BEACON PRIMARY ACADEMY

Behaviour Policy

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Introduction

Beacon Primary Academy is committed to creating a safe, respectful and aspirational environment where all pupils can thrive. Our behaviour policy supports pupils to make positive choices, develop self-discipline and build the skills needed to succeed academically, socially and emotionally.

This policy reflects our academy values:

- **Brilliance** – *Be your best*
- **Pride** – *Show pride in yourself and our academy*
- **Ambition** – *Aim high, dream big*

These values underpin our expectations, routines and relationships across the academy.

Aims

- To create a culture of exceptionally positive behaviour for learning and for life.
- To ensure all pupils are treated fairly, with dignity and respect.
- To promote strong relationships between staff, pupils and families.
- To teach behaviour explicitly through modelling, routines and restorative practice.
- To recognise and celebrate positive behaviour and effort.
- To intervene early and support pupils who need additional help.
- To ensure consistency, clarity and fairness in responding to behaviour.

Equality and Inclusion

Beacon Primary Academy complies with the Equality Act 2010 and makes reasonable adjustments for pupils with SEND or additional needs. Staff seek to understand the underlying causes of behaviour, identify triggers and implement supportive strategies. Individual Positive Support Plans are created where necessary and reviewed regularly.

Academy Expectations

All members of the school community are expected to:

Pupils

- **Be your best** by engaging positively in learning.
- **Show pride** in yourself, others and the academy environment.

- **Aim high and dream big** by setting goals and working towards them.
- Follow instructions first time.
- Use kind words and actions.
- Move safely and respectfully around school.
- Take responsibility for your choices.

Staff

- Model calm, respectful behaviour.
- Meet and greet pupils warmly.
- Use consistent language linked to our values.
- Teach routines explicitly.
- Use Class Dojo consistently and fairly.
- Provide engaging, well-planned learning.
- Use de-escalation and restorative approaches.
- Follow up every incident and maintain ownership.

Parents and Carers

- Support the academy's behaviour expectations.
- Communicate openly and respectfully with staff.
- Reinforce the values of Brilliance, Pride and Ambition at home.

Recognition and Rewards

Positive behaviour is celebrated and reinforced throughout the academy.

Class Dojo

Every child can earn:

3 daily Dojo points

  - Positive Morning
  - Positive Lunchtime
  - Positive Afternoon

Additional Dojos for demonstrating Brilliance, Pride or Ambition. *Only one Dojo may be awarded for any single action.*

Dojo Milestone Awards

- Bronze – 150 Dojos
- Silver – 300 Dojos
- Gold – 500 Dojos
- Platinum – 1000 Dojos

Additional recognition may include Star of the Week celebration events, group recognition and positive messages home.

Consistency in Practice

Consistency is achieved through:

- Shared language linked to values.
- Predictable routines and expectations.
- Calm, measured adult responses.
- Clear follow-up and restorative conversations.
- Recording patterns and triggers to support early intervention.

Graduated Behaviour Steps

Core Principles (applies at all steps)

- Behaviour is taught and modelled, not just sanctioned.
- Positive behaviour is noticed first and most often.
- Consequences are graduated, predictable, and fair.
- Restorative conversations are used wherever possible.
- Acknowledgment of pupils with EHCP/SEND needs and those with positive support plans.
- All incidents are recorded on CPOMS.

Step 1 - Reminder (Low-level behaviour)

Examples

- Calling out
- Low-level disruption

- Not following instructions
- Poor learning behaviours
- Minor playground disagreements

Staff response

- Calm reminder of expectations
- Non-verbal cue or quiet prompt
- Re-teach the expected behaviour

Positive reinforcement

- Immediate praise when behaviour improves
- Recognition for correction without escalation

Step 2 - Repeated low-level behaviour

Examples

- Ignoring reminders
- Continued poor learning behaviours such as refusal to complete work.
- Minor playground issues (e.g. not sharing, name calling, pushing)

Staff response

- Briefly explain the behaviour of concern
- Give the pupil the opportunity to reflect and correct their behaviour

Possible actions

- Short reflection time with restorative conversation
- Time to complete unfinished work in their own time.
- Playground: pupil remains with an adult or is moved to a designated area with restorative conversation.
- Classroom: seat change or brief time out with restorative conversation.
- Session dojo point not awarded.

Positive Reinforcement

- Positive behaviour is praised and learning resumes

Lunchtime Reset

Pupils reaching Step 2 before lunch may be supported to reset at 1:00pm following reflection.

Step 3 - Persistent or unsafe behaviour

(Must be recorded on CPOMS)

Examples

- Throwing equipment
- Leaving an area without permission
- Ongoing disruption that impacts learning or safety

Staff response

- Clearly explain the behaviour and next steps
- Conduct a brief restorative conversation.

Sanctions

- Loss of part of break or lunchtime to complete restorative work.
- Time out:
    - EYFS – up to 2 minutes
    - KS1 – up to 5 minutes
    - KS2 – up to 10 minutes
- Support from pastoral staff if required

Reintegration

- Clear expectations for successful return to learning
- Behaviour improvement is recognised and praised

Step 4 - Continued unacceptable behaviour

(Must be recorded on CPOMS – SLT involvement required)

Examples

Staff response

- Removal from the situation
- Incident investigated by SLT
- Parents/carers informed

Possible consequences

- Missed break or lunchtime
- Internal suspension
- Withdrawal from trips or enrichment activities
- Alternative lunchtime arrangements

Follow-up

- Restorative work completed
- Positive support plan implemented if required

Immediate Action - No prior stages required

Examples

- Fighting or physical aggression between pupils.
- Racist or homophobic incidents.
- Swearing directly at a member of staff.
- Physical aggression against an adult.
- Leaving/attempting to the school site without permission.
- Serious vandalism.
- Bullying behaviour.

Response

- Immediate removal from class
- SLT involvement
- Parents/carers contacted.
- Fixed-term suspension may be considered

Escalation Over Time

- **Three recorded consequences in a half term:** SLT meeting with parents/carers
- **Six recorded consequences in a half term:** Meeting with the SLT and implementation of a Positive Support Plan and consideration of external agencies.

Pupils with SEND / EHCP

- The graduated system applies to all pupils.
- Reasonable adjustments are made in line with individual needs.
- Positive Support Plans and SENCo guidance must be followed.

Lunchtimes and Playtimes

- The same graduated framework applies
- Emphasis is placed on teaching social skills and positive play

- Adult support is used before exclusion from activities wherever possible

Restorative Practice

Restorative conversations are used to support children in understanding their behaviour, recognising its impact, and repairing relationships. These conversations are structured, calm and supportive, and may use visual prompts and emotion tools to ensure accessibility for all learners.

Staff guide pupils through the following stages:

- **What happened?**
  Pupils are supported to explain what occurred, using words, symbols or visual prompts where appropriate, focusing on actions rather than blame.
- **What were you thinking or feeling at the time?**
  Pupils are encouraged to identify their thoughts and feelings, supported by emotion visuals if needed, to develop emotional awareness and self-reflection.
- **Who has been affected and how?**
  Pupils consider the impact of their behaviour on themselves and others (e.g. peers, staff, family, the wider community), recognising how different people may have been affected in different ways.
- **How do you feel now?**
  Time is given for pupils to reflect on how they feel after the incident and conversation, helping them to regulate and move forward calmly.
- **What needs to happen to put things right?**
  Pupils are guided to identify appropriate restorative actions, such as apologising, fixing or tidying something, completing work, talking to someone, or making a plan for next time.
- **How can we do things differently next time?**
  Staff support pupils to agree on strategies, choices or support that will help prevent the behaviour from happening again.

Restorative conversations are not punitive. They are solution-focused and aim to rebuild trust, develop responsibility, and support positive behaviour change, ensuring pupils feel listened to, understood and supported.

Sanctions

Sanctions are fair, proportionate and focused on learning from mistakes.

Low-Level Sanctions

- Verbal warning
- Change of seating

- Step-out
- Reflection time
- Social stories

Moderate Sanctions

- Parent contact
- Loss of privilege
- Temporary removal from activities

High-Level Sanctions

- Internal exclusion
- Fixed-term suspension
- Permanent exclusion
- Involvement of external agencies

Positive Handling

The Academy follows the guidelines laid down by the DfE in their advice issued in July 2013. Positive Handling may be used:

• To prevent a pupil from causing injury to themselves or others

• To prevent a pupil from causing injury or damage to property

• Where the pupil is prejudicing the maintenance of good order and discipline at the Academy

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result. The Academy will communicate with parents where serious incidents involving the use of force been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

Behaviour Beyond the Academy

The Academy expects high standards of behaviour from pupils at all times, including when they are off-site.

• During school-led activities (e.g. trips, sports events, residentials):

The full Behaviour Protocol applies. Pupils are representing the Academy, and the same expectations and sanctions apply as they would on-site. Any incidents of poor behaviour will be dealt with in line with this policy, and parents/carers will be informed accordingly.

• On the way to and from school or in the local community:

This is considered a grey area. While the Academy does not have direct supervision during these times, we may apply sanctions where a pupil's behaviour:

o Poses a safeguarding concern;

o Impacts the wellbeing of other pupils or members of the Academy community;

o Brings the Academy into disrepute;

o Undermines the Academy's standards or expectations.

In these cases, we will assess the situation based on the following:

o The severity of the misbehaviour

o Whether the pupil was identifiable as a member of the Academy (e.g. in uniform

o The extent of the impact on the Academy community

Parents and carers will be informed, and we strongly encourage families to follow up at home. Behaviour outside of school hours and premises, particularly when not linked to an Academy activity, remains primarily the responsibility of parents. While the Academy may intervene where appropriate, it is not our role to police or manage all behaviour that occurs in the community.

Online Behaviour

Online safety is a key part of our curriculum at Beacon Primary Academy, and we use resources from the National Crime Agency's CEOP Education programme and Project Evolve, to teach children how to stay safe online. However, the majority of online activity happens outside of school, and national guidance is clear that parents and carers must play an active role in monitoring and managing their child's digital use. The UK Council for Internet Safety (UKCIS) advises that parental controls, daily monitoring, and open conversations are essential in keeping children safe.

We simply do not have the capacity or resources to investigate or resolve online incidents that occur at home.

We urge families to carefully consider whether children really need smartphones. If the concern is about walking to or from school, a basic non-smartphone provides the same level of safety without internet access. Many popular apps used by children, such as WhatsApp (13+), Snapchat (13+), TikTok (13+), Instagram (13+), and Discord (13+), YouTube (13+) have clear age restrictions due to the nature of their content and potential risks.

While we will always support where we can, incidents involving these platforms are home issues and must be treated as such. Phones should be checked daily by parents/carers, and children should not have access to them in bedrooms or unsupervised environments.

Uniform Expectations

We take pride in our identity and the way that we present ourselves. The Academy uniform, as detailed in our Academy's uniform policy, should be worn by all pupils.

Where a pupil attends the Academy without the correct uniform (and no prior communication has been made by parents), the following process will be followed:

• a Dojo will be sent to parents

• a formal communication will be made by the office requesting that the child be in correct uniform the following day

• a call home will be made so that the correct uniform can be brought to the Academy that day

• a meeting could be arranged with parents

Monitoring Behaviour

The Senior Leadership Team will monitor and analyse behaviour information weekly to identify any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Appropriate actions and interventions will be communicated to all relevant bodies.