Behaviour & Discipline Policy

September 2026

Approved by the Teaching, Learning & Pastoral Committee:

Next Review Date: September 2027

At Foxes Piece School we expect and encourage good behaviour and self discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

A whole school approach of positive reinforcement is taken in the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community. Everyone has the right to their own opinion and to express that opinion, but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and good modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued. All staff receive on-going training to ensure a whole school approach is applied. All staff should maintain high standards of behaviour in all parts of the school with all pupils. To ignore bad behaviour would be to condone it.

We realise that parents play a crucial role in their child's behaviour and we believe in setting good habits early, establishing regular, punctual attendance, and good patterns of behaviour. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils. Parents are asked to sign a home-school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance

Aims of the policy

- To create an environment which encourages and reinforces good behaviour
- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish
- To enable children to develop a sense of worth, respect and tolerance for others
- To produce an environment in which children feel safe, secure and respected
- To protect children from radicalisation and extremism

Objectives

In order to achieve our aims the following objectives are set:

- Praise pupils for good behaviour (positive phrasing and rewards)
- Praise good work and effort
- Celebrate pupil's achievements and successes
- Reward good behaviour
- Celebrate children's backgrounds and faiths
- Respect pupil's views and values
- Celebrate children's work in class and sharing assemblies
- Encourage self discipline, as a step to autonomy
- Model and promote non-confrontational strategies to deal with difficult situations
- Adopt a consistent approach across the school

- Be fair and be seen to be fair
- Encourage openness and honesty
- Work in partnership with parents and carers, value their views and show consistency
- Develop emotional literacy
- Safeguard pupils against extremism and radicalisation
- Encourage and provide the opportunity for reflection and closure
- Provide comfort and forgiveness

Whole school strategies scaffold positive behaviour. Class Rules are reviewed with the Class Teacher at the beginning of each academic year; these are displayed throughout the school and are referred to regularly to remind the children of the high expectations of good behaviour. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

School Council

The purpose of the School Council is to encourage mutual respect between members of the school community, to develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each class elects two pupils to represent them on the council. Each representative will be given an enamel badge to show that they are on the council. Communication from each year group, via their representatives, leads to discussions which reflect group feelings and opinions. Meetings are held regularly and minutes are distributed to classes for reflection and discussion. The School Council are responsible for making decisions about certain aspects of school life which affect all pupils- e.g. playtime activities/equipment. Having contributed to the decision making process through their representatives, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

PSHE Sessions

We use PSHE sessions to offer children the opportunity to discuss issues and feelings that may arise around friendship, feelings and behaviour in the classroom and playground. It offers children opportunities to listen, and be listened to in a structured way. It allows and encourages children to participate in a group. PSHE lessons provide time for social skills to be developed, builds confidence and self-esteem while encouraging children to show respect for and value each other.

Assemblies

Assemblies are used to promote the celebration of achievement and success. Sharing assemblies are held regularly and parents are encouraged to attend. Stories, performances and discussion are used to promote the Foxes Piece School Values and school ethos;

- Respect
- Resilience
- Equality
- Kindness

- Independence

Displays

Displays promote and celebrate positive behaviour, each classroom has their own set of rules and expectations which children have discussed and agreed to.

Playground behaviour (see Positive Playtime Policy)

Positive Playtimes are used to promote positive social skills. Learning games and successfully managing friendships during free time is essential to developing intrinsic motivation and improving relationships. Staff are proactive in supporting and encouraging children to play during break and assist in many activities on the playground.

Areas of Responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and extend their social and cultural experiences. These roles include:

- School Council Representatives
- Eco Team
- Sports leaders
- Mentors to younger children
- Buddies to new children
- Maths Ambassadors
- Reading Ambassadors

Rewards

All staff are expected to praise and reinforce good behaviour as often as possible.

- Marbles are awarded when the whole class does something well. A marble is placed in a jar and when the target number of marbles has been earned the whole class receives a privilege, e.g. watching a film, extra break time, ICT time, extra PE or craft time.
- Stickers are given to children throughout the day for their good work, positive behaviour, being sensible and helpful and for their cooperation and kindness to each other.
- Merit certificates in Friday assemblies
- Dojos (points gained in the class for learning and behaviour) in Reception & Year 1.
- Praise from another member of staff/Head teacher
- Postcard home/Praise note home
- 'Good News Text' message home
- Star of the week
- Token reward trolley in Year 2 and KS2.

Once marbles, tokens, stickers or Dojos have been awarded they **cannot** be withdrawn. It is important that every child receives some degree of recognition from time to time. Staff aim to ensure that every child will receive a merit certificate at least once during the school year.

Sanctions and Strategies

As with all inappropriate behaviour, it is the behaviour that is unacceptable and rejected and not the child.

Each class has a set of agreed rules and expectations which are displayed and referred to when necessary and displayed in each classroom. Sanctions will be implemented following dialogue with the individual child.

FIVE SANCTIONS

- Verbal warning
- Time out in class or another class
- Miss some break/lunchtime play
- See The Head teacher/SLT who will phone home
- Work to be completed at home (lost learning due to behaviour)

Occasionally it may be deemed necessary to evacuate the classroom/teaching space for the safety of pupils and staff. It is essential that Senior Leadership Team (SLT) is kept informed of the situation.

Positive Intervention Behaviour Plans

A few children may not respond to this whole school approach and may need an individual system established, involving small, achievable targets. These children may require additional, personalised support to help them learn self-regulation and to conform to school expectations. The targets are recorded on a personalised behaviour plan which is shared with parents/carers. The class teacher will have support from School Leaders and the SENDCo in school and this may involve implementing behaviour charts/notable behaviour books and home/school diaries. Outside agency support services will be consulted if appropriate.

Suspensions

There are two types of suspension and a child will be suspended from school only once all other methods have failed. Any pupil at our school is at risk of suspension if all other strategies have been exhausted and we have no other option. Should this sanction be deemed necessary, it is subject to strict controls from the Governing Body, the Buckinghamshire Council and the DFE. Documentation relating to procedures is kept in the Head teacher's office. Any child at risk of suspension will have a Personal Support Plan/Behaviour Plan written for them in consultation will all agencies involved. Foxes Piece School and Buckinghamshire Council are committed to a preventative agenda and advice will always be sought from the Pupil Referral Unit and the Exclusions Team at an early stage.

A decision to suspend will be made by the Head teacher and may be used if allowing the pupil to remain in school will seriously harm the education, health, welfare or safety of the school community or the pupil themselves**. Fixed term suspension** in the first instance will usually be for a short period (1-3 days). If the pupil incurs additional suspensions these may be for a longer duration (up to 45 days), at the discretion of the Head teacher. Lunch time suspension is considered as half a day. Once the suspension period is over, parents and the child will have a re-entry meeting with the Senior

Leadership Team, where a plan to modify the child's behaviour will be agreed**. Permanent suspension** is only considered as a last resort following a persistent breach of the school's behaviour policy or after a "one off" serious incident and after the school has exhausted all available strategies.

The school acknowledges its legal duties under the Equalities Act 2010, in respect of safeguarding and respect of pupils with special educational needs where the need is not related to behaviour.

Behaviour on School Visits

On school visits the highest standards of behaviour should be expected at all times. This can be achieved by:

- Outlining acceptable standards before leaving the school site
- Ensuring that work /tasks set are appropriate
- Giving careful consideration to the group dynamics
- Ensuring adequate supervision levels
- Event specific planning for identified individual pupils

Children whose behaviour does not comply with the standards set will be kept in close proximity of the teacher. If their behaviour continues to give cause for concern, it may not be appropriate for the child to attend any ensuing trips or visits**. (Please see Guidance for School Journeys and Visits)**

External Agency Support

The school is able to seek support from the Woodland Centre, Primary Pupil Referral Unit, Paediatrician, CAMHS, Specialist Teaching Services and the Educational Psychology service.

Parental Involvement

Parental support and encouragement is crucial for attendance and educational progress, as well as for behavioural support. The staff team aims to work in partnership with parents and it is essential that there is open dialogue with parents. Parents will be notified of consistently good behaviour, perhaps in the form of stickers, merit certificates or praise pad notes/texts home. If a child's behaviour gives cause for concern, parents will be notified either by personal contact or by telephone. The school uses CPOMS to inform the leadership team of incidents in school.

Social and Emotional Support

Some children require nurture interventions/targeted sessions to support their social and emotional needs. The sessions aim to provide opportunities and a flexible and holistic approach to education and care in response to the particular needs of the children attending our school. On-going assessment and support for children exhibiting behaviours linked to emotional stress and attachment issues is provided. The school behaviour policy applies to all children placed in the nurture sessions, with additional strategies offered for managing their own behaviour. For children with social and emotional difficulties they are supported to understand how their behaviour impacts on others around them and are taught from a framework to develop self-regulation and emotional control.

Ready to Learn

Classroom staff promote positive behaviour and prevent barriers to learning in lessons; adults are consistent in their expectations and the way they communicate. In every lesson, children who show through their words and actions, that they are ready to learn are recognised and rewarded with Dojo's, Good News text messages home, reward cards or marbles. Occasionally, for a range of reasons, children say and do things that prevent themselves and/or others from learning. When this happens, a clear system of action and support is offered immediately, to identify the reason and help the child to move on. If the final sanction has had no effect and serious misbehaviour takes place, then the following will happen;

- They will be given time to become calm, ready to learn and return to the classroom.
- Identify the reason for the behaviour that prompted them to behave that way.
- Learn strategies to prevent similar occurrences in the future.
- Develop self-regulation and reflect on their own actions.

Ready to Learn will be as long as at least a morning or afternoon session, after which time the child should be ready to return to class. Depending on how long is left of the lesson, the adult will decide, in consultation with the child, when to return. The child's parent/carer will also be informed by telephone of the visit.

Discriminatory and Racist incidents (see Anti-bullying, Equal Opportunities, Inclusion and Racial Equality Policies)

Intimidation of any kind will not be tolerated. All staff are expected to immediately deal with racist incidents that may occur and to know how to challenge racial and cultural bias and stereotyping. All incidents are recorded on the SIMS/CPOMS database systems. Parents are informed and the School Governing Body together with the Local Authority monitors these.

Action	Consequence
Derogatory name calling, insults and racist language.	• SLT is informed immediately and action is taken. It will be explained fully to the perpetrator that verbal racist abuse will not be tolerated. • All children involved and witnesses will be spoken to by SLT/Teacher. • Investigation is undertaken to establish context of incident and child will experience a loss of social time. • Parents of children involved will be informed. • Incident is recorded on CPOMs and governor informed. • During loss of social time and further time if required, child will receive a follow up and educated on unacceptable terminology. The school values will also be reinforced.

	• There will be ongoing support for the victim of any incident.
Physical assault against a person or group because of colour, race and/or ethnicity.	• SLT is informed immediately and action is taken. • It will be explained fully to the perpetrator that racist abuse will not be tolerated. • Child will be removed from the classroom. • All children involved and witnesses will be spoken to by SLT/Teacher. • Investigation will be undertaken to establish context of incident and the child will be placed in 'Ready to learn' for the appropriate amount of time. • Parents of children involved will be informed. • Incident is recorded on CPOMs and governor informed. • During time spent in 'Ready to learn' and further time if required, child will receive a follow up and educated on unacceptable behaviour. The school values will also be reinforced. • There will be ongoing support for the victim of any incident.
Derogatory or racist graffiti. Provocative behaviour such as wearing racist clothing. Using the school's computer systems to access and distribute racist material. Verbal abuse and threats. Derogatory or racist comments in the course of discussions in lessons. Ridicule of an individual for cultural or religious differences. Refusal to co-operate with other pupils in class.	• SLT is informed immediately and action is taken. • It will be explained fully to the perpetrator that racist abuse will not be tolerated. • All children involved and witnesses will be spoken to. • Investigation is undertaken to establish context of incident and child will experience a loss of social time. During loss of social time and further time if required, child will receive a follow up and educated on unacceptable terminology. The school values will also be reinforced. • Parents of children involved will be informed. • Incident is recorded on CPOMs and governor informed. • There will be ongoing support for the victim of any incident.
Unacceptable repeated behaviour will not be tolerated and Fixed Term Suspension will be put in place if required.	

Behaviour Online

The same high expectations of behaviour are applied when children are online. Incidents often occur outside of the school day and off the school premises. Although parents are responsible for this behaviour, we encourage parents to contact the school if any incidents have taken place. Sanctions will be used when behaviour online poses a threat or causes harm to another pupil, or could have repercussions for the orderly running on the school.

Peer on peer abuse

Sexual harassment can occur between two children of any age and sex or a group of children sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment may also occur online and offline.

The school will take all reports seriously and will reassure the victim that they will be supported and kept safe. Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

We will follow school procedure when dealing with a child who commits peer on peer abuse. This will involve speaking parents and carrying out restorative work with that child. If necessary, we will involve outside agencies to support.

Right to search a pupil

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

or any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable

grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commits an offence
- cause personal injury
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, screening and confiscation at school (DfE,January 2018).

Handling and Restraint

Children will not be physically restrained under normal circumstances. They will be expected to respond to verbal instructions. However, in exceptional circumstances it may be necessary for an adult to restrain a child when it is considered that they may be a danger to themselves or others. It may be necessary for a trained member of staff apply basic physical intervention to help guide a child to a safe space when their behaviour requires removal from an area. This will be recorded on the CPOMS system. **(see Handling and Restraint Policy)**

Supporting Pupils Following a Sanction

Following a sanction, a restorative session will take place with the child to help them understand the impact of their behaviour as well as provide the opportunity to them to develop strategies to manage their own behaviour in the future.

Documentation/References

Anti-bullying
Equal Information Objectives
Physical Control
Equality & Diversity
Positive Playtimes
Keeping Children Safe in Education 2023