



Contents	
1	Policy Intent
2	Foxfields Ethos
3	Rewards
4	Expectations
5	Consequences
6	Suspensions & Exclusions
7	Team Teach
8	Child on Child
9	Confiscation & Screening

Intent

At Foxfields we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community, and it is our aim to educate our pupils in relation to positive behaviour outside of school.

Foxfields Ethos

At Foxfields Academy we are committed to creating a positive and supportive learning environment where all students can thrive. We recognise that students' emotional and behavioural responses are often linked to their developmental needs, experiences, and ability to regulate emotions. To support students in managing their emotions and behaviours, we implement a therapeutic approach that focuses on emotion coaching and self-regulation.

Emotion Coaching

All staff at Foxfields Academy receive training in emotion coaching, a proven method that helps students understand and manage their emotions in a constructive way. Emotion coaching involves staff members guiding students through the process of identifying their feelings, understanding their emotional responses, and developing strategies for self-regulation.

The key principles of emotion coaching include:

- **Empathy and Validation:** Staff listen actively and acknowledge the student's emotions, helping them feel understood and supported.
- **Labelling Emotions:** Staff help students put words to their feelings, supporting emotional literacy and awareness.
- **Problem-Solving:** Once emotions are recognized and validated, staff assist students in exploring ways to manage or cope with those emotions, fostering greater emotional intelligence.
- **Reassurance and Encouragement:** Students are encouraged to recognize that emotions are a normal part of life, and that managing them effectively is a skill that can be developed over time.

This approach helps to build trust and create a safe space for students to express themselves, reducing the likelihood of escalating behaviours.

Self-Regulation Support

We believe that supporting students in developing self-regulation skills is crucial for their emotional and academic growth. Self-regulation refers to the ability to manage one's emotions, thoughts, and behaviours in different situations, leading to positive outcomes in social interactions and learning.

To help students develop these skills, we:

- **Provide Sensory Rooms:** Our sensory rooms are designed as safe spaces where students can take a break, calm down, and reset when feeling overwhelmed or distressed. These rooms offer a range of sensory tools and calming activities that assist in reducing anxiety, stress, and emotional overload.
- **Thinking Time:** For students who need time to reflect on their emotions or behaviour,

we offer 'thinking time' as a constructive way to pause and regain composure. This time is not punitive but is intended to give students a chance to reflect on their actions, process their emotions, and return to the classroom ready to engage in learning.

- **Skill Development:** Throughout the school year, we incorporate social-emotional learning (SEL) strategies into our curriculum to build students' emotional regulation skills. This includes teaching techniques such as deep breathing, mindfulness, and self-talk, which empower students to manage their emotions in challenging situations.

Our therapeutic approach to behaviour is embedded across the whole school community. We believe that everyone—staff, students, and families—has a role to play in fostering a culture of emotional intelligence and self-regulation. By providing consistent, compassionate support, we help students to develop the skills necessary to navigate their emotions and behaviour in a positive, proactive way.

We are committed to ensuring that all students have the opportunity to learn, grow, and succeed in a nurturing and emotionally supportive environment. We offer a number of therapies which are delivered both by our own staff and trained professionals, these include ELSA, Talk-Therapy, Noise Academy, Thera-Build, Reflexology, Animal Therapy.

Rewards

At Foxfields Academy, we are committed to fostering a positive, respectful, and inclusive environment where students are encouraged and rewarded for their good behaviour. By promoting positive behaviour, we aim to support our students' personal, social, and academic development.

We believe that recognising and celebrating positive behaviour is essential to creating a supportive school culture. To encourage this, we:

- **Set Clear Expectations:** Teachers and staff clearly communicate behaviour expectations at the start of the year and reinforce them regularly.
- **Model Positive Behaviour:** Staff lead by example, demonstrating respect, kindness, and a calm, constructive approach to problem-solving.
- **Teach Social and Emotional Skills:** Through dedicated lessons and daily interactions, we help students develop skills like empathy, resilience, and self-regulation.
- **Foster a Positive Environment:** Classrooms and communal spaces are welcoming, safe, and respectful, encouraging students to feel valued and motivated to contribute positively.

As part of the Foxfields Rewards Programme, students have the opportunity to achieve the following:

- Attendance Certificates
- Star Points, Prizes and Vouchers
- Weekly and Termly Attendance Wheels
- Luxury Food Hampers
- Certificates and Trophies for Positive Behaviour and Academic Success
- Social Interventions
- Raffle Tickets
- Termly Rewards Trips and Rewards



At Foxfields Academy, we believe that students achieve their best when they are guided by a clear framework of positive, consistent expectations.

The Foxfields Fundamentals provide a foundation for students to thrive academically, socially, and emotionally in a supportive and structured environment.

The Foxfields Fundamentals are split into four categories (see image) which have been designed in line with our SEMH assessment profile (SPOT).

Expectations

In order to achieve our aim of promoting excellent behaviour and respect for others at Foxfields, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors. Please see below a breakdown of the expectations of each group:

Pupils

- All pupils must wear school uniform.
- Hoodies (jumper material) are not permitted in school and will be confiscated
- Raincoats with a hood are allowed
- Pupils are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with your timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability

- Adhere to any given sanction

Staff

- Display the highest regard for behaviour and ethics as a positive role model to all pupils
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers
- Be punctual in accordance with your timetable
- Respect school property and equipment
- Apply the school reward system and celebrate pupil successes at all levels
- Use sanctions appropriately when a pupil doesn't adhere to their expectations

Visitors

- Respect school property and equipment
- Use appropriate language in the school environment

Parents/Carers

- Work collaboratively with staff to promote high standards of behaviour
- If a 'Behaviour Plan' is deemed appropriate, work with staff to construct the plan and then communicate with staff to review the impact
- In the event of an after-school detention we request that parents/carers come to school to meet with a member of the SLT and collect the pupil
- To notify staff of any behaviour or incident at home which may impact the school day

Consequences

Reflection & Re-Engagement

At Foxfields Academy, **consequences** are used as part of our **Reflection and Re-Engagement (R&R)** approach. The purpose of any consequence is not simply to punish, but to:

- Help students understand the impact of their behaviour
- Support students to reflect and make better choices
- Repair harm where appropriate
- Enable students to successfully re-engage with learning and the school community

Consequences are applied **fairly, consistently, and proportionately**, taking account of a student's age, individual needs, and any additional vulnerabilities.

1. Principles

Consequences at our school:

- Are used alongside restorative conversations
- Are proportionate to the behaviour
- May escalate if behaviour is repeated
- Are recorded and monitored
- Focus on repairing relationships as well as addressing rule-breaking

Whenever appropriate, students are given the opportunity to reflect, take responsibility, and re-engage positively.

2. Types of Consequences

Consequences may include one or more of the following:

- Reminder of expectations
- Verbal warning
- Change of seat
- Short reflection task
- Break or lunchtime reflection session
- Completion of restorative or reflection work
- R&R placement
- Behaviour support plan
- Parental meeting
- Fixed-term suspension
- Permanent exclusion (in line with statutory guidance)

3. Reflection

Reflection is a key part of any **consequence**. Students may be asked to:

- Complete a structured reflection sheet
- Participate in a restorative conversation
- Consider who was affected and how
- Identify better choices for the future
- Agree specific actions to repair harm

Staff will support students through this process so that reflection leads to learning and growth, not simply compliance.

4. Re-Engagement

Following a consequence, staff will support the student to successfully re-engage with learning. This may include:

- A restorative check-in with the member of staff involved
- A reintegration meeting following R&R or suspension
- Clear targets and fresh-start expectations

Students are always welcomed back positively, with the clear expectation that they can and will make better choices.

5. Partnership with Parents and Carers

Parents and carers will be informed of more serious or repeated **consequences** and may be invited to school to:

- Discuss patterns of behaviour
- Contribute to support strategies
- Take part in reintegration planning

We believe that strong home–school partnerships strengthen reflection, re-engagement, and long-term success.

Suspensions & Exclusions

A pupil may be externally excluded for a fixed-term or permanently. Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. The main reasons for external suspensions are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination
- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

All permanent external suspensions are subject to review by the Governing Body.

Team Teach

At Foxfields Academy, we are committed to providing a safe and supportive learning environment for all students. In line with this commitment, we recognise the importance of using appropriate strategies to manage challenging behaviour effectively. Team-Teach is a positive behaviour management approach that aims to de-escalate challenging situations and reduce the need for physical interventions.

Team-Teach is based on a set of core principles focused on promoting the dignity and well-being of students and staff. These principles include:

Prevention and De-escalation: Staff are trained to use preventative techniques and de-escalation strategies to reduce the likelihood of conflict. These approaches include calm verbal communication, non-confrontational body language, and the creation of an environment that minimizes triggers for disruptive behaviour.

Physical Interventions: Physical intervention techniques, if necessary, are designed to be safe, respectful, and proportionate to the situation. The emphasis is on ensuring that any physical contact is minimal, necessary, and carried out with the safety of the student and staff as the primary concern. All interventions should be considered as a last resort when other de-escalation strategies have been unsuccessful.

Training and Competence: Staff involved in behaviour management are provided with Team-Teach training, which includes instruction on the use of de-escalation techniques and safe, effective physical interventions. This ensures that staff have the skills and knowledge to respond appropriately to challenging behaviour.

Individual Needs and Risk Assessments: Every student is unique, and individual needs and risks are considered when developing behaviour management plans. Risk assessments are conducted for students who may require physical interventions, and personalised strategies are developed to ensure that their needs are met in the safest way possible.

Child on Child

At Foxfields Academy, we are committed to ensuring that all students learn and grow in a safe, supportive, and respectful environment. We recognise that children may occasionally experience conflicts or challenges in their interactions with one another.

Foxfields Academy has a zero-tolerance policy for bullying, verbal abuse and harassment. All reports of bullying or abusive behaviour are taken seriously and investigated in accordance with our Anti-Bullying Policy. This includes physical, emotional, verbal, and online bullying.

Our Approach

1. **Positive Relationships:** We promote an ethos of care and inclusion where every child is treated with respect. Our school emphasises positive peer interactions through activities that teach empathy, teamwork, and emotional intelligence.
2. **Preventative Measures:** Our staff are trained to recognise early signs of conflict or negative behaviour between students. Regular classroom discussions, assemblies, and lessons focus on fostering positive relationships, teaching conflict resolution skills, and reinforcing acceptable behaviour.
3. **Handling Conflict and Behaviour Issues:**
 - If any inappropriate behaviour occurs between students, whether physical, emotional, or verbal, it is addressed promptly and fairly.
 - Teachers and support staff will intervene in disputes to de-escalate situations and guide students toward a resolution.
 - We take an educative approach to incidents, encouraging children to reflect on their behaviour and understand the impact it has on others.
4. **Support for Students:**
 - Victims of negative peer interactions will be supported through pastoral support, counselling, mentoring, or additional resources as necessary
 - The students involved will be guided through a restorative process to understand the consequences of their actions and how to make amends.
5. **Parental Involvement:** Parents and guardians will be informed and involved when serious issues arise between students, and their cooperation will be sought in supporting the resolution process and reinforcing positive behaviour at home.
6. **Monitoring and Review:** All child-on-child interactions are closely monitored by staff, and incidents are recorded when necessary. We regularly review our practices to ensure they are effective in fostering a respectful and safe environment for all children.

Confiscation & Screening

The Headteacher and members of the SLT have the power to search pupils and their possessions if they suspect that the pupil has a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Drugs (including medication which must be locked away)
- Tobacco (including vapes/vaping products)
- Pornographic material
- Stolen items
- Explosives
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate.

Searches will be conducted by two members of staff where possible. In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item or in some cases it may be deemed appropriate to dispose of the item or to call the police.

Screening

School can require pupils to undergo screening by walk through or handheld metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupil.

This policy complements and supports the following policies;

- Child Protection/Safeguarding
- Anti-bullying
- CIT - Exclusions
- Online Safety