POLICY FOR BEHAVIOUR AND DISCIPLINE
including extra-curricular activities

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Ratified by The Governing Board	
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Signed – Headteacher/Chair of Governors	

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1. Academy Vision

Our shared vision for Beacon Academy is to create a safe, caring and stimulating environment, where every child feels equally valued and empowered to achieve their full potential. We recognise that the values we promote within the academy play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the way we behave ourselves, and in the way we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the academy.

We passionately believe that for our children to become lifelong learners, we must provide a challenging, fun and creative curriculum delivered through inspirational teaching. By having a high regard for the values of respect, trust and honesty, we believe our children will grow to be responsible, well-rounded individuals who care for themselves and others.

All pupils, regardless of their ability, medical need, or special educational needs are expected to behave in a responsible manner, both to themselves and to others, showing consideration, courtesy and respect for other people at all times. All members of staff, including Senior Leadership, Teachers, Teaching Assistants, Learning Support Assistants, Lunch Time supervisors and Office staff, set high standards of behaviour and expect children to show courtesy and mutual respect.

This policy reinforces the procedures in place to achieve high standards of behaviour. Beacon expects every member of the academy community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Our friendly and supportive staff team, guided by clear and effective leadership, will carefully nurture our children so that they have the confidence to have high expectations. By promoting healthy, active lifestyles, our children will make informed life choices. At every opportunity, and through collaboration with parents, The Governing Board and the wider community, we will promote the importance of academic success, personal achievement and sheer determination.

Academy Values

Be the best
Everyone achieves
Ambitious for all children
Caring, Creative & Challenging
Opportunity for all to succeed
Nurturing

Policy Aims

- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the academy community.
- For every member of the academy community to feel valued and respected, and for all persons to be treated fairly.
- Provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
- Teach children behaviour that is appropriate to different situations.
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Support children whose behaviour within the academy environment is challenging, or who may find friendship and co-operation difficult. (Nurture groups and small groups with Learning Mentor)

We want our children:

- ✓ To be happy and feel confident at Beacon
- ✓ To choose good behaviour all of the time
- ✓ To be assertive yet respectful

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing, or bad language
- Misbehaviour, rudeness and a refusal to co-operate
- Continuous disruption to the learning of others

Rationale

There is a need for the academy to have a site-wide approach to rewards and behaviour so that all staff, pupils and parents are aware. The academy adopts this approach to pastoral and disciplinary issues. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour, and for the use of rewards and sanctions.

The academy has codes of behaviour that both the pupils and their parents are made aware of. This will ensure that everyone in the academy is working to the same standards, and fully understands them. However, staff are aware that some pupils, due to medical or special educational needs or disabilities, may require additional support, or varying approaches and strategies to behaviour. We are very keen to involve families in all aspects of their child's education - academic, emotional, social and moral. The social skills and standards of behaviour that we teach our pupils need to be perpetuated in their home lives, as well as at Beacon.

Description of Policy Formation and Consultation Process

This policy outlines the organisation and management of discipline and behaviour at Beacon Academy. The policy has been drawn up as a result of staff discussion and the involvement of lunchtime supervisors. It has the full agreement of The Governing Board. The implementation of this policy is the responsibility of the whole staff.

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

NB: This policy should be read alongside the Anti-Bullying Policy and Child Protection & Safeguarding Policy.

The Legal Position

The Headteacher and Governing Board are legally obliged to ensure pupils are cared for in a safe, secure environment. They are obliged to ensure that every child receives a full entitlement to the curriculum without hindrance. They are obliged to provide the staff with a safe working environment. The Policy on Behaviour is consistent with the DFE policy.

3. Written Statement of Behaviour Principles

Our policy is very simple and clear:

Good behaviour and exemplary conduct will be rewarded.

For unacceptable behaviour, there will be a consequence.

This is the basis for everything that goes on in our academy. We must therefore have a number of rules and expectations to measure this behaviour. These expectations are based firmly upon the academy's agreed aims, mission statement and motto.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Verbal or physical attacks towards others, including actions in retaliation

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Repeatedly refusing to follow instructions
- Leaving the room without permission
- Leaving the academy site without permission
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Exposing oneself to others
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are, but are not limited to:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes (both single use and refill)
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

In our academy:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions through our restorative approach
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the academy and pupils' home life
- Our policy is applied consistently throughout the day, including in extra circular activities.

The Governing Board also emphasise that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by The Governing Board annually.

Bullying

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.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The Restorative Approach

At the heart of the Restorative Approach, is the intention to resolve conflict that occurs between people, through a peaceful and fair process, where all parties are heard and respected. Restorative Practices empower children and staff to be the best they can be with the ultimate aim of ensuring that the children achieve their personal and academic goals.

At Beacon Academy, we believe all children should understand that it is the responsibility of staff, pupils and members of the academy community to uphold and maintain our academy values. On occasions, when these values are not being respected, we use restorative approaches to help pupils to understand the impact of their actions and how to resolve it. By using this restorative approach, we are giving pupils the skills to independently take responsibility for their behaviour and make choices that are more informed. Restorative approaches encourage pupils to think about how their behaviour affects others; both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil at Beacon has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Implementation of the Restorative Approach

We recognise that all children are unique individuals, and therefore we are flexible in the manner in which we address any incidents of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we adapt our approach to ensure it is suitable for the pupil's age and level of understanding. For example, when working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach, helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support, social stories and visual resources such as photographs and Inprint communication cards are all used to support the pupils' understanding and development of empathy. This approach is adapted as pupils' progress throughout the academy, using the restorative practice boards.

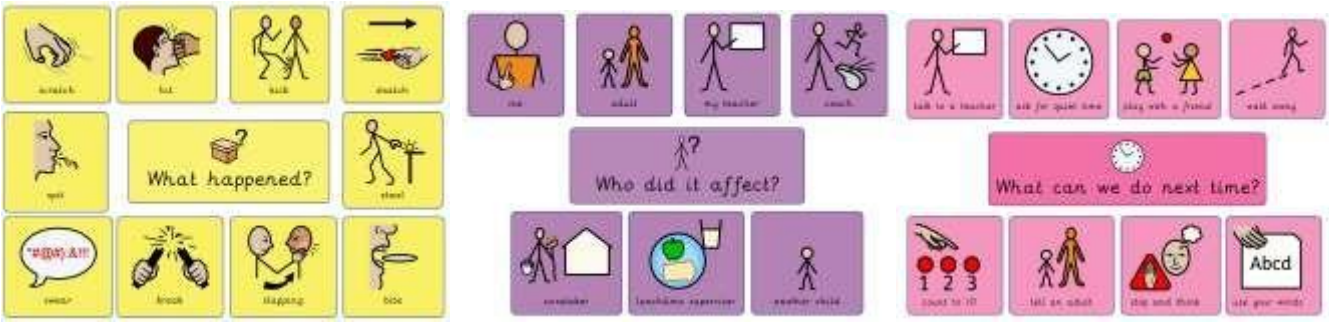
Pupils with low levels of emotional maturity, SEMH difficulties or SEND can require support in recognising how their actions have affected others, or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, discussions and lessons. Children identified as having significant Social, Emotional or Mental Health needs, may require an alternative approach, which will be discussed and decided upon by the team around the child, on an individual basis. Staff are trained to understand the effects of childhood trauma and Adverse Childhood Experiences (ACEs), and aim to deal with inappropriate behaviour with a calm approach. At times, an incident may not be dealt with immediately, but when a child is emotionally regulated and ready to communicate about what has happened. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach, and who to involve.

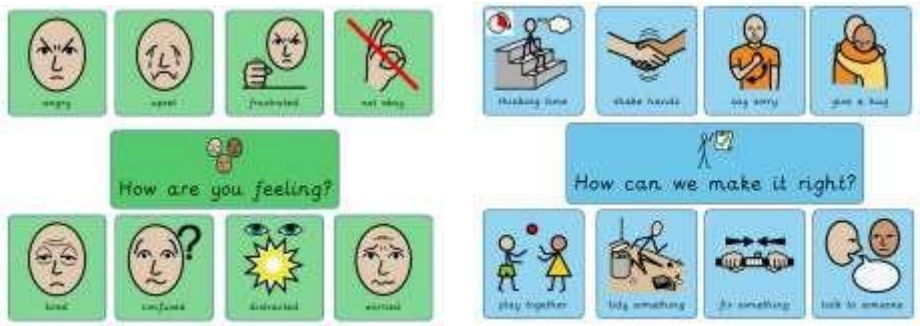
Restorative Practice Boards

The children refer to the academy restorative boards to consider how they can make changes to meet the high expectations of the academy community. The aim is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect the child to take responsibility for their actions, and suggest a way to resolve the problem that their behaviour has caused. Staff support pupils in this process, but ensure the pupils form their own agreement, when possible.

Early Years

Each adult in Early Years has a laminated restorative board to talk to the child/group of children following any negative behaviours. The adult will support and lead the conversation using the pictures prompts to discuss the behaviour at an appropriate level for the age of the child. For example, in Pre-school the staff member will focus on what happened, how are you feeling and how can we make it right and in addition nursery will discuss how they can make it right next time.





Key Stage 1 & 2

What happened? Drawing out each person's story one at a time. The aim is for each person to have the opportunity to share their point of view and for all children/adults involved to be listened to equally before any conclusions are made.

Who has been affected and how? Older children are encouraged to think about the wider implications of who has been affected, for example, the academy community and families.

What do you think and feel about that? What each person was thinking/feeling at the time, before and since.

How can we make it right? What needs to happen next to make things right with each other and with the academy community? What do those affected need to feel better, move on, repair harm and rebuild relationships. How do those people agree and negotiate and what support might they need to do this?

What can we do next time? How can we avoid a similar situation in the future?



4. Roles, Rights and Responsibilities

In order to achieve our aims we recognise that different groups of people need to work together.

The role of pupils

- Discuss the academy code and class rules within their class.
- Understand the expected standard of behaviour they should be displaying at Beacon.
- Understand that they have a duty to follow the behaviour policy, the rewards they can earn for meeting the behaviour standards and the consequences of breaking the academy rules.

- Engage in restorative discussions if/when needed.
- Understand the pastoral support that is available to them to help them meet the behaviour standards.
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Vote for members of their class to represent them on the Academy Council.

The Role of Staff

"All children are to be treated in a fair manner"

- Creating a calm and safe environment for pupils and taking responsibility for the quality of the academy environment.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently and fairly, dealing with situations promptly, which have not maintained the expected high standards of behaviour.
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships, considering the impact of their own behaviour.
- Listen to children and make them feel like their comments matter and that they are valued.
- To treat all children fairly.
- Actively seek opportunities to praise children.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly on CPOMs and following up with informing parents and any additional support needed for pupils.
- Supervise children in class and as they make their way around the academy.
- Ensure that under no circumstances should children be sent out of the classroom and be unsupervised as a response to unacceptable behaviour. In the event of a pupil continuing to be disruptive after incremental sanctions have been applied, they are to be referred to a member of the Leadership Team.
- The Leadership Team will support staff in responding to behaviour incidents after staff have followed the behaviour policy.

The role of the Headteacher/ Head of School

It is the responsibility of the Headteacher/ Head of school to ensure the health, safety and welfare of all children in the academy. The Headteacher/ Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

- Reviewing this policy in conjunction with The Governing Board.
- Giving due consideration to the academy's statement of behaviour principles.
- Approving this policy.
- Ensuring that the academy environment encourages positive behaviour.
- Ensuring that staff deal effectively with inconsistent behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The role of The Governing Board

- Approving the written statement of behaviour principles.

- Reviewing the policy in conjunction with the Headteacher/ Head of School.
- Monitoring the policy's effectiveness.
- Holding the Headteacher/Head of School to account for its implementation.
- The Headteacher/ Head of School has the day-to-day authority to implement the academy behaviour and discipline policy, but Board members may give advice to the Headteacher/ Head of School about particular disciplinary issues. The Headteacher/ Head of School must consider this when making decisions about matters of behaviour.

Partnership with Parents

The academy will endeavour to build positive relationships with parents/carers for the benefit of all children. We aim to share good news and achievements, as well as any concerns or details of any behaviour incidents in a timely manner, working in collaboration to support pupils and tackle behavioural issues. Communication will be regular and as appropriate to the individual pupil, using direct discussion, telephone calls, letters, emails or meetings. We may use these methods to discuss children's behaviour or work.

The role of Parents/carers

- Get to know the academy's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the academy's behaviour policy.
- Work together with staff to ensure a consistent approach for the child.
- Model appropriate behaviour by showing respect towards staff and other families.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher openly and promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with the academy.
- Take part in the life of the academy and its culture.

5. Academy Rules, rewards and sanctions

Classroom Management

Each class has its own set of rules, discussed and agreed between the pupils and their teacher at the start of each year. These rules set the tone and context for positive behaviour, are age appropriate and meet the needs of all pupils to create a safe and happy classroom. These rules are displayed on the PSHE display and are to be referred to regularly.

Early Years Rules

Golden Rules are a very clear way of laying out behavioural expectations in a child-friendly way. Each Early Years class will display these Golden rules and refer to them daily. The Golden rules will be shared with parents and carers.

The golden rules are:

- ✓ Kind hands and feet: We do not hurt anyone.
- ✓ Good looking: We look at the person talking.
- ✓ Good listening: We do not interrupt someone talking.
- ✓ Use our manners: We say please and thank you.
- ✓ Put your hand up: We wait patiently until our turn.
- ✓ Good sharing: We take it in turns with others.
- ✓ Honesty: We always tell the truth.
- ✓ Respect: We look after our property.
- ✓ Helpful: We help our friends and teacher.





Academy Rules

We have rules that apply to moving around the academy, general conduct and behaviour in the playground and dining hall. These have been agreed with the pupils and exist for their safety and well-being:

- **We will** care and treat each other as we would like to be treated
- **We will** respect all members of staff
- **We will** respect our academy equipment and building and everyone's property inside it
- **We will** protect our academy reputation and do everything we can to maintain our good reputation within the local and wider community
- **We will** do our best to follow our classroom and playground rules
- **We will** wear our full academy uniform
- **We will** promote good manners by:
    - saying please and thank you
    - holding the door open for others
    - using correct names for staff and pupils
    - waiting and take turns
    - not interrupting when someone else is speaking
    - knocking doors before entering a room

Playground Rules

- **We will** do our best to play cooperatively
- **We will** respect all equipment
- **We will** follow rules and listen to all members of staff
- **We will not** fight or behave violently or roughly, causing hurt to another person
- **We will not** use abusive or bad language
- **We will not** run away from a problem, putting ourselves or others in danger
- **We will not** hurt anyone with unkind words or actions

Dining Hall Rules

- **We** respect all staff at all times
- **We will** walk from place to place and line up quietly
- **We will** use good manners at all times
- **We will** try our best to be clean and tidy in the dining hall
- **We will** not shout or be loud at the dining table

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the academy
- Sanctions will only be given out on academy premises, or elsewhere when the pupil is under the lawful control of the staff member (e.g. on an academy-organised trip).

Supporting pupil's behaviour

Children are supported in a range of different ways including:

- Play leaders
- Friendship Bench
- KS2 Mental Health Heroes
- Academy Council
- Pastoral Leader
- Praise and rewards
- Restorative Practice (See pages 7-8)

Promoting good behaviour - Praise and Reward





We recognise children's efforts to behave as expected by:

- ✓ Non- verbal signals (thumbs up, smile, etc…)
- ✓ Verbal praise
- ✓ Stickers
- ✓ A dip in the prize box
- ✓ Class incentive e.g. Kindness bucket, marble in the jar, raffle tickets etc…
- ✓ House Points (trophy presented weekly, termly rewards for winning house)
- ✓ 'Beacons' to spend at the Beacon Bank
- ✓ Beacon Values certificate
- ✓ Writing positive comments in children's books
- ✓ Visiting a member of the Senior Leadership team
- ✓ Visiting the Headteacher
- ✓ Pupil of the Year award
- ✓ Attendance Certificates
- ✓ Giving children responsibility e.g. toast monitor, table monitor
- ✓ Time on the Trim Trail or Gym equipment
- ✓ Represent the academy on the 'Academy Council'
- ✓ Represent the academy as a 'House Captain'
- ✓ Represent the academy for Sport competitions and Trust Events
- ✓ Be chosen for jobs, (for example, Bank monitor, Radio Presenter, Journalist)







Some children may need rewards tailored to their individual interests due to a special educational need or disability. Staff use their knowledge of each individual to ensure they are motivated to achieve rewards and have a good understanding of how to achieve these.

Consequences, Strategies and Sanctions

When a child forgets a classroom or whole academy rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage a child for their good behaviour.

Here are the strategies we use:

- Verbal prompt and reminder
- Verbal warning, reminding the child of the rules
- Non-verbal signals e.g. a frown, praising others who are behaving well
- Private discussion about why the behaviour is unacceptable, and giving the consequences of further poor behaviour
- Change of position within the learning environment, move child away from situation, or separating the child from a group or the class, to spend time with another teacher
- Yellow or Red card for not following the 'Good to be Green' behaviour expectations
- Time out with an egg timer
- Not gaining the daily 'Beacons'
- Miss play/lunch time following a red card
- Planned ignoring

- Loss of privilege e.g. child loses minutes from privilege time
- Discussion of concerns with parent/carer, sharing of information concerning poor behaviour with another member of staff
- Nurture groups
- Reward Chart
- Report card
- Home - Academy Communication book
- Referral of child to the Learning Mentor or Leadership Team
- Working in isolation or missed minutes from break time or dinner times

Most of our pupils learn to take responsibility for their actions early on, and behave appropriately at Beacon. For those who cannot always behave appropriately, consequences will follow. The nature of these will depend upon:

- the age and maturity of the child;
- the special educational needs of the child;
- any mitigating circumstances to be taken into consideration;
- the seriousness of the incident;
- the context of the incident or if this is one of a series of incidents of poor behaviour.

Behaviour in Early Years

At Beacon Academy, our Early Years Team are dedicated to promoting a safe, nurturing environment where every child feels valued, respected, and secure. We aim to help children develop a strong sense of right and wrong by teaching appropriate behaviour and discouraging inappropriate actions in a supportive, developmentally appropriate manner. We believe that behaviour is part of a child's developmental journey. Through consistent guidance, role modelling, and partnership with parents and carers, we strive to empower children to build confidence, self-esteem, and positive relationships. The strategies used in Early Years to support behaviour is based on research and child development. (Appendix 6)

We understand that young children under 3 may exhibit behaviours such as tantrums/outbursts, biting, and other behaviours due to:

- Separation anxiety
- Difficulty regulating emotions
- Disrupted routines

Support is provided through:

- A consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

We understand that learning to regulate emotions and behave appropriately in a group setting is a gradual process. This policy outlines our principles and strategies for supporting children as they develop socially and emotionally.

To encourage positive behaviour, we focus on:

- **Modelling appropriate conduct** by being positive role models.
- **Consistency** in enforcing boundaries and expectations.
- **Positive reinforcement** through praise and recognition.
- **Encouraging self-regulation** and problem-solving.
- **Using positive body language** and engaging at the child's level.
- **Offering choices** and opportunities for behavioural improvement.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not deliberate disobedience. We use the story 'The colour Monster' to support children's understanding of emotions.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Use exclusion strategies such as a "naughty chair" or "time out."
- Withhold food or treats.

Instead, we use '**reflection time' or 'thinking time'** to help children regain composure in a supportive way.

'Thinking time' is 1:1 time with an adult using the restorative approach or quiet time in the 'Self-regulation area'. An adult will monitor the time the child has in the self-regulation area (2, 3 or 4 minutes depending upon their age) before approaching them for a 1:1 chat about their behaviour. We do not use Time out.
**A child may need the sand timer to know how long they have in the self-regulation area prior to a chat with an adult.*

Thinking time reinforces the idea that this is the time for the children to move away from an activity so that they can sit and talk things through with an adult. This prevents children from feeling isolated, and lets them start fresh rather than feeling as though they are being punished.

Children in reception also follow the 'Good to be Green' approach.

Good to be Green

We use the 'Good to be Green' system to monitor children's behaviour in Reception to Year 6. It is a positive approach towards good discipline, which runs throughout the academy to promote high expectations. We expect all children to remain green throughout the day/week, indicating their good behaviour. If behaviour falls short of our expectations, a verbal prompt and reminder will be given.

If behaviour does not improve, they are given a verbal warning, which can result in being issued a yellow card if the poor behaviour persists. However, a yellow card can turn back to green if behaviour is seen to improve. Extreme cases of poor behaviour can result in a red card being issued, and the child will miss 10 minutes of their playtime or lunchtime. In some cases of poor behaviour, the child will be spoken to by a member of the Leadership Team, to discuss why they received a red card.

Some examples of unacceptable behaviour that will result in movement through the Good to be Green system:

- Refusal to follow instructions
- Inappropriate noises/noise level
- Inappropriate use of language, including hand gestures
- Distracting others
- Lying
- Name calling
- Unsafe behaviour, including retaliation

(See also definitions of misbehaviour section)

All pupils start green, every day. Each day is a fresh start, regardless of the behaviour on the previous day. However, if a red card was issued in the previous afternoon session, the child will miss some of their lunchtime the following day as a consequence of their behaviour choices.

Immediate Red Card (Any member of staff)

- A child can receive a straight red card for:
  - Fighting
  - Swearing
  - Bullying
  - Verbal abuse
  - Spitting
  - Deliberate breaking equipment
  - Graffiti of academy property
  - Leaving the classroom without permission
  - Refusing to follow instructions

- Following these incidents, the red card will be logged on CPOMs, and the parent will be informed before or at the end of the day.
- Following any red card, an adult will complete a restorative conversation with the child.
- In extreme cases, the child may be taken to a member of the Leadership Team to discuss the situation.
- Children who have received a red card are not able to represent the academy for the next 5 days, for example in sporting events, academy showcases or Trust events.

Our Learning Mentor and/or Leadership Team will monitor CPOM's for persistent offenders receiving red cards. These children will be discussed during weekly Leadership meetings.

Stage 1 - Class Teacher/TA/LSA

If a child is not following the Good to be Green system, we use the following steps:

Step 1

- Praise good behaviour
- Verbal prompt to remind the child of the expectations/rules

Step 2

- Follow up verbal warning

Step 3

- If the behaviour continues, a yellow card is issued.
- Ongoing praise given as appropriate and movement back to a green card when behaviour has improved.

Step 4

- If the child is on a yellow card and they continue to show unacceptable behaviour, a red card will be issued. The red card is recorded on CPOMS, the parent is notified and the child misses 10 minutes of playtime or lunchtime within their year group.
- Following any red card, an adult will complete a restorative conversation with the child.
- If the child continues to show unacceptable behaviour following a red card, support may be sought from the Leadership Team or a phone call home may be made to discuss concerns and next steps.

At times when an incident is more serious, a pupil may be expected to miss more time at lunch, over a period of days, to support an improvement in the behaviour.

Escalation process to support an improvement in behaviour where concerns arise

Although Beacon Academy use a restorative approach across the setting, there may be some pupils who require further support with their behaviour. These pupils may be identified and given an Individual Behaviour Plan with specific targets identified. The SENDCO may be involved at this stage, together with the class teacher, parents, child and appropriate member of the Leadership Team. If the child is already on an Individual Behaviour Plan, the targets and strategies may be reviewed.

The following process is used to support an improvement in behaviour where concerns continue. In some circumstances, the stages below may be moved through more quickly to support the needs of the child, or secure a positive learning environment for other pupils and staff. This will depend on the needs of the pupil, the severity of the behaviour and the needs of the other pupils.

Stage 2 - If the child receives 2 red cards in a half term

- The class teacher will send a letter home informing the parents/carers of the nature and frequency of their child's behaviour, and they will be invited to a formal meeting with the Class Teacher.
- The Class Teacher meets with parent/carer to discuss concerns, expectations and actions moving forwards.
- Details, including agreed actions are recorded on CPOMS.

Stage 3 – If the child receives a further 2 red cards in a half term

- A Middle Leader will send a letter home informing the parents/carers of the nature and frequency of their child's behaviour, and they will be invited to a meeting with the Class Teacher & Middle Leader to discuss concerns, expectations and actions moving forwards.
- The purpose of this meeting is to make the parents aware of the seriousness of the situation and outline the next steps if their child's behaviour does not improve. Parents/carers will be required to support the academy's actions and discipline their child as they see fit.
- Details, including agreed actions are recorded on CPOMS.
- The child will be issued a Report Card, which will be discussed with a Middle Leader and parents/carers daily.

Report Cards (Middle Leader) See Appendix 3

Report cards will be used to support an improvement in behaviour where day-to-day support has not been effective. This will be discussed with parents/carers and clear expectations and targets will be set. Pupils on a report card will report to a member of the Leadership Team daily. Parents/carers will also be kept up to date with a child's progress.

Stage 4 - If the child receives a further 2 red cards in a half term

- A member of the Leadership Team will send a letter home informing the parents/carers of the continued concern for behaviour, and they will be invited to a meeting with the Class Teacher and member of the Leadership Team to discuss concerns, expectations and actions moving forwards.
- The purpose of this meeting is to make the parents aware of the seriousness of the situation and outline the next steps if their child's behaviour does not improve, such as the possibility of an Offsite Direction or Managed Move. Parents/carers will be required to support the academy's actions and discipline their child as they see fit.
- If the pupil is not already on a Report Card, this may be issued to enable both staff and parents to see clearly, whether there is an improvement in behaviour and to provide the child with feedback throughout the day whether they are meeting the expectations of the academy.
- The involvement of outside agencies such as Early Help Partnership, Exclusion Team, CAMHs, Educational Psychologists or North Star Advisory Service, with the consent of the parents/carers. The aim of doing so is to provide pupils and their parents with further support to help us all achieve the aim of remaining at the academy and improving behaviour.
- Details, including agreed actions, are recorded on CPOMs, for the purposes of future reference, along with previous documentation, showing our commitment to inclusion.
- At this stage, the child may need to report to the Leadership Team more frequently.
- The child and parents/carers may need to engage with an Individual Behaviour Plan/Contract.

Stage 5 - If concerns continue

- A letter will be sent home informing the parents/carers of the severity of the behaviour concern, and they will be invited to a formal meeting with the Class Teacher & Headteacher/ Head of School (or Deputy) to discuss concerns, expectations and actions moving forwards.
- The purpose of this meeting is to make the parents aware of the seriousness of the situation, and outline the next steps if their child's behaviour does not improve. Parents/carers will be required to support the academy's actions and discipline their child as they see fit.
- Details, including agreed actions are recorded on CPOMs.
- If the child's behaviour has not improved, the following things may happen:
    - The child has an Individual Behaviour Plan/contract
    - Discussion around the child going home at lunch time
    - Discussion around the need for a variation of timetable to meet the child's needs.
    - Discussion around possible Offsite Direction or Managed Move to another school or academy.

6. Escalation process, Fixed Term, Lunchtime and Permanent Exclusions

Beacon Academy is an inclusive academy committed to equal opportunity for all. We will do all in our power to avoid exclusion of pupils. In the majority of cases, the stages above would be sufficient and alongside the system for rewards, would result in improved behaviour. However, should a pupil's negative behaviour continue poor, and they continually ignore our rules, then we will proceed to an internal, or fixed term exclusion. The power to exclude a pupil from a school or academy is only exercisable by the Headteacher / Head of School (or Acting Headteacher in the Head's absence) in accordance with the Education Act 2006.

A child may be at fixed term exclusion when strategies have not been effective over time, in dealing with persistent breaches of the behaviour policy; or when there has been a single, clear and serious breach of discipline; or if allowing the student to remain in the school or academy would seriously harm the education or welfare of the student, or other students in the school or academy.

Pupils will be treated as individuals, and decisions around exclusions will be made on a case by case basis. The type and length of the exclusion will depend on the nature of the incident, or series of incidents and will be decided upon in discussion with at least two members of the Leadership team. Exclusions may be issued for any time period, between half a day and 15 days at a time.

Some pupils move through stages of the behaviour policy at various points throughout the year, usually because of minor disruptions, and where staff feel that exclusion is inappropriate for their age or stage of development the following guidelines would be considered:

1. Review the child's progress and needs with the SENDCO. Implement an appropriate programme of work.
2. Parents will be told clearly that the teacher is dissatisfied with the child's work or behaviour/attitude, and will be asked to work with and support academy.

There are situations where we may judge that a child moves straight to these stages, without going through the previous stages. These would be for persistent breaches of the behaviour policy causing ongoing disruption to others, or single extremely serious incidents, such as verbal or physical assault on another pupil or member of staff.

The Procedure

The exclusion of a student is an extreme measure, and can only be administered by the Headteacher, Head of School or Deputy Headteacher in the Headteacher's absence.

- At this stage, the parents/carers will be contacted immediately to collect the child from the academy. They will be given clear reasons for the exclusion, and told the period of time, including starting and finishing date. The child is then excluded from being present on the academy site or public place for that period of time, and must not return until the date stated. Failure to comply with this may result in another period of exclusion being imposed, or a fixed penalty notice.
- Arrangements will be made for work to be issued in paper form or email for the child to complete at home. The class teacher is responsible for ensuring that this happens.
- Details will be recorded on CPOMs.

Following the period of exclusion, the parent/carer and the child must meet with the Headteacher, Head of School or a member of the Leadership Team on the morning of their return. The purpose of this meeting is to make clear that their return to Beacon is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct.

Lunchtime Exclusion

Pupils are expected to conform to our academy rules at lunchtimes, and in particular to those relating to the dining hall and playground. There should be the same high expectations at lunchtime, as at any other time during the day.

Lunchtime staff are aware of our policy, and are responsible for applying it consistently, where appropriate, with support from other academy staff. Lunchtime staff will report any concern to the child's class teacher, or member of staff responsible for the class for the afternoon session. In their absence, the information will be passed to The Leadership Team.

Repeated or serious incidents of poor behaviour at lunchtime, will be dealt with according to the guidelines above. However, the Headteacher / Head of School may feel it necessary to move to the exclusion stage for the lunchtime period. Should this be deemed necessary, the following action will be taken:

- Parents/carers will be contacted the same day. They will be given clear reasons for the exclusion from the academy for lunchtimes and told the period of time, including starting and finishing date.
- The child is then excluded from being present on the academy site each lunchtime, and the parent/carer is obliged to make arrangements for them to be collected and returned to the academy at the start and end of lunchtime sessions. They must not resume lunches at the academy until the date stated. Failure to comply with this, may result in another period of exclusion being imposed.
- Upon request, arrangements will be made for the parent/carer to collect a packed lunch if the child is entitled to free school meals.
- Details will be recorded on CPOMs.

Following the period of exclusion, the child must meet with the Headteacher, Head of School or member of the Leadership Team on the day of their return to the lunchtime provision. The purpose of this is to make clear that their return to Beacon is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct
- Arrangements may be made for a staggered return to normal lunchtime routines to support a positive reintegration.

Stage 8 - Permanent Exclusion from the Academy

Permanent Exclusion is to be used as a last resort, when all other stages have been tried and exhausted. We always try to give pupils a new start, but we do have an obligation to all pupils and families at Beacon Academy. All pupils and staff must have the right to learn and work in a school or academy free of the fear of anyone else causing them harm. Therefore, should a pupil's behaviour continue to remain poor, and they continually ignore our rules, then we will proceed with a permanent exclusion.

There are situations where we may judge that a child will be permanently excluded, without going through the previous stages. This would be for a '**serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils at the school.' (DfE Guidance August 2024)**

Single extremely serious incidents, which we will never tolerate in any form at Beacon and would include:

- Physical assault on another person, resulting in serious harm/injury to that person;
- Assault on a staff member
- Indecent exposure/assault
- Sexual harassment/assault
- Theft of academy property or equipment
- Arson
- Possession of drugs/an offensive/lethal weapon on academy premises

At this stage

- Parents/carers will be contacted immediately to collect the pupil from the academy. They will be given clear reasons for the permanent exclusion, and advised with regard to the options now open to them.
- The pupil is then excluded from being present on the academy site indefinitely. Failure to comply with this will be treated as trespassing and may result in police being called.
- The academy is no longer responsible for providing the pupil with work after the first 5 days.
- The parents/carers are under obligation to secure an alternative education for their child. They will be advised to consider this urgently, pending the outcome of the Disciplinary Hearing. The LEA may agree to provide the pupil with a home tutor, if this cannot be resolved.
- Details will be recorded on CPOMs
- All of the above details will be recorded in written form and copies will be circulated to:

1. The parents/carers of the named child
2. The chair of Governors
3. The local education authority
4. Any relevant outside agencies involved
5. The child's personal record file on CPOMs (which is passed on with them through and to the next school or academy)

Under normal circumstances, and provided that the academy had acted in accordance with the above agreed policy, this would be upheld and the parents/carers would be obliged to seek an alternative school or academy for their child.

7. Recognising the impact of SEND on behaviour

It is recognised that some children, due to their medical or SEND, may not respond to the above rules appropriately and may require help and support, and/or individualised rules in order to apply the rules to themselves. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will consider its legal duties, when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies
- As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to remove triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory needs or who has severe eczema
- Training for staff in understanding conditions such as autism, ACEs and trauma
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of social stories so support children's understanding around acceptable behaviour
- Knowledge of the individual child's interests to motivate positive behaviour choices.
- Knowledge of the individual child's interests to support emotional regulation.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where possible, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Staff working closely with the children will complete ABC charts in an attempt to identify possible triggers for negative behaviour choices.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education Health Care Plan (EHCP)

The provisions set out in the EHC plan must be secured, and the academy will co-operate with the local authority and other bodies. If the academy has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHCP.

8. Training

As part of their induction process, our staff are provided with training on managing behaviour positively, such as:

- Restorative practise
- De-escalation strategies
- The needs of the pupils at the academy
- How SEND and mental health needs can impact behaviour
- The proper use of restraint (Team Teach)
- Behaviour management will also form part of continuing professional development.

9. Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy on the academy website for more information.

10. Reasonable force

We use the Team Teach approach, as it focuses on fostering a positive environment where **physical handling is used only as a last resort**. A selection of our staff are trained to use communication and de-escalation techniques when dealing with challenging behaviour, reducing the need for invasive interventions.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

11. Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

- Any prohibited items, listed in our General Principles, found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to the academy discipline. These items will be returned to parents/carers after discussion with The Leadership Team.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher / Head of School or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search necessary, but not required urgently, they will seek the advice of the Headteacher /Head of School, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises, or where the member of staff has lawful control or charge of the pupil, for example on an academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the policy General Principles.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags
- Trays

A pupil's possessions can be searched for any item, if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in General Principles) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Where there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL immediately:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a item as listed in the General Principles
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in General Principles), including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in General Principles). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

12. Online misbehaviour

The academy has a detailed policy for Online Safety, which includes user agreements for pupils and staff members. Where behaviour concerns arise online, staff will follow the policy and implement sanctions as appropriate. All pupils will be supported following and incident. Sanctions will be applied to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Where concerns arise for pupils' unacceptable behaviour online when not in academy time, staff will reinforce the principles of our PSHE and Online Safety curriculum. Concerns of this nature will be reported to parents/carers and where appropriate to the service provider and/or police.

13. Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy on the academy website for more information.

14. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy on the academy website for more information.

15. Mental Health and emotional well-being

At Beacon Academy, we understand that a one-size-fits-all behaviour approach does not work – we address situations and pupils individually. We understand that children's behaviour can be linked with their mental health. We recognise that children may:



- Have low-self esteem
- Have experienced trauma in the family
- Have experienced lack of clear boundaries
- Be masking learning difficulties
- Have medical conditions
- Have poor understanding of expectations

Here are some techniques we use:

1. Tell them, show them, let them

Some children struggle to adapt to new routines and rules, so teachers model the new behaviour and show them how to relate to their classmates, the curriculum and themselves.

2. Support the personal

All members of staff create a compassionate and understanding atmosphere in the classroom where children can open up to and share their concerns with an adult they feel comfortable with or speak to one of the Mental Health ambassadors or children's mental health heroes.

3. Stop, think, choose

Some children may not have learned how to deal with challenging emotions in an appropriate way. Teachers help by modelling problem-solving skills. Teachers will talk aloud, showing them how to weigh up and think through problems.

4. Analyse don't personalise

It is important to reframe "bad" behaviour as "mistakes" rather than something fundamentally wrong with the child. Teachers think…do they have the necessary skills, or do I need to teach them? What is the function of this behaviour, are they gaining something or avoiding something? All members of staff act as behavioural "detectives" and use a "behavioural mistake" as a learning opportunity.

5. Normalise negative feelings

Children need to know that having anxious or angry thoughts is part of normal human life; they help us prepare for bad things happening. All members of staff acknowledge their negative emotions, and then shift the focus to their positive emotions. Teachers teach children that negative emotions lead us to turn in on ourselves, to self-protect, so by balancing this by focusing on positive emotions can lead us to go out and explore the world. We teach the children about gratitude (who has helped you today?), curiosity (what have you learnt?) and achievement (what was a new skill or success?).

For more information on how we support children's mental health please refer to the academy's Mental Health Policy.

16. Mobile phones

DfE's the mobile phone and behaviour guidance. See also our academy Mobile Phone Policy.

- Usually only pupils in Year 6 would be allowed to bring a mobile phone to the academy, if it is needed directly before or after school for safety reasons (walking to/from the academy).
- Pupils' mobile phones will be handed in immediately to the class teacher upon arrival to Beacon.
- Pupils' mobile phones will be locked in the classroom cupboard throughout the day.
- Pupils' mobile phones will not be used in school time.
- Exceptions to the rules may be permitted for medical or personal reasons in discussion with the Headteacher.

For more information please read our Mobile Phone Policy.

17. Attachment Aware and Trauma

In 2021-2022, Beacon Primary School achieved the Attachment Aware and Trauma Bronze Award in association with Walsall Virtual Schools. Through this award, Beacon Academy has become more attachment and trauma-informed to ensure our practice includes more nurture time, restorative approaches and a focus on positive relationships. The academy supports the inclusion of children and young people with SEMH needs. As an academy, we understand how children use behaviour as a communication tool, and how emotional well-being impacts on children and young people's learning. Beacon Academy continues to be committed to supporting pupils who have experienced trauma and ensure staff training is regular and up to date to meet the needs of the pupils.

In July 2025, one member of staff also completed the Trauma Informed Practitioner Status and was recognised for their positive impact in school and supporting staff across the school to implement trauma informed approaches.

18. Links with other policies

This behaviour policy is linked to the following policies

- Anti- bullying Policy
- Child protection and safeguarding policy

- Mobile phone policy
- SEND policy
- Trust Positive Handling Policy (Team Teach)
- Trust Moving and Lifting children Policy (moving and handling)

19. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of Governors.

Appendix 1 - House Point Poster

Here are the allocated number of House Points you can earn at Beacon.

1HP	2HP	3HP	5HP
Impressive answers Being sensible at lunch time Trying hard in lessons Sitting nicely in assembly Walking nicely down the corridor Holding a door open	Being kind Being a positive role model	Good work Good partner/ group work Returning homework Quizzes 100% CLIC tests	Representing the academy Competitions

- **Spelling test**
  10/10 - 5HP
  9/10 – 4HP
  8/10 – 3HP
  7/10 – 2HP
  6/10 – 1HP

Academy Roles – paid 10 Beacons

- Academy Council
- Mental health heroes
- BLAST
- Librarians
- Fruit Monitor
- Radio Presenters
- Bankers
- Journalists
- Lunchtime Leaders
- Play Leaders
- House Captains
- Digital Ambassadors
- Barking Buddies
- Posties
- TV Presenters

Appendix 2 – Pupil Behaviour Letter to Parents/Carers

First behaviour letter – teacher meeting

Dear [insert parent/carer name],

I wanted to make you aware that (NAME) has received a second red card for unacceptable behaviour. As you will appreciate, this behaviour does not adhere to our behaviour expectations, which are set out in our behaviour and discipline policy.

We would like to meet and discuss how we can work together to support NAME in reaching our high expectations. The meeting will take place on (DATE) at TIME. If you cannot attend, please let us know so we can arrange a more suitable time.

I would be grateful if you could discuss (NAME)'s behaviour with them to ensure a consistent message between the academy and home.

Thank you in advance for your support.

Yours sincerely,

CLASS TEACHER NAME

DATE

Second behaviour letter – Middle Leader meeting

Dear [insert parent/carer name],

Following the letter sent to you from Names' class teacher, regarding their behaviour, I am sorry to say that they are still not adhering to our behaviour expectations, which are set out in our behaviour and discipline policy.

We would like to meet and discuss how we can work together to support NAME in reaching our high expectations. The meeting will take place on DATE at TIME. If you cannot attend, please let us know so we can arrange a more suitable time.

I would be grateful if you could discuss (NAME)'s behaviour with them to ensure a consistent message between the academy and home.

Thank you in advance for your support.

Yours sincerely,

Middle Leader Name

Date

Third behaviour letter – Leadership Team meeting

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and discussing a plan to improve NAME'S behaviour, there has been further concerns.

NAME would now benefit from a structured approach to help improve their behaviour in the academy.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting], to discuss the further support we will be putting in place for [insert pupil's name].

The meeting will take place on DATE at TIME.

Yours sincerely,

LEADER NAME

DATE

Fourth behaviour letter – HT/DHT meeting

Dear [insert parent/carer name],

Despite a number of meetings to discuss a structured approach to improve NAME'S behaviour, there has been further concerns, which need to be addressed as a matter of urgency. NAME is now at risk of permanent exclusion.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting], to discuss the further support and next steps for NAME.

The meeting will take place on DATE at TIME.

Yours sincerely,

LEADER NAME

DATE

Appendix 3 – Behaviour/Report Card

KS2

Name: _____ Class: _____ Report Card Number: _____

Issued by: _____ Week commencing date: _____

Target: 1. _____

Target: 2. _____

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	SLT comment	Shared with parent/carer
Mon									
Tues									
Wed									
Thurs									
Fri									

3. Not achieved 2. Partially achieved 1. Achieved

Parent /Carer comments and signature:

Remain on report card ☐

No longer need a report card ☐

KS1

Name: _____ Class: _____ Report Card Number: _____

Issued by: _____ Week commencing date: _____

Target: 1. _____

Target: 2. _____

	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	SLT/ Teacher comment	Shared with parent/carer
Mon									
Tues									
Wed									
Thurs									
Fri									

Blank - Not achieved Small sticker - Partially achieved Big sticker - Achieved

Parent /Carer comments and signature:

☐ Remain on report card

☐ No longer need a report card

Appendix 4 – Sample Exclusion Letter

Date

Dear PARENT NAMES

Re; NAME (DOB)

I am writing to inform you of my decision to exclude ***** for a fixed period of * days. This means that they will not be allowed in the academy for this period. The Fixed Term Exclusion begins on DATE.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude NAME has not been taken lightly. NAME has been excluded for this fixed period due to INSERT REASON.

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion, unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during academy hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for NAME to complete on the days specified in the previous paragraph as school days during the period of this exclusion, when you must ensure that they are not present in a public place without reasonable justification. Please ensure that the work set by the academy is completed and returned to us promptly for marking.

You have the right to make representations about this decision to The Governing Board. If you wish to make representations please contact Mrs S Hayward – Chair of Governors, c/o Beacon Academy, as soon as possible. Whilst The Governing Board have no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's academy record.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the Special Educational Needs and Disability Tribunal (SENDIAS, which is to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIAS, Mowden Hall, Straindrop Road, Darlington, DL3 9DN.

Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of NAME's academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of NAME's academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

If you require further advice, you may find it useful to consider the following contacts/documents:

- Peter Woodfield at Walsall Children's Services at the Education Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG on 01922 652819, who can provide advice.

- The National Children's Bureau, 8 Wakley Street, London, EC1V 7QE. They can be contacted on 020 7843 6000 or email enquiries@ncb.org.uk. More information can be found at http://www.ncb.org.uk/
- The SEND First Tier Tribunal (SEN and Disability). They can be found at http://www.justice.gov.uk/tribunals/send/appeals
- Coram Children's Legal Centre. They can be contacted on their advice line 08088 020 008 or email more information can be found at http://www.childrenslegalcentre.com
- The Walsall Information Advice and Support Service SEND (formerly Parent Partnership). The can be contacted on 01922 650330, email iasssend@walsall.gov.uk or via the Website: www.walsallparentpartnership.org.uk
- The DfE document Suspension and School Exclusions, 2012 which can be found on the following website: School suspensions and permanent exclusions - GOV.UK

NAME's exclusion ends on DATE and we expect NAME to be back at Beacon Academy on DATE following a re-integration meeting at TIME with a member of The Leadership Team.

Yours sincerely

Mrs C Chandler

Headteacher

Appendix 5 – Biting Procedures

Biting is a common behaviour among children and can be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and also frightening for the child who bites. Biting happens for different reasons, with different children and under different circumstances. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. At Beacon Academy, we follow our positive behaviour policy to promote positive behaviour at all times.

Aim

We aim to act quickly and efficiently when dealing with any case of biting. The setting uses the following strategies to prevent biting:

- Sensory activities,
- Biting rings,
- Adequate resources and staff who recognise when children need more stimulation or quiet times. We will treat each incident with care and patience, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Procedure

In the event of a biting incident:

- Two members of staff will be required to deal with this incident, one to comfort the child who has been bitten and one to look after the child who has bitten
- The child who has been bitten should be comforted and given reassurance.
- Once the child is calm, staff should check for any visual injury. If there is a bite mark, this should then be washed with warm water and wiped with an antiseptic wipe. Staff will explain to the child what is happening and support the child

If the skin is broken:

- If the wound is bleeding, it should be allowed to bleed, as covering the wound can increase the risk of infection.
- Staff should wear gloves and aprons when dealing with bodily fluids
- The Class Teacher/ Room Leader/ Early Years Leader will contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and offer an explanation of the procedure which has been followed. The parents/carers will be advised to seek medical advice.

If the skin is not broken:

- The staff member who witnessed the incident should inform a member of SLT and CPOM the incident.
- The Early Years Leader/ member of SLT will take into account all factors of the incident and decide whether to call the parents at the time or to discuss the incident with them at normal collection time.
- Wherever possible, the child who has bitten should have their behaviour managed by their key person and the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development.
- The child who has caused the bite will be told, in terms that they understand, that biting (the behaviour and not the child) is unkind and will be shown that it makes staff and the child who has been bitten sad. The child will be asked to say sorry, if developmentally appropriate, or develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents to develop strategies to

prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

- The parents/carers of the child who has bitten another person will normally be informed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parents/carers may ask you the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained.
- Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child does not have the communication skills, the staff alongside the Early Years Leader will carry out a risk assessment.

Key messages

- Staff should acknowledge that biting incidents can cause parents a great deal of distress and worry, and staff need to be sensitive and supportive at all times.
- Working in partnership with parents/carers is a key factor of any successful Behaviour Management Strategy. Staff should involve parents/carers every step of the way and explain that this should be implemented in the home as well as at Beacon.
- Staff should be aware that there are a range of triggers which can cause children to bite and should work as a team to identify these and reduce them.

Potential triggers for biting

- Exploration – babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.
- Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- Cause and effect – at around one year old, children become interested in what happens when they do something. For example, they may bang a spoon on a table and discover it makes a notice. This behaviour may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
- Attention – when children are in a situation where they feel they are not receiving enough attention, biting is a quick way of becoming the centre of attention.
- Independence – toddlers are trying very hard to be independent using phrases such as "me do it" and "mine". If a child wants a toy, or wants another child to do something, this could lead to a biting incident.
- Frustration – children can become frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task or having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
- Environment – an environment that does not provide challenge, or allows children to become uninterested can lead to displays of negative behaviour such as biting.
- Not having their needs met – children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions.
- All these triggers should be considered – it could be one of these factors or a combination

Potential strategies to support the management of biting incidents

- Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. This could be during particular times of the day or by simply reducing the number of large group activities provided.

- Staff should make sure a child who is biting received significant encouragement when displaying positive behaviour and avoid excessive attention following an incident.
- Staff should evaluate the routine and judge whether it is meeting the needs of the child. A good quality routine should provide experiences and activities both indoors and outdoors that have no waiting times. Whilst group activities should be for the benefit of the children and not as a holding exercise.
- Staff should plan activities that help release frustration such as physical outdoor play and malleable experiences like play dough, gloop etc.
- Staff should provide cosy areas for children to relax in and activities that release tension such as splashing in water, digging in sand and using sensory equipment.

Appendix 6- What research has influenced the Early Year's behaviour strategies at Beacon Academy?

- Anna Freud (1895-1982)



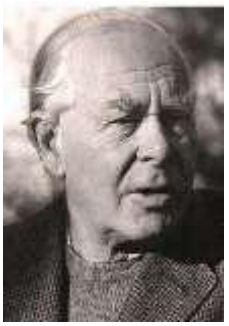
She developed a "double approach," combining observation of child behaviour with psychoanalytic reconstruction of their experiences, to understand both normal and abnormal development.



- B.F Skinner (1904-1990)

Skinner developed a behaviourist approach known as operant conditioning where learning is influenced by rewards, punishments and environmental factors. His idea was that children learn to behave in certain ways because of previous experiences which have either been pleasant or unpleasant.

- John Bowlby (1907-1990)



His attachment theory emphasises the importance of early childhood relationships, particularly with a primary caregiver, in shaping an individual's emotional and social development. Bowlby proposed that infants have an innate need to form attachments, which serve as a secure base for exploration and provide a sense of safety and security.



- John B Watson (1878-1958)

Watson, the father of Behaviourism, famously argued that we're all born as blank slates, shaped solely by our experiences. He believed that psychology should focus on observable behaviours rather than internal mental states.

- Lev Vygotsky (1896-1934)



Vygotsky's theory, specifically his Sociocultural Theory, emphasises the crucial role of social interaction and cultural context in shaping cognitive development and behaviour. He believed that learning is inherently social and that children learn best through interaction with more knowledgeable individuals, like teachers or peers. His theory highlights how social and cultural factors influence a child's cognitive development, moving them from basic mental functions to higher-level thinking.



- Maria Montessori (1870-1952)

Montessori behavioural theory, rooted in Maria Montessori's observations of children, emphasizes a child-centered approach to learning and development, focusing on fostering independence, self-regulation, and positive social interactions. It emphasizes that children are naturally curious and learn best through hands-on experiences in a prepared environment.