



FOXBOROUGH PRIMARY SCHOOL

BEHAVIOUR POLICY PRACTICE AND PLAN

Policy confirmed by the Local Committee of
Foxborough Primary School

Key Document Details

Ratified: September 2026

Approver: Chair of Governors

Signed:

Next Review: September 2027

1 Purpose and principles

This policy sets out how Foxborough Primary School creates a calm, safe, inclusive and purposeful environment in which every pupil can learn and thrive. It reflects the Department for Education's Behaviour in Schools guidance and the school's duties relating to safeguarding, equality, special educational needs and disabilities, searching and confiscation, restrictive intervention, and suspension and permanent exclusion.

At Foxborough, behaviour is everyone's responsibility. Our approach is relational, restorative and inclusive, while maintaining clear boundaries and high expectations. It is underpinned by our ROCK values: Responsibility, Open-mindedness, Challenge and Kindness.

The Good Morning Club (TGMC) supports our whole-school approach. Its central principles are 'regulate to educate' and 'connection over correction'. We seek to notice pupils' readiness for learning, build connection and use co-regulation and calm, consistent adult responses. Connection does not remove boundaries, accountability or proportionate consequences; it helps pupils become ready to understand and respond to them.

We recognise that behaviour can communicate a feeling, difficulty or unmet need. This possibility informs our curiosity and support, but the school will not assume that every incident has a single underlying cause or that support replaces accountability.

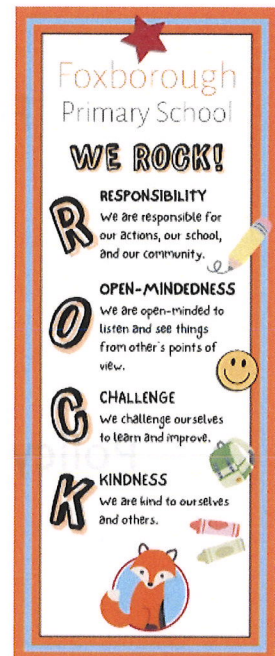
This policy applies to behaviour on the school premises, during the school day, in school-organised activities and, where lawful and appropriate, outside school or online when it affects pupils, staff, the orderly running of the school or the reputation of the school.

2 Our behaviour culture

Positive behaviour is taught, modelled, practised and reinforced through strong relationships, predictable routines and clear expectations. Adults model calm, respectful and professional behaviour and take responsibility for the impact of their own conduct.

- create a calm, safe and purposeful environment
- teach and model expected behaviour explicitly
- use whole-school regulation mapping to understand patterns of readiness and identify where universal or targeted support may be needed
- prioritise proactive and preventative strategies
- recognise and celebrate positive behaviour
- respond fairly, consistently and proportionately
- consider individual needs, context and reasonable adjustments
- support regulation before expecting reflection or repair
- restore relationships and support a successful return to learning
- work constructively with parents and carers

Support and accountability are complementary. A pupil may need additional support or adjustment to meet an expectation while still being held appropriately accountable for their behaviour.



3 Our school expectations

Be Ready

- Be ready to learn.
- Listen, participate and follow instructions.
- Bring and use the equipment needed.

Be Respectful

- Treat others with kindness, dignity and respect.
- Listen to others and respect differences.
- Look after our community and environment.

Be Safe

- Make choices that keep everyone safe.
- Follow safety instructions and routines.
- Tell an adult when someone may be unsafe.



4 Roles and responsibilities

Governors and trustees

- oversee implementation and effectiveness
- ensure legal and statutory duties are met
- receive and scrutinise relevant behaviour information and trends
- review the effectiveness of the policy

Headteacher and senior leaders

- establish and maintain the school behaviour culture
- ensure staff understand and implement this policy consistently
- provide induction, training and support, including TGMC principles
- monitor behaviour and regulation information to identify patterns
- ensure SEND, equality, safeguarding and reasonable adjustments are considered
- work with external professionals where appropriate

All staff

- create a calm and safe environment
- teach, model and reinforce expectations and routines
- notice pupils' readiness for learning and use agreed regulation and co-regulation strategies
- use calm, consistent language and maintain clear boundaries
- respond proportionately and record significant incidents
- report safeguarding concerns without delay
- reflect on how their own regulation and behaviour affect pupils

Pupils

- learn and follow school expectations and routines
- contribute to a safe, respectful and inclusive community
- seek help when they need support to regulate or feel safe
- take responsibility, reflect and repair harm where appropriate

Parents and carers

- reinforce expectations where appropriate
- share relevant information that may affect wellbeing or behaviour
- work constructively with school when concerns arise
- encourage their child to take responsibility

Parents and carers can expect clear communication, fair and proportionate responses, consideration of SEND and individual circumstances, appropriate support, and opportunities for pupils to repair relationships and return successfully to learning.

5 Teaching and promoting positive behaviour

Behaviour and social and emotional skills are taught through classroom routines, assemblies, PSHE, the wider curriculum, modelling, discussion, reflection, transition and pastoral support. Staff establish predictable routines and visible consistencies, including greetings, transitions and the use of shared spaces.

TGMC informs proactive practice. Whole-school regulation mapping helps leaders and staff consider when and where pupils may need greater connection, predictability, movement, sensory support or calm. It is used to improve provision and readiness for learning, not to label pupils or predetermine sanctions.

- warm, predictable welcomes and purposeful starts
- clear visual and verbal routines
- regular opportunities for appropriate check-ins
- calm and consistent adult scripts
- access to agreed regulation tools or spaces where appropriate
- supportive transitions
- explicit teaching of emotional literacy and self-regulation

6 Recognition and rewards

Meaningful, sincere and specific praise from a trusted adult is a powerful form of recognition. Praise should be timely and linked to effort, progress, the ROCK values or behaviour beyond what is ordinarily expected.

- ROCK Points
- certificates and celebration assemblies
- positive messages or calls home
- ROCK praise postcards
- positions of responsibility
- class or whole-school celebrations

Rewards will not be used in a way that humiliates, excludes or unfairly disadvantages pupils who find reward systems difficult to access.

7 Responding to behaviour

Foxborough uses a consistent, graduated approach. Adults first consider safety, their own regulation, the pupil's readiness to respond and the most proportionate next step. Where a pupil is dysregulated, staff will seek to regulate and connect before expecting meaningful reflection. This does not delay urgent action needed to protect safety or prevent serious disruption.

Response 1 Reminder and redirection

- calmly identify the behaviour
- remind the pupil of the relevant expectation
- offer a brief opportunity and support to reset
- acknowledge when the pupil returns to the expectation

Response 2 Clear warning and choice

- explain the concern clearly and privately where possible
- use calm, consistent language and an appropriate boundary
- offer a clear choice and reasonable support to regulate
- explain the likely consequence if the behaviour continues

Response 3 Formal consequence and follow-up

Where behaviour continues, or its seriousness requires a formal response, the school may apply a proportionate consequence. This may include reflection, relocation, a supervised change of learning space, loss of an appropriate privilege, loss of an appropriate portion of social time, removal from class, or another lawful sanction.

Once the pupil is sufficiently regulated, follow-up will normally include a reflection sheet, repair and a supported return to learning. Parents and carers will be informed when Response 3 is used and will be given a copy of the reflection sheet.

8 Serious incidents

Some behaviour requires an immediate senior response rather than the usual graduated classroom sequence. This may include serious physical aggression, discriminatory behaviour, bullying or child-on-child abuse, serious sexual harassment or harmful sexual behaviour, deliberate conduct creating significant risk, serious property damage, possession of prohibited items, or behaviour causing serious or sustained disruption.

The response will consider seriousness, impact, circumstances, age and development, SEND and disability, reasonable adjustments, safeguarding, previous patterns and additional support. A serious incident may lead to a sanction, pastoral or safeguarding intervention, suspension or, where lawful, permanent exclusion.

9 Removal from the classroom

Removal is a serious intervention used only where necessary to restore safety, support regulation or protect learning. It will be for the shortest reasonable period, supervised appropriately, recorded, and accompanied by suitable educational activity wherever reasonably practicable.

Regular removal will trigger review of the pupil's needs, provision, environment, reasonable adjustments and safeguarding circumstances. Pupils will retain reasonable access to food, drink and toilets and will be supported to return to learning.

10 Restorative practice and reintegration

Restorative conversations help pupils understand impact and repair relationships. They take place when those involved are sufficiently regulated to participate meaningfully. A pupil will not be forced to apologise.

- What happened?
- What were you thinking or feeling?

- Who was affected?
- What could help next time?
- What needs to happen to put things right?

Restorative practice does not replace an appropriate sanction. The sanction responds to behaviour; restoration supports learning, accountability and repair. Pupils are offered a fresh start following a consequence, removal or suspension.

11 Supporting pupils with SEND and additional needs

Foxborough maintains high expectations for all pupils while recognising that some require additional support or reasonable adjustments to meet them. The school does not assume that SEND caused an incident, but will consider whether SEND or disability contributed and whether a sanction or its form should be adjusted lawfully.

- personalised regulation strategies or toolkits
- visual or adapted communication
- movement, sensory or regulation breaks
- access to a trusted adult
- mentoring and targeted pastoral support
- behaviour or support plans
- changes to the environment or provision
- specialist assessment, advice or intervention

Persistent, escalating or sudden changes in behaviour may indicate an unmet educational, emotional, social, mental-health or safeguarding need. Where a pupil has an EHC plan, the school will liaise with the local authority and relevant professionals where review may be needed.

12 Equality and non-discrimination

The school will apply this policy fairly and will not unlawfully discriminate. Staff will consider disability, SEND, reasonable adjustments, age, developmental stage and individual circumstances. Leaders will monitor sanctions, removals, suspensions and exclusions for disproportionate impact and act where patterns are identified.

13 Pastoral support and intervention

The pastoral team works with pupils, staff and families to identify support where behaviour is persistent, escalating, changes suddenly or does not improve following universal strategies. Support may include mentoring, family support, counselling or therapeutic work, personalised planning, specialist advice and multi-agency involvement. The DSL or deputy DSL will be consulted where behaviour may indicate a safeguarding concern.

14 Staff induction development and support

Staff receive induction and ongoing development in the school's expectations, graduated responses, TGMC principles, regulation and co-regulation, restorative practice, safeguarding, child-on-child abuse, SEND, reasonable adjustments and relevant Trust procedures. Staff are encouraged to seek support when a situation is affecting their own regulation or wellbeing.

15 Pupil induction and transition

Pupils are taught the expectations at the start of each year and reminded throughout the year. New pupils receive an appropriate induction. Successful strategies are shared during transitions, and reintegration following removal or suspension is planned.

16 Bullying

Bullying is behaviour by an individual or group that is repeated over time, intended to hurt someone physically or emotionally, and involves an imbalance of power that makes it difficult for the person being harmed to defend themselves. It may be physical, verbal, relational, discriminatory, sexual, emotional or online. A single serious incident may not meet this definition but will still be addressed appropriately.

The school will respond promptly, support the child harmed and address the behaviour of the child or children responsible, including safeguarding action where required.

17 Child-on-child abuse

The school responds promptly and robustly to all concerns about child-on-child abuse. It may include physical, emotional, sexual, discriminatory, coercive, controlling or online abuse. Reports will be taken seriously, handled sensitively and shared only with those who need the information to safeguard and support children.

The school will avoid victim-blaming and will not treat sexual harassment or harmful sexual behaviour as banter or an inevitable part of growing up. Children who have caused harm may receive support and education alongside appropriate safeguarding or disciplinary action. No child will be discouraged from reporting a concern.

18 Online behaviour

The same standards apply online and offline. The school may act where online behaviour affects safety, wellbeing, the orderly running of the school, a member of the school community or the school's reputation. Parents and carers have an important role in supporting safe and respectful online behaviour. Safeguarding concerns will be referred to the DSL or deputy DSL.

19 Mobile phones and smart technology

Foxborough is a mobile-phone-free environment throughout the school day. Pupils must not use or access mobile phones or smart technology with similar communication or recording functions during lessons, transitions, breaks or lunchtimes.

In Year 6, where permission is given for individual circumstances, the device must be switched off and handed to the office on arrival for secure storage. Breaches may result in confiscation and a proportionate sanction. Reasonable adjustments or individual medical arrangements will be considered. Parents should contact pupils through the school office.

20 Searching screening and confiscation

The headteacher and authorised staff may search pupils or their possessions where statutory conditions are met and there are reasonable grounds to suspect possession of a prohibited item or an item identified in this policy. Foxborough identifies mobile phones and similar smart technology as items that may be searched for under this policy.

Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes and e-cigarettes, fireworks, pornographic images, and items suspected to have been or likely to be used to commit an offence, cause injury or damage property.

Searches and confiscation will follow current DfE guidance, respect dignity and privacy, consider SEND and safeguarding, and be recorded and communicated as required.

21 Restrictive intervention and reasonable force

In exceptional circumstances, staff may use reasonable force or another restrictive intervention where it is lawful, necessary and proportionate to prevent harm or maintain safety. It will normally be a last resort unless immediate action is necessary. Use will be recorded, reported and reviewed in accordance with Trust procedures, and parents or carers will be informed as required. Review will consider risk assessment, provision, reasonable adjustments and further support. For pupils who have required repeated restrictive intervention, this will be incorporated into their behaviour plan and communicated with parents. Key staff members have been trained in de-escalation and restrictive intervention.

22 Sanctions

Sanctions will be reasonable, proportionate, lawful and appropriate to age, development and individual circumstances. SEND, disability and reasonable adjustments will be considered. Sanctions may include a warning, reflection, relocation, removal, loss of an appropriate privilege or part of social time, lawful confiscation, parent contact, suspension or permanent exclusion.

Sanctions will not be humiliating, degrading or designed to cause physical discomfort. Whole-class or group sanctions will not be used where they unfairly penalise pupils who did not behave inappropriately.

23 Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions and will be used only in accordance with the Trust's Exclusions Policy and current statutory guidance. Decisions will consider seriousness, impact, age and development, SEND and disability, reasonable adjustments, safeguarding, previous support and all relevant circumstances.

Suspension will not be used as a substitute for meeting needs that can reasonably be addressed through ordinarily available provision or targeted intervention. Reintegration may include pupil and parent voice, SEND and safeguarding review, reasonable adjustments, risk assessment, pastoral support and liaison with external agencies.

24 Safeguarding and behaviour

Behaviour can indicate harm, neglect, exploitation, distress or unmet need. Sudden or significant change will be considered in this context. Staff must report safeguarding concerns to the DSL or deputy DSL without delay and follow the Child Protection and Safeguarding Policy.

25 Monitoring and evaluation

Leaders will regularly monitor incidents, sanctions, removals, bullying, child-on-child abuse, restrictive intervention, suspensions, exclusions, repeated behaviour and patterns by pupil group. Regulation mapping will contribute contextual information about readiness and the effectiveness of universal provision; it will not be used in isolation to judge a pupil or justify a sanction.

Monitoring will identify pupils needing support, emerging concerns, potential disproportionality, training needs, environmental or curriculum factors and the impact of interventions. Governors will receive appropriate information for oversight.

This policy will be reviewed annually, or sooner following significant changes to law, statutory guidance, Trust policy or school practice. Review will consider behaviour data, regulation mapping, pupil voice, parent and staff feedback, safeguarding, equality, SEND and the effectiveness of support and sanctions.