



FOXBOROUGH PRIMARY SCHOOL

BEHAVIOUR POLICY PRACTICE AND PLAN

Policy confirmed by the Local Committee of Foxborough
Primary School

Key Document Details

Ratified: September 2025

Approver: Chair of Governors

Signed:

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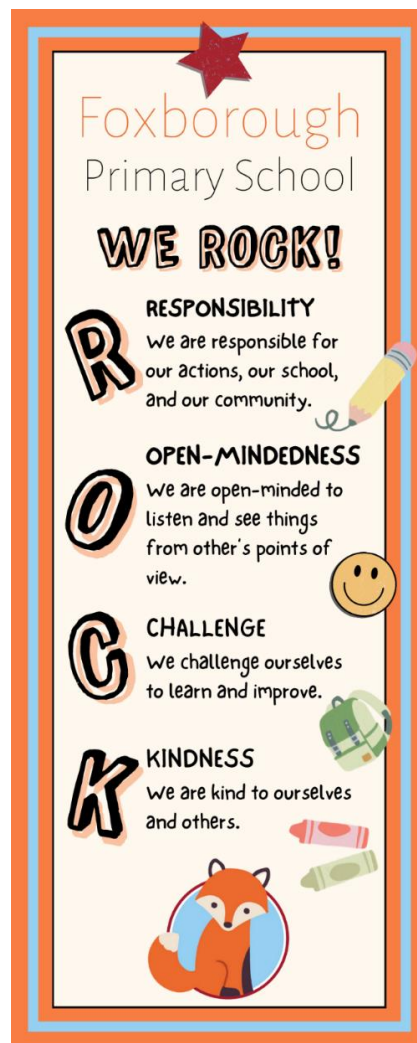
Next Review: September 2026

PURPOSE

Foxborough Primary School's Behaviour Policy follows the guidance set out in the Department for Education's [Behaviour in Schools](#).

At Foxborough Primary School, a member of Pioneer Educational Trust, this Behaviour Policy underpins the school's conscious efforts to create a purposeful and compassionate culture and climate for learning. It is informed by research and best practice, and seeks to promote positive relationships between colleagues and pupils which enables all children and young people to thrive personally and academically. The school and Trust promotes patience, resilience, kindness and respect between adults and children.

Our culture is based on four key values:



This behaviour policy also applies to conduct outside the school premises, including online:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

2.LEADERSHIP AND MANAGEMENT

Roles and responsibilities of designated staff and leaders

School leaders are responsible for:

- Being highly visible and routinely engaging with pupils, parents and staff
- Setting and maintaining the behaviour culture and creating an environment where everyone feels safe and supported
- Ensuring all staff understand the behavioral expectations and importance of maintaining them
- Ensuring new staff are inducted clearly into the school's behaviour culture
- Providing appropriate training which is required for staff to meet their duties and functions within the behaviour policy
- Ensuring staff have received adequate training on how certain special educational needs, disabilities or mental health needs may affect a pupil's behaviour
- Engaging with experts, such as Educational Psychologists, counsellors, therapists and Mental Health Support Teams

All staff are responsible for:

- Developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy
- Ensure pupils meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

The role of the Pupils:

- every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

The role of the Parents:

- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The school data management system is used to track and monitor behaviour and communicate with parents.

Resources allocated

The school has a full-time Pastoral and Family Support Lead who supports children identified as requiring additional support in relation to behaviour. A central part of the Pastoral and Family Support Lead's role is also to support staff and families in implementing a consistent approach and working as a trained Learning Mentor in school. In addition, the school counsellor is assigned two hours per week to support parents.

The school provides a range of pastoral interventions (provisions) to support pupils with any behavioural needs. This includes any stemming from special educational needs.

Governors and trustees

The implementation of this policy is monitored by the Education Standards Board of Foxborough Primary School and the Board of Trustees of Pioneer Educational Trust.



3. Systems Used and Social Norms

This Behaviour Policy recognises that adults' behaviour is key to fostering positive relationships; in order to build the right school culture, all adults must take full responsibility for how they relate to the children in our care. Foxborough Primary School also recognises that behaviour management is a collaboration between the child, school staff and the home environment and that conscious and deliberate action needs to be taken to achieve clarity and consistency through collaboratively embedding 'rigorous, relentless routines.'

These three simple expectations create social norms, which are the (often unwritten) rules about how we behave in a social context.

Our Three School Expectations

Be Ready

Be Respectful

Be Safe

To support our pupils in adhering to our three expectations we, as staff, will always:

- Be calm, consistent and controlled
- Treat everyone with respect and equally
- Recognise effort as well as achievement
- Model and set high expectations
- Praise in public and correct in private

As a team of staff, we promote a set of 'visible consistencies' around the school such as the way that we greet pupils in the morning and the way we enter and exit for assemblies. We have built these consistent routines within classrooms to support pupils in managing cognitive overload and free capacity in working memory to concentrate on the content of the lesson.

- We give attention to those making the right choices to promote positive social norms
- We model high expectations
- We embed rigorous, consistent routines
- We create positive student-teacher relationships

Rewards

At Foxborough Primary School, we believe that the greatest reward is meaningful praise from an adult with whom the child has a positive relationship.



This will always be issued in a sincerely and immediately and will issued when something is praiseworthy rather than something that is expected as part of our daily routine.

Our reward system is based on staff issuing 'tokens' to a pupil or group of pupils. Tokens will be totalled at the end of each school day in a class celebration. Children may also receive individual recognition through:

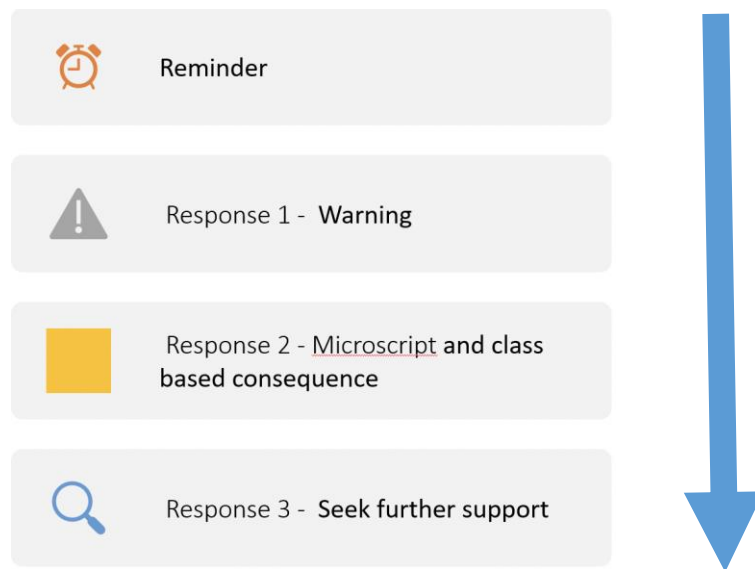
- Phone calls/texts from staff
- We ROCK praise post cards
- Celebration assemblies for positive behaviour and upholding and promoting school values
- Informal discussions at the end of the school day
- Positions of responsibility such as Junior Leader or House Captain

At Foxborough Primary School, we also recognise achievements 'over and above' through whole celebrations which include:

- Celebration assemblies
- Class celebration events
- Golden time

Repercussions

At Foxborough Primary School, we always discuss with our pupils about choices and, on the occasion that a child makes the wrong choice, we use a **response** system to encourage our pupils to make the correct choice next time. Whenever we discuss choices with pupils, we adapt four stage approach.



School staff will issue a response if required during any point during the school day but will ensure the three-stage approach is explained and the child is aware of why they have been issued a response and how they can make the correct choice if a similar situation were to happen again.

‘Further support’ as a consequence for a Response 3 could be:

- a chosen strategy from the child’s zones of regulation toolkit, for example, a big body break, a visit to the farm;
- support from an adult within the classroom such as a Learning Mentor or member of Support Staff;
- relocation to another area of the classroom to remove distraction or seek opportunity for reflection;
- missing part of a break or lunch time;
- removal from classroom

Staff will always ensure that pupils who have missed a portion of break or lunch will have an opportunity to eat, drink and use the toilet. Pupils that are removed from classrooms will be given an opportunity for reflection and to continue their education in another classroom or to self-regulate under the supervision of another teacher or a member of the pastoral support team. We ensure that removal is considered a serious sanction that is only used when other classroom behaviour strategies have been applied. This will be for the minimum amount of time to allow the pupil to reflect and then return to their own classroom for the teacher to complete a restorative conversation. This should be no more than 10 minutes, although this may be adapted for pupils with SEND according to their personal ‘toolkit’. As with every instance of Response 3, parents/carers will be informed.

Any child getting to Response 3 regularly or a severe clause (see below), may be entered into a provision programme to support them. This could include work with the Lead Learning Mentor/placed on a Target Card for a set period of time/attend counselling/play therapy/Educational Psychologist assessment, which parents/carers will be consulted with will be required to support and agree to.

Severe clause

Any of the following behaviours would result in an immediate Response 3.

- The physical abuse of a teacher

- Racial abuse of anyone in the school
- Swearing at a teacher
- Instances of child on child abuse including bullying
- The unprovoked physical abuse of a child
- Deliberately breaking or damaging property
- Other extreme behaviours not listed above, but which jeopardise the health and safety of either themselves or others.

The school reserves the right to internally exclude or suspend a child for a further period depending on the severity of the incident. Every child will be given a fresh start each day or at the end of any period of internal exclusion.

External suspensions and permanent exclusions will follow Pioneer Educational Trust's Exclusions Policy that adheres to the DFE Guidance found

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

in relation to exclusions.

4. Mobile Phones

1. Children may only bring a mobile phone onto school premises for the purpose of maintaining their safety if travelling alone to school (Year 6 only). Phones brought into school for this purpose will be handed into the school office at the start of the school day clearly labelled with the child's name.
2. The school will not accept any responsibility for loss of or damage to a mobile phone brought into the school.
3. Any mobile phones discovered to have been brought into the school and not handed in will be confiscated immediately. Parents/carers will be asked to collect the mobile phone from the school office.

Children in Year 6 are permitted to return home unescorted upon receipt of written permission from parents/carers.

Foxborough Primary School's Behaviour Policy follows the guidance set out in the Department for Education's Mobile Phone Guidance in Schools [Here](#)

5. Staff Induction, Development And Support

Staff induction

As part of their induction programme, all staff receive copies of the behaviour policy and training on the consistent implementation of the school's behaviour policy. This includes training on child-on-child abuse and bullying, and the Trust's code of conduct. All staff must confirm they have read and understood the behaviour policy and accompanying documents in line with statutory guidance.

Regular training for staff

The school runs a comprehensive programme of professional development to ensure that all colleagues implement the policy consistently and know how to respond to individual pupil's behavioural needs as required. This includes through a SEND surgery as well as bespoke one-to-one support where required.

As part of our focus on developing a 'Motivated Staff, teachers and HLTAs work with the senior leadership team on fortnightly cycles of instructional coaching. New staff members, particularly Early Career Teachers and trainees, are supported through coaching to ensure that the behaviour policy is consistently understood and applied.

6. Pupil Transition

All pupils are inducted into the school's behaviour policy each academic year. This is complemented through regular opportunities such as through assemblies, PSHE and support from their class teacher.

Where a pupil needs reintegrating following removal from the classroom, the pupil will meet with the class teacher and will complete a restorative conversation following the three-step model detailed above in the repercussions section.

Where a pupil needs reintegrating following a suspension, the pupil and their family will meet with headteacher, and, if relevant, other agencies. This meeting will include consideration of what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

7 Pupil Support

Roles and responsibilities of designated staff

The Inclusion Lead (Assistant Headteacher) is responsible for:

- Overall responsibility for providing pupil support
- Being highly visible and routinely engaging with pupils, parents and staff
- Ensuring all staff understand the behavioural expectations and importance of maintaining them
- Ensuring new staff are inducted clearly into the school's behaviour culture
- Providing appropriate training which is required for staff to meet their duties and functions within the behaviour policy
- Ensuring staff have received adequate training on how certain special educational needs, disabilities or mental health needs may affect a pupil's behaviour
- Engaging with experts, such as Educational Psychologists, counsellors, therapists and Mental Health Support Teams

The Pastoral and Family Support Lead is responsible for:

- Creating a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- Monitoring and tracking the school's behavior systems
- Supporting school staff to ensure pupils meet the school expectations and maintain the boundaries of acceptable conduct
- Communicating the school expectations, routines, values and standards in every interaction with pupils, parents and carers

- Managing the school pastoral care provisions including Play Therapy, Counsellors, Mentors and Drawing and Talking Therapies

Responding to the behaviour of pupils with Special Educational Needs and / or Disability (SEND)

Foxborough Primary School promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. In the same way that we scaffold learning, we seek to scaffold behaviour for pupils with SEND using personalised toolkits, where this may be needed.

Foxborough Primary School does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion, and will exert judgment on the facts of the situation. The school will consider whether a pupil's SEND has contributed to the misbehaviour and, if so, where it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and DfE guidance on [Behaviour in Schools](#). The school will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. This will include seeking to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Our behaviour system takes a restorative approach in which we ensure that pupils have an opportunity to understand their behaviour and the impact that it has had on others. Following a sanction, a restorative conversation will take place to ensure that pupils understand how to improve their behaviour and meet the expectations of the school. Staff often use 'microscripts' to support these conversations. This is particularly applied where any removal has occurred to ensure that pupils are appropriately reintegrated into the classroom.

Other support systems may include:

- A phone call or meeting with parents, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff
- Inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- Considering whether support for behaviour management remains appropriate

DSL / DDSLs will be appropriately trained to deliver any intervention. Interventions will often be part of a wider approach that involves the wellbeing and mental health of the pupil.

Intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion

The school will support all pupils to understand behavioural expectations and provide support for pupils who struggle to meet those expectations. The school recognises that some pupils will need more support than others and this will be provided as proactively as possible. This may happen outside of the classroom, in small groups, or in one-to-one activities.

Weekly meetings of the pastoral team ensure that leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. These meetings are used to identify interventions as required. Examples of interventions used by the school include:

- Frequent and open engagement with parents from the Family Support Lead, including home visits if necessary
- Mentoring
- Short- or long-term behaviour plans

- Offering and engaging with external school providers which include, Play Therapy, Counselling, Educational Psychologist

The pastoral team will consider an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The graduated response will be used to assess, plan, do and review the needs of pupils and the impact of the support provided. If the pupil has an EHC plan, the school will ensure regular contact with the local authority and may consider an emergency review of the plan where it might be needed.

Where the school has a serious concern about a pupil's behaviour, a multi-agency assessment may be considered.

8. Child-On-Child Abuse

The following should be read in conjunction with Pioneer Educational Trust's Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy, and Keeping Children Safe in Education 2024.

Child-on-Child Abuse Policy

At Foxborough Primary we are committed to providing a safe, respectful, and supportive environment for all children and young people. Child-on-child abuse is any form of harmful behaviour between children, and we have a zero-tolerance approach to all forms of abuse. This behaviour may involve children causing harm to others either in person, online, or through indirect means.

Types of Child-on-Child Abuse can include:

- **Physical Abuse:** Hitting, slapping, kicking, or any other form of physical harm.
- **Emotional or Psychological Abuse:** Bullying, humiliation, deliberate exclusion, or verbal abuse that damages the emotional well-being of others.
- **Sexual Abuse or Harassment:** Any form of sexual contact or behaviour, including inappropriate touching, sexual comments, or making someone feel uncomfortable or unsafe.
- **Neglect:** Deliberate withholding of care, attention, or assistance, including situations where one child may ignore the needs or well-being of another.
- **Cyberbullying:** Use of technology (social media, messaging apps, etc.) to harm, harass, or intimidate another child.
- **Financial or Material Abuse:** Coercing, manipulating, or forcing a child to give up money, belongings, or other resources.

Preventing and Responding to Abuse:

We recognise that children are still learning how to navigate relationships and social dynamics, and sometimes may exhibit harmful behaviour toward their peers. However, it is crucial that all forms of child-on-child abuse are addressed swiftly and appropriately.

- All incidents of suspected or reported child-on-child abuse will be taken seriously, investigated thoroughly, and addressed in line with our safeguarding procedures.
- Victims of child-on-child abuse will receive appropriate support, including access to a trusted adult, counselling, and any additional services needed.
- Perpetrators will be given opportunities to reflect on their actions and provided with the support and education necessary to change their behaviour.

Reporting and Accountability:

Any child or adult who witnesses or is made aware of child-on-child abuse is encouraged to report the incident immediately to a designated safeguarding lead or other trusted member of staff. All reports will be treated with confidentiality, and no child will be penalized for speaking out.

Together, we work to ensure that all children and young people are protected and that any form of abuse is dealt with in a compassionate and fair manner, while prioritizing the safety and well-being of all involved.

Following any report of child-on-child the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. The school advocates strenuously for high standards of conduct between pupils and staff; all within our school community should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations will be sanctioned whilst other investigations by the police and/or children's social care are ongoing. The school will respond assertively to any form of child on child abuse and will instigate an intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Whilst online spaces differ in many ways and most online misbehaviour will be perpetrated offsite, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns will follow the principles as set out in Keeping children safe in education and the guidance provided by the UK Council for Internet Safety, Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

9.Banned Items

The law prohibits the following items from being in schools:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes and e-cigarettes
- Fireworks
- Pornographic images
- Items the staff member reasonably suspects has been (or is likely to be) used to commit an offence, or to cause personal injury, or to damage the property of any person

The above are the items that the school can and will search for.

The school will follow the guidance as set out in the DfE's Behaviour in Schools should searching, screening or confiscation be necessary. It will also follow the same guidance where criminal behaviour is suspected.