Diocese of Norwich
St Benet's
Multi Academy Trust

Beacon Federation

Behaviour Policy

Policy agreed by: The Governing Body
Date: April 2025
Review Date: April 2027

Living and Learning Together, Celebrating Life at its Fullest
Shine Like a Beacon of Light

At the Beacon Federation, we believe our children learn best in a happy, secure and friendly environment. All staff work to promote and sustain an orderly, well-disciplined, caring environment. We model high standards of behaviour and attitudes and have equally high expectations of the children. Managing behaviour and discipline is a shared responsibility, underpinned by fairness and consistency. We believe that our foundation in faith lends the school a distinctive character and that the Christian vision and values that are instilled in our children inform and underpin our Behaviour Policy. Our behaviour policy is a policy of inclusion and is based on praise rather than punishment.

Our Federation is built upon Christian values

- Friendship
- Kindness
- Forgiveness
- Resilience
- Hope and
- Honesty

Our children have the right to:

- Feel safe
- Be treated with respect
- Express feelings and opinions while ensuring we are considerate of others
- Enjoy the best opportunities for learning

Similarly, every member of staff has the right to:

- Feel safe
- Be treated with respect
- Feel valued personally and professionally
- Teach

Relationship Expectations

We understand that our children will be enabled to thrive best where they have the presence of positive relationships within our school community.

The relationship between staff and children will be built on shared respect, kindness, trust and reconciliation in the same way that we expect that children's relationships with each will be built on respect, kindness, trust, friendship and tolerance. Our relationships are very positive and are paramount in our approach and result in any issues being quickly resolved.

We believe in the power of positive and frequent praise for good and caring behaviour as this will develop our value of community where we accept that we are learning to work in partnership, be inclusive and develop kindness to one another. We wish to show our best conduct with a high self-regard and an awareness of appropriate behaviour in all social and academic contexts.

All adults within the school environment have a duty to be positive role models in all areas of behaviour. As children become increasingly older during their time with us, they are encouraged to care for and support younger pupils both inside and outside the school building just as they would in families or groups outside of the school.

Correct behaviour, clear expectations and mutual respect are taught from the outset through values, collective worship and in class discussions.

Good Practice

We expect all staff to:

- Be familiar with and have a working knowledge of the School's Behaviour and Bullying Policies, Safeguarding Policy, Code of Conduct for all Adults Policy and First Aid guidelines.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Use the principles of restorative approaches. Where issues occur, these are discussed as a whole class or in groups and solutions are found. Children are taught to view how their behaviour has impacted others and seek to rectify it.
- Give frequent praise for good behaviour as well as when children display good learning habits.
- Use positive language whenever possible and as often as possible.
- Praise children who are doing the right thing as an incentive for others to follow.
- Think carefully about what they are saying and set realistic sanctions.
- Model the behaviours they wish to see (to the children and between the adults they work with)
- Be consistent whilst considering each child's individual needs.
- Use classroom seating arrangements to aid behaviour and concentration.
- Assume responsibility for good behaviour in all children and not ignore unacceptable behaviour.

Sexual Harassment

The Federation prohibits all forms of sexual discrimination including: sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Types of conduct that are prohibited and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Engaging in the improper use of school-owned devices and the internet, including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email

- Creating or maintaining websites with sexual content

Our approach to positive behaviour

Curriculum

We will teach children about conduct and learning behaviours, the benefits of these and about consequences through the RSHE and RE curriculum. This will be reinforced within other areas of the curriculum where they fit e.g. texts in English, aspects of history which could be the basis of debate.

Individual

We regularly praise the children for following our expectations.

We award children in each year group with a 'Shining Star' Certificate. These are given to children who have demonstrated strong learning behaviours linked to one of our values or where they have worked hard to manage or correct aspects of their conduct which they naturally find harder.
During our celebration assembly, children who have displayed achievements in non-academic/desired behaviours have their names read out from the Golden Book (See **Appendix 1**).
We also encouraged pupils to bring in any awards they have achieved outside of school, these are collated and shared with the whole school community in a half termly leaflet. It is important to us that their achievements outside of school are also celebrated.

Praising the work in books or for desired behaviours is important. Teachers may decide to ask a child to visit the Headteacher for a sticker award.

Our approach to negative behaviour

Strategies for Support

We always expect all our children to be well-behaved, but we will address any negative behaviours that occur as we are determined for all children to be successful during their time in school. Children must be made aware that their behaviour choices may have consequences. Both Academies have Behaviour Logs which are kept in the Headteacher's Office. There will be consequences for poor behaviour as detailed in **Appendix 2**

Playtime and Lunchtimes

Our expectations apply at all times of the school day, including lunchtime and playtime, movement around school during and between sessions.

Additional Strategies to support inclusion

it is important that within our school community, both adults and children value their own individuality as well as that of others to ensure our ongoing efforts towards full inclusion. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary, the Headteacher will ensure that individual behaviour support plans are in place.
In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime—This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with staff will encourage them to reflect on their behaviour and how it can be improved.

- Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time, they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration.
- This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, there may be a need to establish a reduced timetable for a time-limited period to meet a pupil's individual needs. For example, where a medical condition or behavioural needs prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as an authorised absence.

Involving Parents/Carers

Occasionally it may be necessary to meet with parents to discuss undesired behaviours and potential reasons behind them. We then work in partnership with the parents to find solutions, projecting a united front to the child. When parents/carers are approached, it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

- An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- If behaviour problems continue, parents/carers are asked to come in for a formal meeting with the class teacher and/or member of the senior leadership team.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home. Praise is used and shared between home and school.

To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well.

Physical Contact with Children:

Staff have the authority to apply reasonable force as a measure to prevent a child from harming themselves, others or causing damage to property. Some staff have been trained with the LA Steps programme which supports inclusion and a clear understanding of escalation strategies but also allows, when required, physical management.

Right to Search

The Federation does not routinely screen or search children; should it ever have cause to do so it will be done following the DFE's advice for headteachers, staff and governing bodies.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Exclusion

- Fixed-term exclusion—At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time, staff will discuss strategies with parents so that the pupil's return is a positive experience.
- Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe we are unable to further meet the child's needs.

Fixed term Exclusions

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- They have seriously broken the school rules
- Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Examples of the reasons for excluding a child might include:

- Racial abuse
- Physical assault
- Verbal abuse
- Theft
- Damage to property (school and others)
- Sexual impropriety
- Bullying
- Disruptive behaviour

In such cases, the school follows the exclusion protocols which are set out by the LA under DfE expectations.
https://www.gov.uk/government/publications/school-exclusion
It is only the Headteacher who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

Any child, including children on the SEN record, assaulting a member of staff may receive a Fixed Term, or Permanent Exclusion from school, depending on the severity of the behaviour. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff, including verbal attacks.

The school will contact the parents/carers on the day the exclusion is given. A letter explaining

- the period and reason for exclusion,

- the parent's duty during the first 5 days of any exclusion to ensure that the child is not present in any public place during normal school hours.

If a child is excluded for longer than one day, the school will set work for them and mark it on return to school.

Strategy for dealing with uninhibited dangerous behaviours

Some behaviour will bypass the procedures outlined above. When this occurs, staff will need to follow the following:

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority.
- A risk assessment is carried out and if appropriate, the child must be isolated from other children.
- Full accounts must be written, dated (including year) and signed by all concerned including any pupils involved.
- The headteacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows
    1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity
    2. Exclusion from school for a limited period
    3. Exclusion from school permanently
- For pupils with a known problem it would be expected that a programme of support in place where particular behaviours are targeted for action and where monitoring is happening, for example, a risk assessment, individual set of tight rules and consequences personalised to behaviour, identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes
- The chair of Governors and/or the designated child protection governor should be informed.
- Following an incident of this nature, pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
- Measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

Taking account of SEN, disability and the circumstances of vulnerable pupils

In discussion with the SENCO and parents, the school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEND needs. Advice would be sought from external agencies on best outcomes, where required.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school whist wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Staff development

We are committed to keeping our staff updated with any changes to our behaviour policy and strive to model consistency in all of our approaches. Training will be given as needed and as part of our ongoing CPD programme. We encourage staff to be reflective practitioners and to read around the subject and share this with one another.

Monitoring, evaluation and review.

Parents and children will be invited to comment on this policy and suggest modifications.
The School Governors will review this policy biennially and assess its implementation and effectiveness.
Staff will be invited to comment on its usefulness and to propose improvements.

Review date: Spring 2027

Appendix 1.

The Golden Book

We recognise that a great number of positive expected behaviours are always demonstrated by the majority of our children. The Golden Book is the vehicle for publicly rewarding and celebrating this.

All staff members are encouraged to enter into the golden book, examples of children behaving/working in an exemplary fashion. The qualities that we expect to see are exemplified in the vision and values that we teach explicitly during assemblies and in class. These values are those promoted by the National Society on its Christian Values for Schools website.

Each week, on a Friday the Headteacher, or any other staff member taking assembly, will review the number of entrants in the golden book.

Any child receiving two entries in the book will earn a bronze leaf to be attached to the Living & Learning tree. The leaf will be named, and the child will receive a certificate to acknowledge this.

A further two entries will earn a silver leaf, with a gold leaf being awarded for a total of 6 entries in the golden book. Children earning 9 mentions in the book will be given the opportunity to customise their gold leaf.

Appendix 2.

Traffic lights

Our behaviour policy follows a simple three step classroom behaviour model, this is in operation throughout the school. The philosophy behind our approach is:

- that all children make choices about how they wish to behave;
- that all children have the ability (when appropriately supported) to manage their classroom behaviour;
- that children do understand that their actions carry consequences.

Each classroom has a display space, with the three stages represented.

Stage 1(green)

All the class start the day at stage 1 this represents appropriate good behaviour. If a child misbehaves, they will be given a gentle warning by the class teacher.

If after 3 warnings* the child continues to misbehave, they will progress to stage 2.

**The Headteacher or the class teacher through consultation with the school SLT may decide that certain behaviours could result in immediately moving to stage 2 without verbal warnings issued.*

Stage 2 (orange)

A child at stage 2 may return to stage 1 simply by behaving well.
If their behaviour fails to improve they may end the day at stage 2. If they have ended the day at this stage a pro forma letter will be sent home by the class teacher to make parents aware of the situation, their name will be entered in the school's behaviour log and they will automatically miss the following day's playtime.

During that playtime, the child will have the opportunity to take part in a "Restorative Conversation" with the Headteacher or another member of the senior leadership team. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has fallen short of our standard.
The conversation will also involve understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their conduct is appropriate.

Stage 3 (red)

The third stage represents extremely bad behaviour and is understood to be very rare. Any child who is placed on the third stage will be expected to visit the headteacher to explain his/her behaviour, the headteacher will send a letter to the child's parents. This letter (which requires a response) will explain the likely consequences of a child being on the third stage on three or more occasions.

Irrespective of how a child ends the day they will always start the following day on the first tier, on **Green**.