



Foxhole
Learning
Academy



Behaviour Policy

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Date Adopted by Governors	July 2023 (updated October 2023)
Scheduled Review Date	July 2024 (extended to Autumn 2025)
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

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"Visible consistency with visible kindness allows exceptional behaviour to flourish."
(Paul Dix, 2017)

Rationale

At Foxhole Learning Academy we believe that every child has the right to learn in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens of Cornwall and the wider world.

We recognise that "when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all." (Banerjee, Weare & Farr, 2014)

At Foxhole Learning Academy we follow the 3 simple rules of being **Ready, Respectful** and **Safe**. These are displayed around the school and align with our core values and our Trust shared values.

Our Key Principles for Positive Behaviour:

1. Consistently positive adult behaviour
2. High expectations of ourselves and for others
3. First attention to best conduct
4. Relentless routines
5. Follow up and repair

Consistent adult behaviour

At Foxhole Learning Academy, we expect and enable every member of our school community to behave in a considerate way towards others. This includes every child, member of staff, parents, governors, and visitors.

We expect everyone's behaviour to reflect 'The Foxhole Five' core values of **relationships, wellbeing, kindness, curiosity** and **creativity**. We believe that when all adults behave in this way then children will also do the same. We want all our children to feel valued and cared for at all times, remembering that we are the weather that creates the climate.

Every adult is expected to:

- Model the behaviour that is expected of the children
- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Pay first attention to the best conduct
- Address and discuss negative behaviour 'privately'
- Be calm and controlled in their response to challenging behaviour



PACE (Dan Hughes, 2012)

When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach. This means:

Playful – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively.

Acceptance – actively accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on behaviour.

Curiosity – trying to find out about the behaviour without judgement – correction with connection. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.

Empathy – feel into their experience and empathise with the child to help them to make sense of their big feelings. 'No wonder you're feeling x. It is painful when y happens.' 'So, you're letting me know that you are feeling really miserable right now.... I can understand that...'

High Expectations of Self and Others

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. The importance of expectations is demonstrated most forcefully by the Rosenthal and Jacobson study, where they found "What you expect is what you get". We have high expectations of all children and staff at Foxhole Learning Academy and ensure that these are clearly communicated with our whole school community.

There is no place in our school for the following unacceptable behaviours:

- Bullying
- Abuse of any kind
- Spitting
- Physical aggression
- Throwing dangerous objects
- Threatening/intimidating others
- Verbal aggression
- Swearing
- Rudeness to others
- Dishonesty or stealing
- Ruining others property or work
- Fighting
- Vandalism
- Refusing to follow instructions
- Leaving the classroom or hiding
- Climbing unsafely
- Bringing dangerous items to school



First attention to the best conduct

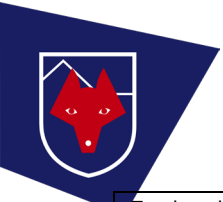
At Foxhole Learning Academy, we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one. We always endeavour to give first attention and recognition to those children who are meeting our expectations. This is done through:

- Public praise of those children doing the right thing – “It is noticed when we do the right thing”
- Inviting children who have worked ‘over and above’ to share their learning with others in the school
- Regular, consistent use of the Dojo system for positive recognition
- Weekly certificates for positive behaviour in assembly
- Weekly citizen award and citizen lunch with the headteacher and others from our school community
- Elected and applied for Jobs and responsibilities within the classroom and the wider school
- Sharing achievements on Dojo and social media with parents and our school community

Relentless routines

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe we must teach them explicitly to our children and consistently remind them until they become embedded as positive habits. At Foxhole Learning Academy we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful** and **safe** throughout our school.

Activity	What does this look like in our school?
Lining up	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Walking around the school	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Entering/leaving assembly	<ul style="list-style-type: none"> ▪ Children and adults enter as above. ▪ We use thinking minds and so sit in quiet reflection. ▪ At the end of the assembly, we share our school creed – thinking about the words. ▪ We leave calmly when signalled by our adults.
In the lunch hall	<ul style="list-style-type: none"> ▪ We enter the hall sensibly. ▪ We remove our coats and hats. ▪ We wait calmly as we approach the servery. ▪ When receiving our lunch, we say thank you to the lunchtime team. ▪ We use our knife and fork to eat a hot meal. We are guided to practise this skill by others.
Around the school	<ul style="list-style-type: none"> ▪ We hold doors open for one another. ▪ We pick up any objects/litter that we see. We pick coats and bags up off the floor and hang them on pegs to keep our school safe.



End or break/lunch	<ul style="list-style-type: none"> ▪ We stop quickly when we hear the 1st whistle at the end of break. All children are expected to stop. ▪ At the 2nd whistle we walk calmly to the place where we line up.
Gaining children's attention	<ul style="list-style-type: none"> ▪ We use a silent stop signal when adults require our attention. ▪ When we are engaged in an activity this is accompanied with a countdown from 5.
Addressing excessive noise levels	<ul style="list-style-type: none"> ▪ The volume of noise in our learning environment should be matched to our activities.....Sometimes it will be buzzy, sometimes quiet, and sometimes silent. ▪ Our adults will use the silent stop signal to remind us.
Answering questions/feedback	<ul style="list-style-type: none"> ▪ Discourage the use of hands up wherever possible. Use alternative methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling)
Leaving the classroom	<ul style="list-style-type: none"> ▪ Children must always ask for permission to leave the classroom.
Moving around the classroom	<ul style="list-style-type: none"> ▪ Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time. ▪ If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.

Foxhole Learning Academy's Rewards and Sanctions System

Rewards

Whilst we believe that the curiosities and wonder of being in classrooms filled with exciting learning should be the intrinsic motivator for children to present positive behaviours, we know that the use of extrinsic motivators help children to engage their focus. Therefore, we use some extrinsic motivators to create a culture of 'celebrating positive behaviour' in our school community.

Golden Time and The Dojo System

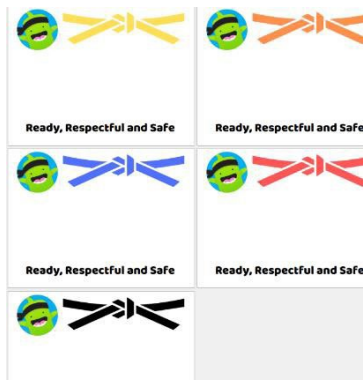
- All pupils and staff know our 3 Rules of **we are ready, we are respectful, we are safe.**
- All teachers and support staff should spend time explaining and exemplifying what these Rules mean, look like and sound like. The rules apply to every area, and every minute at school.
- All pupils who keep to our Rules all week receive 30 minutes of Golden Time on a Friday afternoon in recognition of their positive behaviour.
- Dojos are daily awards for behaviour that is 'over and above'.

Golden Time is 30 minutes of highly motivational extra-curricular activities on offer across the school for children who have kept their Golden Time to choose from. These can be adult or child led, for example disco's, scooters/skateboards, smoothie-making, bring your own toy, nail varnish club, Pokemon etc.

The Golden Time choices for the week are advertised during Monday morning Collective Worship so that all children are clear on the extra incentive for the week. It is important that the choices on offer stay fresh, exciting, motivational and follow children's interests.



Dojo System



At Foxhole Learning Academy we use Class Dojo as a means of communicating with our parents and to recognise children's efforts and achievements in and around all aspects of school life, including behaviour. Dojo Points are given by teachers and teaching assistants and by other adults around the school who spot excellent behaviour.

Positive Dojos are awarded to pupils who go over and above our 'learning behaviour' expectations – these are always in reference to our Rules. When they receive a Dojo, children move their name through 5 different coloured belts on a display in their classroom. These are yellow, orange, blue, red and finally black belt. If they reach the black belt by the end of the day, they will receive a positive postcard home. This will be a handwritten and personalised message from the class teacher about how the award was achieved. Children collect their 'over and above' cards and will receive a special album when they reach 25.

As a whole class, children will work towards a collective number of Dojo Points to earn a class reward.

Sanctions

All children have the right to learn in classrooms that are free from disruption and feel safe.

At times there may be a need to use sanctions as a consequence of poor behaviour choices to act as a deterrent for those still learning how to choose positive behaviour.

These are age appropriate:

- Pupils who break a rule receive a verbal warning. If there is a further rule break their name will go on the 'thinking cloud'. If they continue to break our rules their name will be circled and this will indicate that 5 minutes of golden time has been lost.
- Each day is a fresh start – all names are taken off the board at the end of the day.
- Pupils who have lost their Golden Time must report to the Headteacher at the beginning of Golden Time where they have time out to reflect on the rule break.
- Loss of Golden Time is logged on a slip by the class teacher and kept on file in the Headteacher's office.
- Records of Golden Time losses are analysed by the SLT every half term.
- If a pupil loses Golden Time 3 times in a half term their parent/s will be called in to school for a meeting with the Headteacher and Class Teacher, they will lose the privilege of after school clubs for that term and will lose the right to represent in a leadership role or at extra-curricular events.



"Too often we forget that discipline really means to teach, not to punish..." (Dr. Dan Siegel, 2020)

Logical Consequences

At Foxhole Learning Academy we believe in the impact of logical consequences which work alongside our sanctions. The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules. Logical consequences help children look more closely at their behaviours and consider the impact of their choices.

Unlike 'punishment', where the intention may be to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes, understand the impact of their positive or negative behaviours in a supportive atmosphere.

Sanctions after a 'Golden Time' loss has been issued

Golden Time losses can only be issued at a maximum of 5 minutes per day. This is important as it means that even if a child has 5 minutes Golden Time taken each day, they will still be able to achieve 5 minutes on a Friday.

If, after a child has had their 5 minutes taken from then, they continue to make poor choices then the next step is removal to another workspace until they are ready to return to their class. If this behaviour continues after removal, then parents will be notified, and a fixed-term suspension will be issued.

Suspensions and permanent exclusions

At Foxhole Learning Academy, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

"Just 7% of children who were permanently excluded and 18% of children who received multiple fixed period exclusions went on to achieve good passes in English and maths GCSEs, qualifications that are essential to succeeding in adult life". (Timpson Review, 2019)

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA.

The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any suspensions. The LGB itself cannot either suspend a child or extend the suspension period made by the Headteacher.



Serious Incidents

If a child's is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be removed from the situation or others around the child moved to make the situation safe. We may have to move directly to suspension and the headteacher/SLT must be informed. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section). Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents.

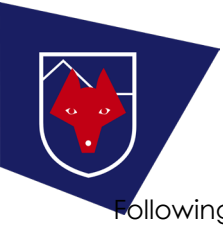
It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

Five Step Approach

As outlined in our policy, if a child falls below our expectation of being **ready, respectful** or **safe**, we will follow a 5-step approach:

1. **Verbal warning:** Adults will discretely and gently remind children about our rules and expectations in order to refocus them. Adults will offer help and support to turn the behaviour around e.g. "This behaviour is stopping learning. What do you need to behave safely?" "Help me understand which part you are finding tricky." "How can we make this easier for you to manage so that you can be ready for learning?" If they re-engage, adults will ensure that this is positively reinforced.
2. **Visual warning:** Children will have their name written on the thinking cloud as a visual warning. Adults will acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around. They will be reminded that they could lose 5 minutes of their Golden Time. If they re-engage, adults will ensure that this is positively reinforced.
3. **Loss of Golden Time:** Children's names will be circled on the thinking cloud to indicate that they have lost 5 minutes of Golden Time. Adults will acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around. If they re-engage, adults will ensure that this is positively reinforced.
4. **Time out:** If after following the steps above, children are still unable to be ready, respectful and safe they will be taken to another class or to a quiet area with an adult for time out. They will be expected to complete an appropriate task set by their teacher. Parents will be informed that their child has reached this stage and informed of any lost learning.
5. **Headteacher/SLT:** If the behaviour continues or escalates, the headteacher or member of SLT can be called for support. This may result in a fixed term suspension. Parents will be invited for a meeting if behaviour has reached this stage.





Following a meeting with parents, we may use several strategies to support children, and where necessary families. This may include:

- Bespoke behaviour plans
- Home school communication book
- Regular behaviour meetings
- Referral to Early Help/other agencies
- In class learning aids
- Adaptations to the child's timetable
- TIS intervention
- Nurture provision

Follow up and repair

At Foxhole Learning Academy, a vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future. We want them to understand that there can always be a fresh start and that the staff at Foxhole Learning Academy will always hold them in unconditional positive regard.

If a child has lost Golden Time or had time out in another class, this must be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next break time when the child is calm or ready to talk. This is an opportunity to talk things through and as a natural consequence of needing to talk about the behaviour, children will miss all or part of their break depending on the conversation and reflection required. This could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions, 'put things right' and repair their relationships so they are not left with toxic shame. We also recognise that 'forced apologies' will have little impact for any of the parties involved.

Empathetic, supportive attachments and relationships are essential to optimize brain development as 'the attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures' (Siegel, 2012)

Structure of the restorative conversation

EYFS and Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> ▪ Can you help me understand what's happened? ▪ Who has been harmed and in what way? ▪ What needs to happen now to put things right and ensure this never happens again? Discuss any 'logical consequences.' 	<ul style="list-style-type: none"> ▪ Can you help me understand what you think happened? ▪ How did you feel? ▪ What were you thinking? ▪ How do you feel now? ▪ What are you thinking now? ▪ Who has been affected? ▪ What needs to happen now to put things right? Discuss any 'logical consequences.' ▪ How can we do things differently in the future?

Following the restorative process, we always adopt a 'fresh start' approach.



Our Adaptive approach to behaviour for pupils with additional needs

We recognise that our universal approach to managing positive behaviour will be achievable for most of our learners. However, we know some of our children will need a more bespoke, adaptive approach through child centred behaviour plans.

These individual plans are co-created by our SEN team, Class Teachers, the Parents and the child. They feed into our whole school approach and as with other forms of individual support are designed to move children supportively from where they are to a place where they can achieve independently, like their peers.

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At Foxhole Learning Academy, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values
- Using de-escalation techniques such 'PACE' and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised timetables and provision to meet individual needs
- Involvement of parents and the young person
- Involvement of other professionals and agencies where appropriate

The Legal Framework

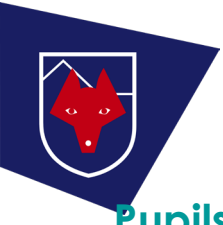
Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

There are times when staff may need to use 'reasonable force'. In order to keep members of the school community safe from harm. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children.

It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed.



Pupils' conduct outside the school gates

The law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school depending on the incident