Behaviour Policy Booklet

The Beacon CE Primary School

Reviewed September 2026

'Pupils live up to the school's high expectations for behaviour. They understand and respect the rules and routines for keeping them safe. Positive and caring relationships are at the heart of the school. Pastoral support is available for anyone who struggles to manage their emotions or who may have mental health needs.'
Ofsted, 2025

Learning Together, Following Jesus

Behaviour Policy Booklet

Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Our Christian Vision is:

Learning Together, Following Jesus

Jesus said, "I am the light of the world. Whoever follows me will have the light of life."

John 8:12

As recognised in our most recent Ofsted report in March 2025, Ofsted judged the behaviour and attitudes of pupils as 'Outstanding'. Ofsted reported that 'pupils behave exceptionally well in lessons and around school. They are polite, respectful and demonstrate a strong sense of responsibility towards one another.'

We believe behaviour is judged to be outstanding due to all staff having very high expectations in how children should behave. We are not complacent; we review our behaviour policy regularly.

As a Christian school our Christian ethos and values are central to all we do. These values including compassion, courage, friendship, trust and forgiveness support our pupils and underpin our approach to behaviour management.

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

<u>Objectives of the Policy (alongside the behaviour principles outlined by the LDST)</u>

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Everyone at The Beacon is dedicated to:

- ✓ Developing the highest standards of learning and teaching
- ✓ Enabling every pupil to achieve their full potential
- ✓ Enabling every pupil to become a responsible member of society

The Beacon School Aims

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

Equal Opportunities Statement

The Beacon school believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the 'Beacon Code of Conduct' at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the Beacon Code of Conduct and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

Behaviour Policy Booklet

To help us maintain high standards of behaviour we have agreed a set of principles to help pupils in following the 'Beacon way'. These principles form our Code of Conduct which every pupil is expected to follow and every adult is expected to uphold at all times.

<u>The Beacon Code of Conduct</u>
We refer to the '5 Bs of The Beacon' to outline our expectations.

- Be a STAR learner
- Be safe
- Be kind, friendly and truthful
- Be respectful
- Be your best



<u>Class Charter</u>

Each teacher will also work with their class each September to produce a class charter linked to the UNICEF Rights of the Child and set out rules to support class management and organisation which will be displayed prominently to support their work and visiting teachers.

<u>School Wide Rewards</u>

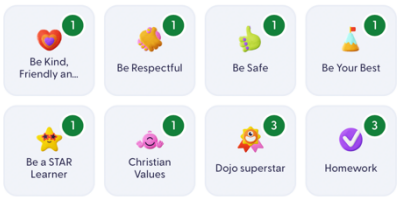
At The Beacon we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

- ✓ Verbal Praise – all staff tell pupils that their behaviour is very good and state why.
- ✓ Dojo certificates given in Celebration Worship
- ✓ INSPIRE Award of the Week

As well as the rewards listed above, the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. Class Dojo is an online system where students can receive Dojo points. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-





- Being kind, friendly or truthful
- Being respectful
- Being safe
- Being your best
- Being a STAR learner
- Showing our Christian values
- Receiving one of our awards in Celebration Worship
- Completing homework on time

When awarding the Dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for displaying calm corridors'. All teachers have access to their own class online Dojo point system but any member of staff can award Dojos and inform their class teacher so they can be added to the system.

Once awarded a Dojo, it should never be deducted.

The reward system is graded as follows:-

Any noteworthy behaviour 1, 2 or 3 at a maximum for awarding dojos

For each term pupils will receive the following rewards:

100 Dojos – A certificate awarded in Celebration Worship at the end of term
150 Dojos – A golden ticket to a reward activity at the end of term

Dojos will be reset at the start of each term so pupils can build towards the next term's reward.

The class with the most dojos each week receives an extra playtime the following week.

- School Commendation awards will be presented in Celebration Worship.

✓ INSPIRE awards – awarded to a pupil who has produced an excellent piece of work/performance during lessons around our INSPIRE curriculum
✓ Values award – awarded to a pupil demonstrating the behaviours, attitudes and values we promote throughout school
✓ Reader and Writer of the week
✓ Pupils with 100% attendance receive a reward at the end of each term and at the end of the year.

<u>Note on Rewards</u>

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1	Non-verbal warning e.g. frown, stern look, and silence
Stage 2	Verbal warning
Stage 3	Visual reminder - child's name written on board*
Stage 4	Dot put beside child's name (loss of some playtime)
Stage 5	Another dot by child's name (loss of whole playtime)
Stage 6	Child will be sent to a named class for 'time-out'
Stage 7	Child referred to Learning Mentor, Assistant Headteacher, Deputy Headteacher, Headteacher or Executive Headteacher
Stage 8	Parents/ Carers contacted/ invited into school to discuss child's behaviour
Stage 9	In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions

*Any names on the board must be cleared at the end of the lesson. This is to encourage positive choices and provide children with the opportunity to correct behaviours. No 'sad face' will be used.

Missed Playtime:	The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.
Internal Exclusion:	Parents are informed by letter (Letter to be kept in the office). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities e.g. visits out
Fixed Term Suspension:	Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.
Permanent Exclusion:	The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at The Beacon and will need to find another school.

Notes for Application of Sanctions:

1) Teachers have to record any significant incidents in their class behaviour record book and send it with the child if they are going to 'missed playtime'.
2) Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and where possible in private.
3) Teachers are also expected to communicate with senior managers about behaviour concerns.
4) Teachers are encouraged to keep children in themselves during playtime to complete work if necessary- this is not an appropriate use of 'missed playtime'.
5) No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

Pupils will be introduced, and reintroduced, to these systems during whole school worship and personal reminders where adults deem necessary.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services. The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Trauma Informed Approaches

At Beacon, our focus is on a relational environment and the very culture and ethos of the setting. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

We use sentence stems for reflective conversations with children.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if… (e.g. it felt like no one understood you).
- I imagine… (e.g. that was horrible when that happened).
- I notice… (e.g. how you perked up when you said you felt close to your brother).
- I felt moved when you said… (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds… (e.g. painful because you were all on your own). [Empathy]
- I respect you for… (e.g. your courage).
- Will you help me to understand…? (e.g. what it was like for you when your mum went into hospital?).

Playground Golden Rules

Our Code of Conduct is displayed outside. This is to reinforce the values and expectations we have throughout school, including on the playground.

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see the Assistant Headteacher, Deputy Headteacher, Headteacher or Executive Headteacher. The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play on a rota.
Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime Rules

Lunchtime supervisors are able to award a sticker for good behaviour in the dinner hall and on the yard. Any pupil who returns from dinner with a lunch time sticker will be awarded a dojo point by their class teacher. Lunchtime supervisors are also required to keep a written log of any significant incidents of behaviour in the class 'Behaviour Book'. The Senior Lunchtime Supervisor / Learning Mentor will also liaise with the Executive Head and Headteacher when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use Year 6 prefects to help.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

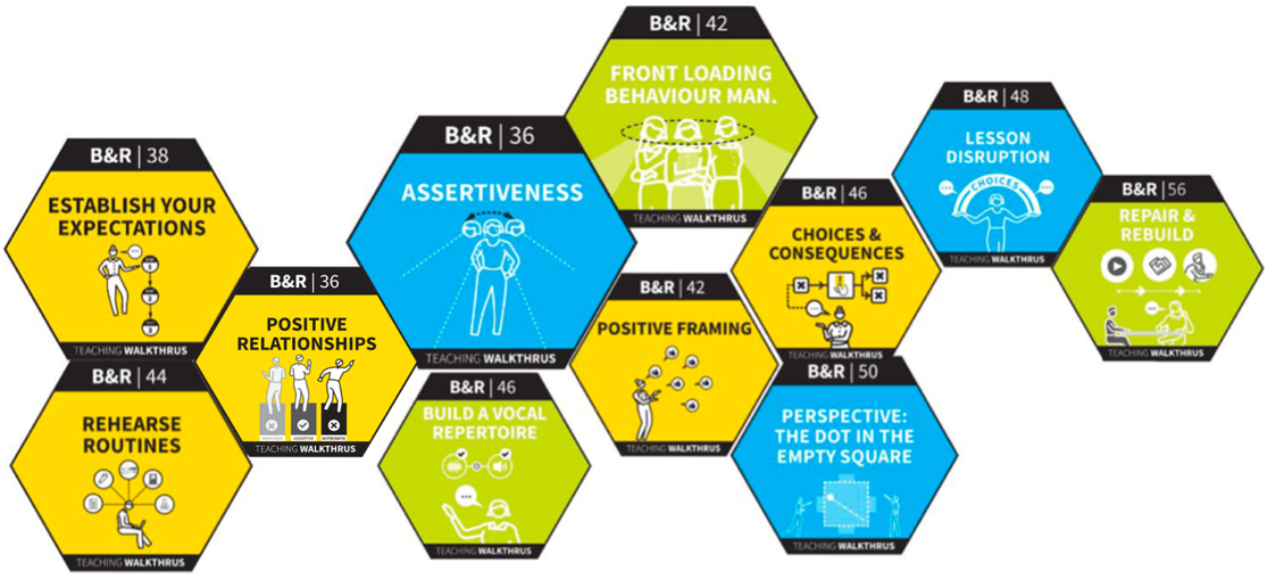
Behaviour Leads

- Mr Blundell (Assistant Headteacher for Behaviour and Attitudes)
- Mrs Charters (Headteacher)
- Miss Donoghue (Learning Mentor)
- Miss Mooney (SENCO)
- Ms Aspinwall (Executive Headteacher)

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Running the Room' by Tom Bennett and 'Teaching Walkthrus' by Tom Sherrington. Both these texts are central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.



Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying. Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our INSPIRE curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our INSPIRE curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Legislation, statutory requirements and statutory guidance:

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

To be reviewed: July 2026