



# Behaviour and Relationship Policy

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School or Trust Policy	School

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At Beacon Academy, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We strongly believe that all behaviour is a means of communication; it is a way of expressing our emotions. We ensure our children know and understand that they have a choice in how they behave and that with every choice, there is a consequence. The purpose of this Positive Relationship Policy is to guide teachers, children and their families on our restorative and relationship focused approach to behaviour management. This will allow our children at Beacon to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success.

We are Trauma Informed, Attachment Aware and strive for the best relational practice.

### 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, ready to participate etc.

**'Be Respectful'** - Respect for themselves. Showing respect to their peers, to adults, 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.

### Be Ready

- School uniform
- Full equipment
- Listening
- Be on time

### Be Respectful

- 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.

### Be Safe

- Be in the right place at the right time.
- No physical contact.
- Stay safe online both in and out 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 should be viewed as a **process for praise**. All members of staff will motivate children through the use of rewards.

- Rewards will be 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 behavior will be directly related to the school rules.
- Rewards will be 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. The winning house is awarded the house cup and the coloured ribbon is tied to the cup. It is placed in the reception area of the school. When children reach a specific number of behaviour points e.g. 100/200/300 points they receive a certificate.*

- Star of the day - *Children who follow the rules particularly well one day will be awarded 'Star of the day' the following day.*

### **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 should 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 behaviour 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. Triage**

Triage 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 Triage below). Parents will be informed, via telephone call from the class teacher, if their child has visited Triage.

## **Class Charts**

Class Charts is used to allow staff to log children's behaviour and for parents to also see this information. Incidents will be logged under the following headings both positively and negatively

- Ready, Respectful and Safe.

## **Serious Breaches**

**Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, carrying dangerous objects.**

## Triage

### **What happens in Triage?**

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 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 Triage 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/Coaching plans

Some children may need additional support to help them to manage their behaviours. This may involve some adult coaching and/or Coaching Plans. A Coaching 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 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 coaching support from the class teacher, the parents will be informed and involved in the conversation. A weekly phone call home to update may be appropriate for a child on a Coaching 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.

### **Exclusions & Governing Body Disciplinary Panel**

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. Please see Exclusions Policy.

### **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.