



*"We believe that when young people feel safe, valued and connected, they are able to learn, grow and thrive. Everything we do is rooted in one simple belief: Every child deserves a second chance to belong."*

| Contents |                           |
|----------|---------------------------|
| 1        | Our Story                 |
| 2        | Vision, Values & Ethos    |
| 3        | The Foxfields Way         |
| 4        | The BELONG framework      |
| 5        | The Six BELONG behaviours |
| 6        | Recognition & Celebration |
| 7        | Recognition & Consequence |
| 8        | Our shared commitment     |
| 9        | Suspensions & Exclusions  |
| 10       | Team Teach                |
| 11       | Confiscation & Screening  |

### Our Story

At Foxfields Academy, we know that every young person has a story.

Many of our pupils arrive having experienced disrupted education, broken trust and repeated messages that they don't fit, don't achieve or don't belong. For some, school has become a place of anxiety rather than opportunity.

At Foxfields, we choose to write a different story.

We believe that every child deserves adults who see beyond behaviour, build relationships before judgement and never give up. We understand that behaviour is a form of communication and that lasting change happens when young people feel safe, valued and genuinely accepted.

We are more than a school. We are a community where relationships come first, where every lesson is a fresh start and where every success—no matter how small—is recognised and celebrated.

Whether caring for our animals, developing new skills in our vocational pathways, working in the Coach House Coffee Shop, training in the gym or succeeding in the classroom, our pupils are given opportunities to discover their strengths, rebuild confidence and believe in their future.

Everything we do is underpinned by one belief:

**Every child deserves a second chance to belong.**

BELONG is more than our recognition programme. It is the culture of Foxfields Academy. It shapes how we teach, how we support, how we restore relationships and how we celebrate success.

Our purpose is not simply to improve behaviour.

Our purpose is to help every young person leave Foxfields believing:

**I am valued.**

**I can succeed.**

**I belong.**

**This is The Foxfields Way.**

### **Vision, Values & Ethos**

At Foxfields Academy, our vision is simple:

#### **Every child deserves a second chance to belong.**

We believe that every young person has the right to feel safe, valued and successful, regardless of their previous experiences. We understand that many of our pupils arrive having experienced disrupted education, fractured relationships and significant barriers to learning. Our role is to provide the stability, support and opportunities they need to rebuild confidence and achieve success.

We are committed to creating a school where every pupil feels that they belong—within their classroom, within our community and within education itself.

Through positive relationships, high expectations and a therapeutic approach, we empower every young person to develop the confidence, resilience and life skills needed to thrive both now and in the future.

#### **Our Values**

At Foxfields Academy, our core values are:

**Trust** - We build trusting relationships through consistency, honesty and genuine care. We recognise that trust takes time and is earned through every positive interaction.

**Honesty** - We encourage openness, accountability and reflection. We support pupils to be honest about their choices, recognise mistakes and learn from them in a safe and supportive environment.

**Respect** - We treat everyone with dignity, kindness and understanding. We value diversity, celebrate individuality and promote positive relationships throughout our school community.

**Fairness** - We believe every child deserves equitable opportunities to succeed. We recognise that fairness means providing each pupil with the support they need to achieve their potential.

#### **Living BELONG**

Whilst our values of **Trust, Honesty, Respect and Fairness** underpin who we are as a school, we bring these values to life each day through our **BELONG Framework**.

BELONG is far more than a recognition programme. It is the shared language, culture and curriculum of Foxfields Academy. It shapes how we build relationships, respond to

behaviour, celebrate success and prepare young people for life beyond school.

Through BELONG, we help pupils develop the knowledge, skills and confidence to understand what it truly means to belong—not only at Foxfields Academy, but within friendships, families, workplaces and the wider community.

Every member of our community is encouraged to demonstrate the six BELONG behaviours:

- **Be Ready**
- **Engage**
- **Lift Others**
- **Own My Choices**
- **Never Give Up**
- **Grow Every Day**

Together, these behaviours help create a school where everyone feels safe, respected, valued and proud to belong.

### **The BELONG Curriculum**

A distinctive feature of Foxfields Academy is our dedicated **BELONG lesson**, which every pupil accesses as part of their weekly timetable.

The BELONG curriculum has been developed to explicitly teach the knowledge, understanding and personal skills that enable young people to develop a genuine sense of belonging.

Through engaging and age-appropriate learning experiences, pupils explore:

- What it means to belong.
- Building positive and healthy relationships.
- Trust, honesty, respect and fairness.
- Emotional literacy and self-awareness.
- Managing conflict and repairing relationships.
- Teamwork, empathy and kindness.
- Identity, confidence and self-esteem.
- Belonging within school, friendship groups and families.
- Being a positive member of the local community.

- Preparing to belong in further education, employment and adult life.

The BELONG curriculum provides pupils with the opportunity to reflect upon their own experiences, celebrate their strengths and develop the confidence to make positive contributions within school and beyond.

By explicitly teaching belonging, we help pupils understand that belonging is not something that simply happens—it is something we create together through our actions, relationships and choices every day.

### **The Foxfields Way**

The Foxfields Way is our shared commitment to creating a culture where every young person feels safe, respected and valued.

Our approach combines:

- high expectations;
- restorative practice;
- trauma-informed approaches;
- therapeutic support;
- consistent routines;
- meaningful recognition.

Everything we do is underpinned by the BELONG Framework.

### **The BELONG Framework**

BELONG is the culture of Foxfields Academy.

It is the shared language that connects our behaviour expectations, relationships, recognition systems and personal development.

BELONG ensures that every member of our community understands what it means to contribute positively to school life and supports pupils to recognise the behaviours that help them, and others, to succeed.

Every lesson, every conversation and every achievement provides another opportunity to BELONG.

### The Six BELONG behaviours

The six BELONG behaviours provide the shared language for behaviour, relationships and personal development at Foxfields Academy. They define what it means to belong within our school community and help pupils understand the behaviours, attitudes and values that enable everyone to feel safe, respected and successful.

These behaviours are explicitly taught through our **BELONG curriculum**, modelled by staff and reinforced throughout every aspect of school life. They are used consistently across lessons, social times, enrichment activities and restorative conversations, ensuring a common understanding of our expectations.

Every member of the Foxfields community—staff, pupils and families—is encouraged to embrace these behaviours as part of **The Foxfields Way**.

#### **BELONG Behaviour**

#### **What it means at Foxfields Academy**

|                           |                                                                                                    |
|---------------------------|----------------------------------------------------------------------------------------------------|
| <b>B – Be Ready</b>       | I arrive prepared, calm and ready to learn, using the strategies I need to be successful.          |
| <b>E – Engage</b>         | I take part, contribute and always try my best, even when learning is challenging.                 |
| <b>L – Lift Others</b>    | I help others feel safe, respected and included because belonging is something we create together. |
| <b>O – Own My Choices</b> | I take responsibility for my actions, repair mistakes and learn from my experiences.               |
| <b>N – Never Give Up</b>  | I show resilience by continuing to try, even when things feel difficult.                           |
| <b>G – Grow Every Day</b> | I reflect, improve and celebrate progress, understanding that every day is an opportunity to grow. |

## Recognition & Celebration

At Foxfields Academy, we believe that recognition is one of the most powerful ways to build confidence, strengthen relationships and develop a genuine sense of belonging. Many of our pupils join us having experienced repeated failure, exclusion or limited opportunities to experience success. The BELONG Framework has been designed to change that by ensuring every young person is recognised for their effort, progress, resilience and contribution to our school community.

Recognition at Foxfields Academy is not based on perfection. Instead, we celebrate positive choices, personal growth and the consistent demonstration of our BELONG behaviours. We believe that meaningful recognition helps pupils to develop confidence, motivation and pride in themselves.

Every lesson provides a fresh opportunity for pupils to succeed, and every positive step forward is recognised.

### The BELONG Recognition Programme

The BELONG Recognition Programme provides a consistent whole-school approach to recognising positive behaviour, effort and personal development.

Pupils are recognised for demonstrating the six BELONG behaviours:

Recognition is recorded throughout the school day and contributes towards each pupil's individual BELONG Journey. As pupils progress, they achieve milestones that celebrate their commitment, personal growth and positive contribution to the Foxfields community. Each pupil has a **BELONG Passport**, which celebrates their journey through Foxfields Academy and records their achievements, milestones and successes over time.

### The BELONG Marketplace

The BELONG Marketplace provides pupils with opportunities to exchange their achievements for a range of meaningful rewards, experiences and enrichment opportunities.

The Marketplace is designed to celebrate success, encourage positive engagement and provide memorable experiences that reinforce our culture of belonging.

The rewards available are reviewed regularly to ensure they remain motivating, aspirational and relevant to the interests of our pupils.

### Celebrating Success

Recognition at Foxfields Academy extends far beyond the BELONG Programme.

We believe every pupil deserves regular opportunities to experience success and to have that success celebrated by the wider school community.

This is achieved through a range of approaches including:

- Daily recognition from staff.
- Positive communication with parents and carers.
- Weekly Celebration Assemblies.
- BELONG milestones and journey awards.
- Certificates and achievement awards.

- Celebration of attendance, effort and personal progress.
- Leadership opportunities, including Foxfields Ambassadors.
- Displays that celebrate achievement across the school.
- Whole-school events and enrichment experiences.
- Recognition of positive contributions to the school and wider community.

These opportunities help pupils develop confidence, self-belief and pride in their achievements whilst reinforcing our culture of belonging.

### **The Purpose of Recognition**

Recognition at Foxfields Academy is designed to develop intrinsic motivation rather than simply reward behaviour.

Through consistent recognition, we aim to:

- Build confidence and self-esteem.
- Strengthen positive relationships.
- Celebrate resilience and personal growth.
- Promote positive choices and responsibility.
- Develop a lifelong sense of belonging.
- Encourage pupils to become positive role models within our community.

Our aim is that every young person leaves Foxfields Academy not only with qualifications, but with the confidence to believe in themselves and their future.

### **The Foxfields Way**

*"We do not recognise young people because they are perfect. We recognise them because they are growing, contributing and discovering that they belong."*

### Our shared commitment

Creating a culture of belonging is the responsibility of every member of the Foxfields community. Staff, pupils, parents, carers and visitors all play an important role in ensuring that Foxfields Academy is a safe, respectful and nurturing environment where every young person can thrive.

Our expectations are built upon our values of **Trust, Honesty, Respect and Fairness** and are lived every day through the **BELONG Framework**.

### Our Commitment to Pupils

At Foxfields Academy, we promise to:

- See the child before the behaviour.
- Build positive, trusting relationships.
- Provide every lesson as a fresh start.
- Support emotional regulation through therapeutic and restorative approaches.
- Recognise effort, resilience and personal growth.
- Celebrate success, no matter how small.
- Never give up on a young person.
- Help every pupil feel that they belong.

### What We Ask of Our Pupils

We ask every pupil to demonstrate the BELONG behaviours each day by:

- **Being Ready** to learn and arrive prepared for each lesson.
- **Engaging** positively with learning and trying their best.
- **Lifting Others** by showing kindness, respect and inclusion.
- **Owning Their Choices** by taking responsibility and repairing mistakes.
- **Never Giving Up**, even when learning or relationships feel difficult.
- **Growing Every Day** by reflecting, learning and improving.

In addition, pupils are expected to:

- Wear the correct school uniform.
- Arrive punctually and follow their timetable.
- Respect staff, peers, visitors and the wider school community.
- Respect school property, equipment and the learning environment.
- Follow reasonable instructions from staff.
- Complete work to the best of their ability.
- Refrain from bullying, intimidation, discriminatory language, harassment or abusive behaviour.
- Not bring prohibited items into school.
- Engage positively with restorative conversations and any agreed consequences.

### Our Commitment as Staff

Every member of staff plays a vital role in creating a culture of belonging.

Staff will:

- Model the BELONG behaviours in every interaction.
- Build positive relationships before making judgements.
- Maintain high expectations with warmth and consistency.

- Use restorative and therapeutic approaches to support behaviour.
- Recognise effort, progress and personal achievement.
- Apply school systems fairly and consistently.
- Support pupils to reflect, repair and move forward.
- Work collaboratively with families and external professionals.
- Promote an inclusive environment where every pupil feels safe, valued and respected.

### **Working in Partnership with Parents and Carers**

We believe that strong partnerships between home and school are essential to helping young people succeed.

Parents and carers are encouraged to:

- Support the values and expectations of Foxfields Academy.
- Promote positive attendance, punctuality and engagement.
- Communicate openly with the school regarding any concerns or changes that may affect their child.
- Work collaboratively with staff to support behaviour and emotional wellbeing.
- Attend meetings, reviews and restorative conversations where appropriate.
- Support agreed behaviour or pastoral plans.
- Celebrate their child's successes and personal achievements alongside the school.

### **Expectations of Visitors**

All visitors to Foxfields Academy are expected to:

- Treat pupils, staff and other visitors with respect and courtesy.
- Use appropriate language and behaviour at all times.
- Follow school safeguarding procedures and site expectations.
- Respect the learning environment and school property.
- Promote the positive culture and values of Foxfields Academy.

## **Recognition & Consequences**

Foxfields Academy believes that positive behaviour should always receive significantly more attention than negative behaviour.

Where behaviour does not meet expectations, staff respond consistently, proportionately and fairly.

Consequences are designed to:

- maintain safety;
- protect learning;
- encourage reflection;

- restore relationships;
- support future success.

Where appropriate, consequences may include:

- restorative conversations;
- supported reflection;
- temporary removal from learning where safety requires;
- parental communication;
- personalised behaviour support.

Consequences are never intended to shame or label pupils.

Every consequence is followed by opportunities to demonstrate the BELONG behaviours once again.

### **Suspensions & Exclusions**

Please refer to the CIT Suspensions and Exclusions Policy by following the link below:

[Policies - CIT Academies](#)

## Restrictive Intervention

Part 1 of the Restrictive Intervention can be found by following the link below:

[Policies - CIT Academies](#)

### **Part 2 – Foxfields Academy: Application of the Restrictive Intervention Policy**

#### **Foxfields Academy Context**

Our pupils present with a range of individual needs and experiences, including difficulties with emotional regulation, relationships, communication, anxiety, boundaries, demands and change. Additional SEND needs and vulnerabilities may also influence how a pupil responds when dysregulated.

Our approach is relational, preventative and trauma-informed, centred on positive relationships, consistency and effective regulation strategies. Staff are expected to know their pupils, understand their triggers and use agreed strategies to reduce escalation.

Restrictive intervention is therefore considered only as a last resort, where necessary to maintain safety, within our wider Behaviour, Safeguarding and SEND approaches.

**We aim to understand, support and regulate before we restrict.**

#### **Prevention and De-escalation**

Staff prioritise positive relationships, early identification of dysregulation and individualised support. This may include behaviour/support plans, regulation strategies, appropriate choices, processing time, reduced or adapted demands and calm, consistent communication.

Staff should always consider how their own response may influence escalation and seek to create the conditions for a pupil to return to regulation wherever safely possible.

#### **Team Teach**

Team Teach is the agreed Trust approach to behaviour support and physical intervention at Foxfields Academy.

Staff receive Team Teach training appropriate to their role, with identified staff trained to Advanced Team Teach level. These staff provide additional expertise and support colleagues in maintaining safe and consistent practice.

All staff are expected to prioritise prevention and de-escalation. Where physical intervention is necessary, it must be necessary, proportionate, lawful and the least restrictive response for the shortest possible time, in line with Team Teach principles, Trust guidance and the individual pupil's support plan.

Team Teach interventions will never be used as a punishment or simply to enforce compliance.

#### **Individual Behaviour and Support Plans**

Where restrictive intervention is foreseeable, pupils will have an individualised behaviour/support plan identifying relevant needs, triggers, early signs of dysregulation, preventative strategies, de-escalation approaches and, where appropriate, agreed Team Teach responses.

Plans are reviewed where incidents or patterns indicate that additional or different preventative strategies may be required.

#### **Recording, Reporting and Monitoring**

All restrictive interventions are recorded on Behaviour Smart on the same day.

Parents/carers are informed in accordance with Trust requirements.

Incidents are reviewed to identify patterns, triggers, and opportunities to strengthen preventative support. Restrictive intervention data is regularly tracked and monitored by school leaders and reported to Governors as part of the school's wider Behaviour and Safeguarding oversight.

This ensures that recording is used not only for accountability, but to inform reflection, planning and continuous improvement.

**Post-Incident Support**

Following an incident, the welfare of the pupil and staff involved is checked, appropriate recording and communication completed, and staff are given an opportunity to debrief. Once regulated, pupils are supported to reconnect with trusted adults and return to learning and relationships without shame or humiliation. Where incidents are repeated, individual plans and preventative strategies are reviewed.

### **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.