing themselves in a vulnerable position. This is to ensure that the child concerned is in no way humiliated publicly in front of their peers. Staff are to reflect on positive behaviour at three points each day- As children arrive / Lunchtime / End of the day.

When initially dealing with disruptive behaviour staff will use language such as:

E.g. Was that a sensible choice? What will happen if you continue to make this choice? Was that a choice you are proud of? Is that a choice that is helping those around you to learn?

If a child continues to display the same behaviour use the following 30 second script and refer to our behaviour sanction flow chart.

30 Second Script-

I notice that you are... (continuing to- shout out / play with your pencil etc)

It was our rule about being respectful / resilient / caring that you have broken

By continuing this behaviour you have chosen to ... (receive a yellow card / spend 5-15minutes at playtime)

Do you remember when you (wrote that amazing story / helped ... with their work), that's the child I need to see today. Thank you for listening.

Behaviour flow chart

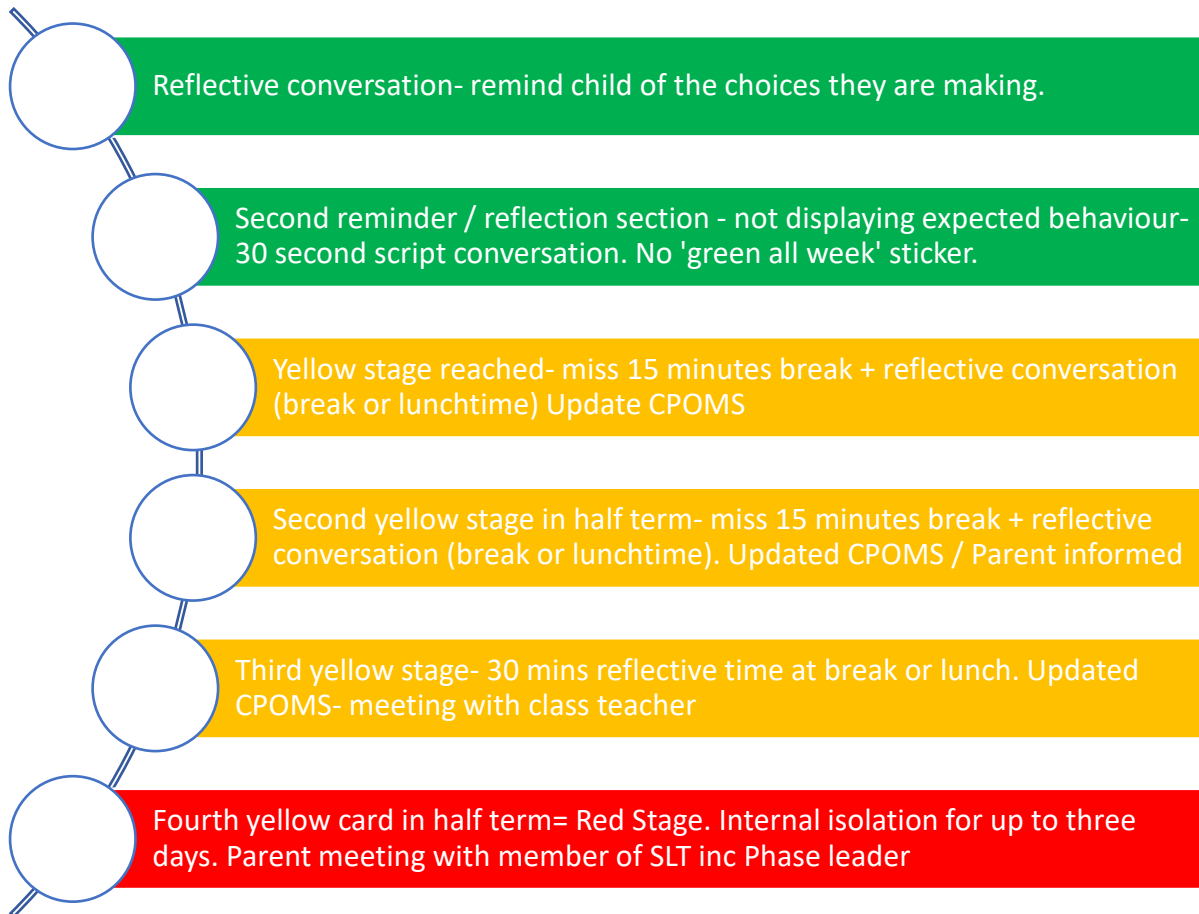
A yellow card is defined as:

- Continuing behaviour that disrupts and impacts negatively on their own and other children's learning and is not in keeping with our Foxyards family values.

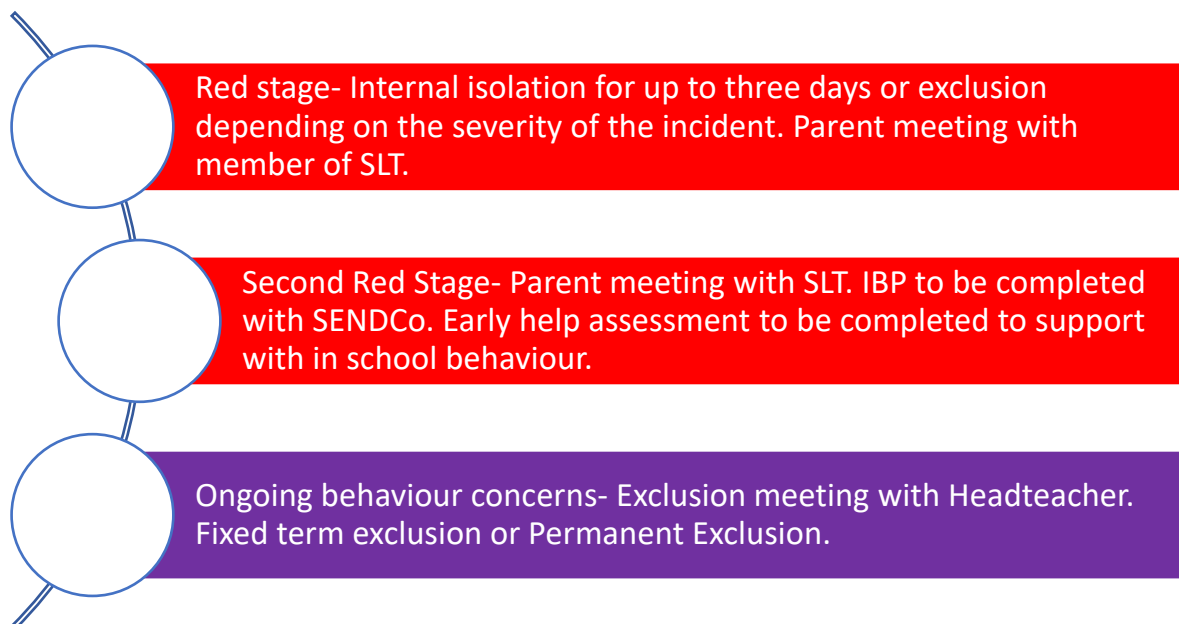
A red card is defined as:

- Behaving with **intent** to knowingly hurt others or damage property.
- **Knowingly** discriminating against others, using language or actions.

Yellow Card Procedures



Red Stage



***The above is for guidance and may be amended at any time to allow for individual events and circumstances. Rewards will also be removed in circumstances where it is deemed inappropriate.**

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, 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. The school understands the importance for all children to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010.

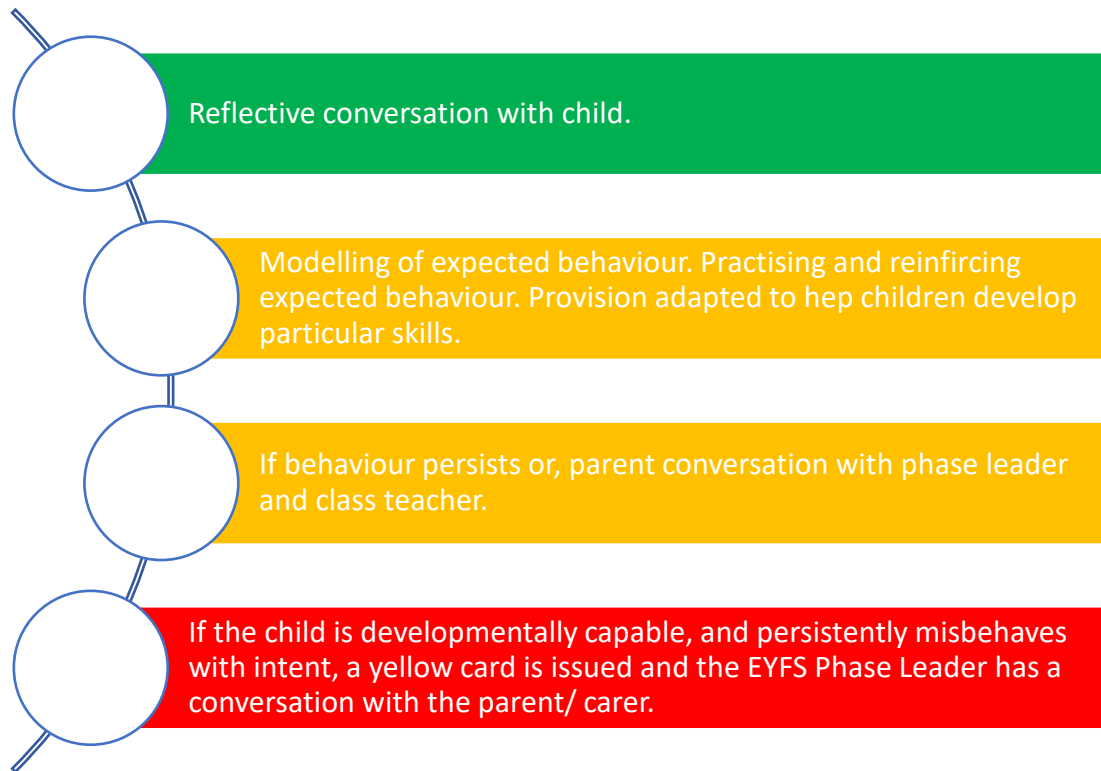
EYFS / Nursery-

In EYFS, a nurturing, supportive approach is taken towards managing behaviour (which is broadly in line with that used in the rest of the 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 support good behaviour through modelling expectations at all times, 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).

EYFS:



However, some behaviours are particularly concerning, e.g. intent to harm, intentional damage of property and persistent poor behaviour (when a child is developmentally capable of making the right decision). Incidents such as these are managed on an individual basis. Where necessary, staff take the following measures:

- Removing the child from the situation for a short amount of time or missing part of a playtime.
- Issuing a red card and having a conversation with the parent / carer at the end of the school day.

In EYFS our aim is to develop positive relationships with parents, creating a partnership with school to promote good behaviour. When communicating with parents, EYFS staff seek to celebrate positives in addition to concerns.

Rewards at Foxyards

At Foxyards, we aim to reward positive behaviour and those displaying our values as often as possible. This is centre to the positive learning environment and community we want to create.

Star of the week:

Class teachers choose a child who has consistently demonstrated school values throughout the week, or in an act of particular prosocial behaviour

Excellence Award:

Each week, Class teachers choose a child who has particularly excellence through their learning.

Accelerated Reader Certificates:

Reading is fundamental to our learning culture at Foxyards. Children are presented certificates during our weekly awards assembly: for enthusiasm; number of books read; points scored as well as most words read per class.

Daily Rewards-

Stickers

We recognise that, depending on their age and stage, children need tangible rewards to support them in their move from extrinsic motivation to intrinsic motivation. We give stickers out to support this and ensure that children are proud of what they are doing in school. These stickers support a wider conversation with children, where they are supported to feel proud of themselves, their actions, their efforts and their work.

Classroom Culture:

Within classrooms each member of staff will work towards enabling a consistent approach to positive reflective behaviour at Foxyards.

In each classroom there is:

- Recognition / behaviour display
- Reference to our school values

Playtimes and lunchtimes

It is important that our Foxyards values and standards of behaviour are continued during play and lunchtimes. Lunchtime supervisors are encouraged to identify positive behaviour and actions of children relating to our values, as well as ensuring the safety and well-being of all children.

Lunchtime supervisors also constantly reinforce our Foxyards family values, while supervising and facilitating OPAL playtimes. In the case of poor behaviour, wherever possible, it is the lunchtime supervisor's role to de-escalate any situations, talking to the child / children in question.

30 Second Script- First warning

I notice that you are... (being unkind / being disrespectful etc)

It was our rule about being respectful / resilient / caring that you have broken

By continuing this behaviour will be choosing to ... (have time out / discussion with Phase leader / class teacher)

I remember when you (helped me to... / said something kind to), that's the child I need to see today. Thank you for listening.

30 Second script- Second warning - sanction

I notice that you are... (continuing to- be unkind / being disrespectful)

It was our rule about being respectful / resilient / caring that you have broken

By continuing this behaviour you have chosen to ... (have time out / discussion with Phase leader / class teacher)

Thank you for listening.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the 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 / Corridor Expectations – 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 the school, to ensure children respect all areas of our school by keeping them tidy and walking sensibly while in and around the school building.
- Consistent use of our behaviour policy- It is the aim of all staff to ensure that our values 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 the school behaviour policy consistently throughout the school, and to report to the 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 the 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

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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

If the school has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that 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 the Trust.

The roles of the Trust

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

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

Suspensions and exclusions

Only the Headteacher has the authority to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to the permitted maximum number of days set by the Local Authority in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If incidents persist or develop beyond the procedures stated in the school behavioural system the next course of action may be an internal isolation. The pupil is then removed from the classroom and supervised by a member of the Senior Leadership Team to complete work and receive counselling in an attempt to avoid any repercussions. This is done with due care for the children involved, to remove the potential for ongoing conflict and is done with a view to returning the child to class as soon as is appropriate.

If the Headteacher excludes a pupil, the pupils' parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Trust. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Trust about any permanent exclusion, and about any suspensions beyond five days in any one term.

Review and monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps 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 who is permanently excluded.

Policy Written by: A. Shaw

Policy to be in effect from: 1st September 2023

Policy to be reviewed: July 2024.