



BEACON PRIMARY ACADEMY

Pupils at the Beacon Primary Academy are expected to behave positively. The language of 'respect' forms the basis of our approach and the mantra, 'good choices', 'kind hands' and 'kind words' are used with all the children, by all staff.

It is expected that all adults:

- speak positively to, and about, children
- are positive role models - speaking calmly and respectfully at all times
- listen to children to ensure that their voice is heard
- differentiate the support that is given to children in order to help them to manage their emotions and behaviour choices
- approach issues with an individual or group of pupils in a fair and non-judgmental manner
- constantly evaluate the approach that is taken with individual children to ensure that the necessary adjustments are made to support their social, emotional and behavioural needs.
- work in collaboration with leaders, especially the SENDCo to ensure that the appropriate support is being given to all pupils.

Rewards are given to encourage positive choices, behaviours and attitudes. They come in many forms.

Reward Type	Reasons (examples only)	Other Information
Acts of Kindness	<ul style="list-style-type: none">• Showing kindness towards other children e.g. fastening coats• Helping a friend in class	Staff can put individual acts of kindness in a box. These acts will be shared in our Gold Assemblies fortnightly.
Class Raffle Each class has a class prize children can work towards. Prizes can include stationery packs, books etc EYFS – Wheel of names/Stickers	<ul style="list-style-type: none">• Working hard during learning time• Positive contributions towards learning• Improving their learning• Positive attitudes	A child will be given a raffle ticket for one of the reasons given. This will then be drawn when the raffle ticket tub is full. Children can make suggestions towards their class prize.
Gold Award Two raffle tickets are given to the children when a Gold Award is given.	<ul style="list-style-type: none">• Exceptional effort shown to learning.• Exceptional contribution to the wider class.• Pupils going above and beyond what is expected.	Gold awards are celebrated in our fortnightly Friday assemblies. These will be linked to the Curriculum Intent Values and Building Futures key skills. When receiving a Gold Award, the children also get to choose a prize from the class box.

		An online Teams channel is used to celebrate success across the Academy. This will also be used in Assemblies.
Star of the Week	<ul style="list-style-type: none"> • Exceptional overall performance relating to either: <ul style="list-style-type: none"> ○ Learning outcomes ○ Attitude to learning ○ Role model to others 	These awards are presented to the children on a fortnightly basis in our Celebration Assemblies. Parents/Carers are invited to these assemblies. These will be linked to the Curriculum Intent Values and Building Futures key skills. A photograph is taken of all award winners and shared in the newsletter and our School Facebook page. These will be linked to the Curriculum Intent Values. The children receive a certificate and a special pencil.
Principal Awards <ul style="list-style-type: none"> • Certificate • Sticker 	<ul style="list-style-type: none"> • Specific recognition for an outstanding approach to learning. • Specific recognition for outstanding respect/kindness to others. 	Stickers are given – 1 to take home and 1 to stick in the pupil’s book (if appropriate). Certificate to be taken home. These will be linked to the Curriculum Intent Values.
Attendance	Class attendance is above 97%	Class attendance is monitored on our class leaderboard.
Reading Awards	<ul style="list-style-type: none"> • Each child who reads 5 or more times a will be rewarding with a reading certificate and raffle ticket. 	A prize will be drawn at the end of each term.

The aim of these rewards is that overtime pupils will learn to self-regulate and manage their behaviours – we aim for our children to become respectful and informed citizens.

In contrast to the varied awards, sanctions are occasionally required. These are designed to make the children think carefully about their choices. It is understood that children learn from making mistakes and, for this reason, a ‘Good to be Green’ system is used across the Academy.

- Each pupil in the class has a pocket on display – as a visual reminder about the importance of their choices.
- All pupils begin their day on the green card – ‘Good to be Green’

- A 'Stop and Think' card is given as an initial warning. This is referred to as a 'reminder' and can be placed in the pupil pocket.
- A 'Warning' card is then given/discussed if the wrong choice continues.
- A 'Consequence' card is given/discussed if this continues further.

Consequence Card Actions

- Parents are informed at the end of the day
- 10 minutes in another classroom (or an alternative option for specific children at the CTs/LSAs discretion). Children need to sit on a chair. If the child has work they can continue with independently they must take it with them.
- If the behaviours continue, the child will be sent to a senior member of staff
- Any additional consequences will be decided by the CTs and senior staff on an individual basis

A 'Consequence' card can be issued without the preceding warnings if the choice is more serious. This would include physically hurting another pupil, inappropriate language or something similar. On occasions, when a pupil makes a mistake and behaves inappropriately, they are encouraged to 'put things right' or 'mend' the relationship. This is encouraged through discussion and reflecting on how they can make a better choice in the future.

It is acknowledged that some pupils require a more tailored approach. This may be due to their personal circumstances, a medical or specific learning need. Extensive staff training has resulted in adults recognising the need for this specific approach for agreed pupils. This differentiation is required in the same way as meeting pupils learning needs. It might be recorded in a pupil's Individual Education Plan, teachers' planning or pupil profile.

A bank of strategies/resources is used with the children to support their social, emotional and mental wellbeing. These include:

- Stress bucket approach
- 'You Are Awesome' book by Matthew Syed
- Social Stories
- Square breathing technique
- Yoga strategies – e.g. Bee Breathing
- FRIENDS
- Feeling detectives
- Nurture group
- Lego Therapy
- MHST

These activities will be available to all staff in the staffroom and/or shared in the staff training sessions.

Lunchtime/Breakfast Club/After School Club

Our lunchtime expectations are no different to the rest of the school day. Lunchtime is a key part of the day and needs to be enjoyed by all our children, and staff. We aim for lunchtimes to be sociable and active and the lunchtime adults play a pivotal role in ensuring that this happens for all children, every day.

Our staff team should feel a sense of pride from their very important role and work in collaboration with each other to approach the session as a team, in the same way that the classroom-based staff operate. They communicate clearly and professionally with each other and with the children, showing respect at all times. The adults are excellent role models to the children, play actively and supervise the children closely. A range of games and toys are available to the children and these are modelled and instigated by the adults, as required. We aim to keep the children active and engaged in an activity to help ensure a positive and happy break for all pupils. Some children may need more guidance and support with this than others.

When any problems occur with or between pupils, the lunchtime adults will calmly assist and help to solve the problem. As with other times of the school day, shouting is avoided. All of the children involved should be spoken to in order to establish what happened. All children should be listened to in a fair and non-judgmental manner.

Adults are encouraged to use the following key questions to establish the facts of any problem that may arise:

- **L**isten – to all sides
- **E**xplore – all sides
- **E**xplain why this was not the right choice – why the action has been taken

Following an incident, the adult will complete the 'yellow information slip'. This must have the details of the issue on it (sufficient details to reflect the incident) and be passed on to the class adults who will then decide on the appropriate action. The class adults will be able to use all of their knowledge about the child and their entire day to make a fair judgement on what the action should be.

If a child requires some time to calm down, this can be done inside the school hall where the 'Stop and Think' bench is located. This bench is to be used to allow the child to calm down and the adult to use the LEE model above. A child in a heightened state must not be spoken to about the incident until they are calm – this will help to avoid any further escalation. Senior members of staff are available for further support after all strategies have been used to resolve the situation.

When using the Stop and Think bench, the time that the children are there needs to be made clear and explained. **This is not to be used as a punishment or in a negative manner** but as a reflective and restorative process where the children have time to consider their actions and what could be done next time. The time spent on the bench should not exceed 15 minutes. If an adult considers it necessary for the child to be there longer they should liaise with a senior staff member.

Specific support will be needed for some of the children at this less structured time of the day. Children can have a range of difficulties that prevent them from interacting calmly and positively with others from time to time. All of the adults need to recognise this and adapt their approach to the children as required. A differentiated approach will need to be taken.

Children who are struggling to manage their emotions and interact positively with others will be given additional support. This can be done in a variety of ways:

- Given a specific job/task to do over the lunchtime break
- Support from the older pupils – including Play Leaders/Mini Police

- Targeted support from a specific adult – while remaining with their peers
- Specific support from the nurture lunchtime club leader

The following external agencies are consulted with and called upon to work collaboratively with our Beacon staff team and to deliver specialist training. When appropriate they work directly with the pupil offering bespoke support.

- BOSS Team
- Healthy Minds
- Working Together Team (ASD)
- Educational Psychology
- MHST

Staff are trained on these behaviour expectations prior to the beginning of the school year, and are regularly given opportunities to feed back on progress in behaviour management through staff training sessions. Any new members of staff joining during a school year will be fully trained in our behaviour protocols prior to working with the children. Any children who join our Academy are also informed of our behaviour expectations.

Suspensions and permanent exclusions

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to either a fixed term suspension or permanent exclusion. Our school and the Greenwood Academies Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, our academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. If a pupil receives a suspension (fixed term exclusion) the parent is contacted as soon as possible and the decision is confirmed in writing, outlining any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate. Following a suspension, a meeting for parent/carer and pupil to attend is set up with a senior member of staff, to reinstate the pupil, identify which (if any) support will be put in place to support the pupil's behaviour and a record of the suspension and meeting will be kept in the pupil's file. Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal, in response to a serious breach, or persistent breaches, of this policy and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Stakeholder views

We regularly take the views of parents, pupils and staff in regards to our behaviour protocols and review our practices based upon feedback, especially in terms of how pupils with protected characteristics are supported with their behaviours. Prohibited items The following items are prohibited from the academy:

- knives or weapons

- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property.

Mobile Phones

If a mobile phone needs to be brought into the school by a pupil, it is switched off and kept in the classroom in a secure box for the duration of school hours. Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, we may treat this as a disciplinary matter and apply an appropriate sanction. In dealing with the confiscation or disposal of items found following a search, we will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022.) Any cigarettes or e-cigarettes confiscated in our academy may be destroyed.