



Behaviour and Relationship Policy

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School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

At Beacon Academy, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our core shared values of Be brave, Be Brilliant and Believe.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

We believe that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all work in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment. Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.



Beacon Expectations

For the safety and well-being of everyone in our school community, it is necessary for us to work within a set of expectations. We have three clear and simple school expectations, which are displayed around our school.

'Be Ready' - Ready to learn, ready to listen and ready to participate.

'Be Respectful' - Respect for themselves. Showing respect to their peers, to adults and to our environment.

'Be Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Examples		
Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • School uniform • Full equipment • Listening • Being on time 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to • Appropriate language and tone • Look after the building, displays and equipment • Represent Beacon at its best, both in and out of school 	<ul style="list-style-type: none"> • Be in the right place at the right time • No physical contact • Stay safe online both inside and outside of school • Report any problems to an adult

Every behaviour intervention, positive or corrective, will be punctuated with Be Ready, Be Respectful or Be Safe.

Adults are consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition

Behaviour management is viewed as a **process for praise**. All members of staff will motivate children through the use of rewards.

- Rewards are consistent across the school.
- Rewards are presented in a way that signal the value with praise

and admiration while acknowledging the rule or instruction that has been followed.

- Rewards for good behaviour are directly related to the school rules.
- Rewards are displayed alongside the rules and given equal prominence.

All staff will use a mixture of the following strategies to ensure children are recognised for following our Beacon expectations.

- Recognition Board - *every classroom has a Recognition Board that is used throughout the lesson to acknowledge students who are going 'over and above'.*
- 'Over and above' postcards and phone calls home - *parents will receive a telephone call, or a postcard will be sent home for children who are shining examples and role models to others.*
- 'Shine Brightly' weekly assembly and certificates - *Each week the school focuses on a theme e.g. being kind to others, having a growth mindset. Children are chosen for the weekly Shine Brightly certificate based on these themes and their attitude towards learning.*
- Class tokens and treats - *When the class follow the rules particularly well, they will earn a token for the jar. Once the jar is full the class will receive a treat. The treat will be decided as a class so that all children feel they are working towards something worthwhile.*
- House Points and certificates - *Each child is a member of a house and is encouraged to earn house points by following school rules. House points are recorded through Class Charts online behaviour system. They are analysed each week and are announced in the Friday celebration assembly. Children can 'cash in' their house points for various rewards e.g. being at the front of the line, a book from the vending machine or spending time with Herbie the tortoise.*
- Star of the day - *Children who follow the rules particularly well will be awarded 'Star of the day' and will have the star cushion and special privileges.*

Classroom Support

Each class follows the system outlined below to remind children of the rules and consequences for not following our school expectations. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour. However, for some children the following procedures will apply.

1. Reminder

A reminder of the expectations for pupils - referring to the rules of 'Be Ready, Be Respectful, Be Safe' will be delivered (privately) to the pupil. The teacher will make them aware of their behaviour. The pupil has a choice to do the right thing. Pupils will be given time to respond to this request, staff will allow 'take up time'.

2. Warning

A clear verbal warning is given, delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. They will be reminded of positive behaviour that has recently been seen e.g. you are not being safe and if you continue you will be choosing to see me at the end of the lesson. Remember yesterday when you lined up beautifully, let's see if we can have that great behaviour again now.

3. 2 mins at end of the lesson (repair and restore)

Staff will discuss how the child's behaviour affected the other children and the learning within the class. Again, reminders of previous good behaviour will be given and also a reminder of the expectation when child returns to class next lesson will be given.

4. Time out in another class

If children need to leave the lesson for a short amount of time to 'reset' then they will be sent to another classroom. The child will sit with the class for approximately 10 minutes and then return to class. Parents will be informed, via Class Charts if their child has received time out from the lesson.

5. Reflection

Reflection will be completed in the Castle room or KS1 Phonics room where appropriate. Class teachers will complete the repair and restore - this will usually be until the end of the lesson. (see - what happens in 'Reflection' below). Parents will be informed, via telephone call from the class teacher, if their child has visited Reflection.

6. Internal Exclusion and External Suspension

Some children may commit a serious breach of the school behaviour policy, this might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, carrying dangerous objects. This is referred directly to the headteacher who will decide whether the behaviour constitutes an internal exclusion or whether the serious breach may mean that a child receives a fixed term suspension. Please see Exclusions Policy

Class Charts

Class Charts is used to allow staff to log children's behaviour, both positive and negative, and for parents to also see this information.

Reflection

What happens in Reflection?

1. Self-regulating space.
2. Opportunity to talk, access support and reset.
3. Quiet place to study.

Repair - Self-regulating space

Initial contact with a member of staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/sensory boxes until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most children the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the room for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue, and this may take longer, to allow the student the time to regulate their emotions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some children may start work quickly following removal from lesson, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.

Following reflection

Following an incident where a pupil has been removed, the classroom teacher will follow this up using one the following options:

1. **Catch up**

Behaviour that results in a child being referred to reflection may need no more consequences. However, it is very important for the teacher to catch up with the student before the next lesson, acknowledge that the previous

lesson was not good for anyone, and that next lesson is a fresh slate. (This could take place with the pupil at the end of session, at break or lunch time).

2. Restorative Conversation

A restorative conversation will be led by the teacher and supports a child to recognise their behaviour and how it has impacted on others.

The restorative questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

The purpose of the restorative conversation is to help children to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation to help children to recognise and adapt their behaviours.

3. Imposition

Teachers may ask that work that was not completed in the lesson is taken home and returned the next day.

4. Reflection time

5 minutes at breaktime or 10 minutes to think about what happened at lunch may be needed to support some children to recognise the consequences of their actions. Any reflection time will be as soon after the event as possible, short, and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Teachers will try to find a consequence that repairs the damage if possible. Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences.

Coaching Support model/behaviour plans

Some children may need additional support to help them to manage their behaviours. This may involve some adult coaching and/or behaviour plan. A behaviour plan will involve the teacher and child discussing the behaviour and mapping out ways to help the child to reduce/eliminate this behaviour. This plan will be drawn up, more formally, in consultation with parents.

- **Parental meeting** - Meetings with parents are always very powerful to address ongoing concerns. In these meetings teachers will highlight

where things are going well and try to identify solutions where problems are occurring. If a child is receiving support from the class teacher, the parents will be informed and involved in the conversation. A regular phone call home to update may be appropriate for a child on a behaviour Plan.

- **SEND consultation** - It is important to ensure that should inappropriate behaviour continue that there is a discussion with the SENOCO to explore any additional needs.

Serious Incidents

If a child is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be removed from the situation or others around the child moved to make the situation safe. Our headteacher/SLT must be informed immediately. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section below) Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents. It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

Exclusions & Governing Body Disciplinary Panel (please see exclusions policy)

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented the Headteacher reserves the right to issue a suspension and/or permanent exclusion. We recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA.

The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any suspensions

Searching, screening and confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or

their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules. Prohibited items can include:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used: a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers;
- Fireworks

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At Beacon, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges. We consistently aim to minimise the likelihood of, or avoid the need to use, restraint.

Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why
- Be recorded and reported to parents If restraint is required,

Safe Touch

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch.

Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience.

In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem
- Other means of calming, soothing and containing children' strong emotions include:
 - Slowing one's pace
 - Lowering the voice
 - Breathing more deeply
 - Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear, predictable and consistently held boundaries

The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

There are times when staff may need to use 'reasonable force' in order to keep members of the school community safe from harm. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children. It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed.

Pupils' conduct outside the school gates

The law allows: Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to

regulate pupils' behaviour in these circumstances 'to such as is reasonable'. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school depending on the incident

Bullying (see anti-bullying policy)

Bullying is defined as 'the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power'. Beacon Academy does not tolerate bullying of any kind. If we learn that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately with the aim to stop any further occurrences of such behaviour.

We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information). We teach our children what bullying is and empower them to act if they are a victim of, or witness to any bullying. Children learn that bullying is an act which occurs 'Several Times On Purpose', and to ensure bullying is addressed we teach children to 'Start Telling Other People'. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include but not limited to:	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings and any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online,

	such as through social networking sites, messaging apps or gaming sites.
Child on child abuse	This includes all forms of bullying, including cyber bullying, physical abuse and/or sexual violence.

Equality

Senior leaders and governors will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of pupils.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and considering any special educational needs before any decisions are made regarding sanctions. In doing so we recognise that some pupils require a more sensitive and differentiated approach.