

FOULDS PRIMARY SCHOOL



BEHAVIOUR POLICY

Spring 2026

To be reviewed Spring 2027

Legal framework

- This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

This policy is a statement of the principles, aims and strategies for the management of behaviour in Foulds School. It is intended to act as a reference point and to inform teachers and parents. This policy applies throughout the school including the EYFS.

The aims of this policy:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all
- To promote good behaviour - not just deter anti-social behaviour

School Vision

Our School vision is to create a community of lifelong learners. At Foulds we believe that the promotion of good behaviour, good attendance and the development of self-belief, responsibility, kindness and of respect for others are essential foundations for a positive and effective learning and teaching environment.

We aim to ensure that the very youngest right up to those on the threshold of secondary school are encouraged to care about themselves, one another, their school environment and to value each other as individuals, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- We believe that praise, positive actions and reward best promote good behaviour.
- We aim to promote a consistent and fair approach throughout the school.

Foulds School uses 4 simple questions to open conversations about behaviour

Are you being safe?

Are you on task?

Are you being kind?

Are you being respectful?

which can be applied to a variety of situations and are taught and modelled explicitly.

The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour
- Relentless routines
- Scripting difficult interventions
- Time and space to regulate is essential
- Restorative follow up

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility

The governing body will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

Expectations of Adults

All staff must be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding.

- Create an environment that is safe, secure and positive
- Model positive behaviours and build relationships
- Deliberately and persistently catch learners doing the right thing and praise them in front of others
- Foster good relationships with parents/carers
- Recognise that each child is an individual and be aware of their need

- Consistently use the Four Behaviour Questions
- Be calm and give 'take a beat time' when going through the steps. Prevention before sanction where possible
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not behaving in line with expectation unless there is an adult already with them
- Use rules and consequences clearly and consistently

The Headship Team:

It is the responsibility of the Headship Team to implement the school behaviour policy consistently throughout the school, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Ensuring that this policy is published on the school website.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The Headship Team will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support leaders in managing learners with more complex or entrenched negative behaviours
- Look for any trends in behaviours and respond to these in good time

Phase and Inclusion Leads:

Phase Leads are a supportive presence for their team members, standing alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on, and supporting staff in conversations when needed
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Make sure that the restorative conversations are completed

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents.
- Following [Induction Week schedule](#) of setting expectations, rules, routines and behaviour reminders.
- Ensuring that in their classrooms there are: the 4 key questions displayed, message envelope, visual timetable, take a beat box with a timer, stay on green chart, blue cards, house point tokens, marbles.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SLT members up-to-date with any changes in behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Parents:

Managing behaviour in school is more likely to be effective if a school can work with parents as genuine partners in the education of their child. It is important that children receive consistent messages about how to behave at home and school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- Be aware of and respect the school values, rules and expectations
- Support staff in the implementation of the policy
- Foster good relationships with the school
- Make their child aware of appropriate behaviour at all times
- Show an interest in all that their child does in school
- Encourage their child's independence and self-discipline.
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Read the Home-School Agreement with their child and adhere to it.

Positive Strategies/Rewards:

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

For rewards to be effective, the school recognises that they need to be Immediate, consistent, achievable and fair.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Other specific rewards include:

- Marbles for the class jar → a marble party
- Moving up a colour on our Stay on Green
- Raffles
- Treasure box
- Team points (for Key Stage Two only)
- Stickers

Team points are awarded for good pieces of work, for effort or for examples of demonstrating the Foulds' values around the school. These are totalled weekly with the results being shared in assembly. Every time a house reaches a thousand points collectively, they have an extra 10 minutes of break time.

Stepped Consequences

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. Wherever possible we follow a 'public praise, private consequence' strategy. This will not always be the case but our aim is that children's mistakes are dealt with quickly, allowing them to learn and move on from them as privately as possible. All significant behaviour incidents are recorded on Arbor.

This section outlines the steps an adult will take to deal with unwanted behaviour in the classroom and outside. Staff should always use a measured approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child time to regulate and process.

EYFS follow a similar path to what is set out below but they do not use colours.

Steps for dealing with poor behaviour:

Foulds Behaviour Ladder

THE FOULDS FOUR QUESTIONS:

ARE YOU BEING SAFE?

ARE YOU ON TASK?

ARE YOU BEING KIND?

ARE YOU BEING RESPECTFUL?

In class problem

1- Nurturing Nudge

- General (nudge to child) - point to 4 questions
- Positive

'Remember you are here to do your best'

2- Private warning - A 'Blue' (raffle ticket lost)

- Give the child a card on desk
- Using the behaviour key qu. - as few words as possible,
- In ear if possible but otherwise not long, think about tone of voice
- Positive: you need to Or you will need to have a cool off.

3-Cool off -outside

- 'Take 5 minutes and reflect'
- Thinking quietly/ take work if appropriate
- Timer (do not use Take a Beat Box)
- At end of lesson = restorative follow up
- Recorded on Arbor as 'Blue'

*If still dysregulated = not a yellow - need more time
BUT 2nd time in lesson = yellow*

4 - Yellow

- Sent to offices or Phase Leads with work = cooling off desk
- *Re-regulation, work, no talking as not in the right place.*
- Child sits and gets on - no discussion until 10 minute timer finished.
- Initial conversation with adult
- Restorative conversation/sheet with Teacher.
- Teacher to speak with parent.
- Record on Arbor as yellow

Child dysregulated
(eg too excited or frustrated)

1 Self-regulation time

- Time out with toolkit and sensory box to regulate.
- 5min timer – to check back into classroom after 5min and see if ready to return to room.

2

- Check in again after 5 more min
Repeat or purple spot to SLT

Playground (playtime/lunchtime) or PE

1- Nuturing Nudge

- Using the behaviour key qu. - as few words as possible,
- In ear
- Positive: you need to Or you will need to have a cool off.

2- Cool-off

- bench
(down a colour)

3 - Restorative conversation with MTS / CT at end of session

If not positive / no de-escalation

4 - Hand over to CT / appropriate staff member who returns to No. 3

If yellow is establish - recorded on Arbor, parent notified

If not positive / no de-escalation

5. Sent to offices or Phase Leads with work = cooling off desk

- *Re-regulation, work, no talking as not in the right place.*
- Child sits and gets on - no discussion until 10 minute timer finished.
- Restorative conversation with teacher
- Teacher to speak to parent
- Yellow recorded on Arbor
- Phase Leader intervention - conversation with child at Playtime/lunchtime and then conversation with child and parent.

In a week: child reaches 3 blues

- Phase Leader intervention - conversation with child and then conversation with child and parent.

Bullying, Racism, violence (verbal or physical), repeated defiance/rudeness, stealing

- Sent to offices or Phase Leads with work = cooling off desk
- Staff to investigate. Recorded on Arbor as red

Restorative Conversations

Following incidents of unwanted behaviours, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The restorative conversation is based around our four behaviour questions: 'Were you being safe? Were you on task? Were you being kind? Were you being respectful?' as appropriate. The aim of this restorative conversation is for the child to recognise their unwanted behaviour and think about how their actions have an impact on others and also consequences for themselves. We end the conversation with a focus on what could be done differently next time.

Persistent Poor Behaviour

In a week:

if a child reaches 3 or 4 blues SLT are then involved in supporting them.

- First time blue = no parent spoken to.
- Second time = Teacher conversation with parent - make aware, ask for any context.
- Continuous blues or a yellow Phase Lead intervention - conversation with the child. Teacher (and at times Phase Lead) has a conversation with the child and parent to plan for provision to encourage better behaviour choices e.g. reward chart.
- If initial support is not successful, an additional meeting between parent and school will be planned to put in a short term Behaviour Support Plan (including check-ins) to support more formally.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers will work in conjunction with parents/carers, SLT, and the head teacher to devise an individual support plan.

Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We expect that all parents will work in partnership with us and encourage the work to be completed.

Serious (Red Card) Behaviour Incidents

Red Card Behaviours include:

- Violence (i.e. verbal or physical contact made with the intention to harm)
- Repeated defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing

Any of these behaviours will result in an instant move to the cooling off desk with work and an investigation will then be carried out. Red Card incidents will result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may include the Headteacher or a member of SLT).

School visits

Children are expected to maintain the same standards of behaviour off-site as they do within school. Incidences will be recorded and dealt with as per this behaviour policy.

Behaviour outside of school premises

Pupils at Foulds should represent the school in a positive manner. Staff may give consequences to pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also give consequences to pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken seriously.

Positive Handling

When a pupil's behaviour creates risk of significant danger to themselves, others or property, staff follow the positive handling policy.

SEND Pupils

When a child is on the Special Educational Needs register for specific behavioural, Social Emotional or Mental Health difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our consequence system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's SEND Plan or Behaviour Plan if appropriate.

Support Agencies

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include Early Help, the Autism Advisory Team, the Inclusion Advisory Team or other agencies that offer support for pupils and families. The school recognises that on occasion a child may need to spend a period of time in an alternative provision to support them with their behaviour needs. The school understands that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment.

Suspensions and Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will suspend a child for half a day, a whole day or, in exceptional cases, for longer, to maintain the well-being, health and safety of all our community. Only the Headteacher can suspend children externally. A decision to externally suspend will only be taken when all other possibilities and strategies have been tried or for extreme behaviour. In some cases a suspension will be to another local school for that suspension period. On the child's return parents/carers will be required to attend a reintegration meeting with their child and the Headteacher or Deputy Headteacher before the child can re-join their class.

How children can sort out their own difficulties

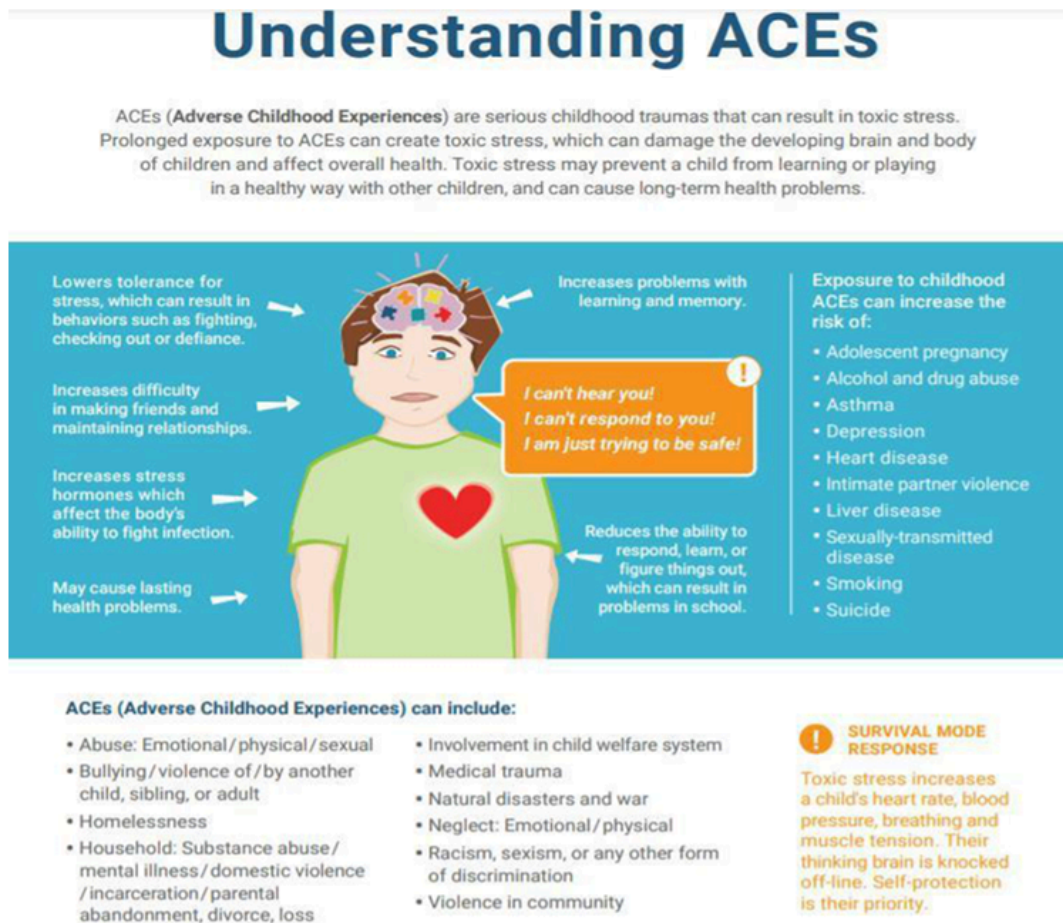
Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

Appendices:

1. Understanding Adverse Childhood Experiences



2. Reframe the behaviour:

