



Behaviour and Relationship Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

At Beacon Academy, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We strongly believe that all behaviour is a means of communication; it is a way of expressing our emotions. We ensure our children know and understand that they have a choice in how they behave and that with every choice, there is a consequence. The purpose of this Positive Relationship Policy is to guide teachers, children and their families on our restorative and relationship focused approach to behaviour management. This will allow our children at Beacon to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success.

We are Trauma Informed, Attachment Aware and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.

Beacon Expectations

For the safety and well-being of everyone in our school community, it is necessary for us to work within a set of expectations. We have three clear and simple school expectations, which are displayed around our school.



'Be Ready' - Ready to learn, ready to listen, ready to participate etc.

'Be Respectful' - Respect for themselves. Showing respect to their peers, to adults, to our environment.

'Be Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Be Ready

- School uniform
- Full equipment
- Listening
- Be on time

Be Respectful

- Listen to others and expect to be listened to.
- Appropriate language and tone.
- Look after the building, displays and equipment.
- Represent Beacon at its best, both in and out of school.

Be Safe

- Be in the right place at the right time.
- No physical contact.
- Stay safe online both in and out of school.
- Report any problems to an adult.

Every behaviour intervention, positive or corrective, will be punctuated with Be Ready, Be Respectful or Be Safe.

Adults are consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition

Behaviour management should be viewed as a **process for praise**. All members of staff will motivate children through the use of rewards.

- Rewards will be consistent across the school.
- Rewards are presented in a way that signal the value with praise and admiration while acknowledging the rule or instruction that has been followed.
- Rewards for good behavior will be directly related to the school rules.
- Rewards will be displayed alongside the rules and given equal prominence.

All staff will use a mixture of the following strategies to ensure children are recognised for following our Beacon expectations.

- Recognition Board - *every classroom has a Recognition Board that is used throughout the lesson to acknowledge students who are going 'over and above'.*
- 'Over and above' postcards and phone calls home - *parents will receive a telephone call, or a postcard will be sent home for children who are shining examples and role models to others.*
- 'Shine Brightly' weekly Assembly and certificates - *Each week the school focuses on a theme e.g. being kind to others, having a growth mindset. Children are chosen for the weekly Shine Brightly certificate based on these themes and their attitude towards learning.*
- Class tokens and treats - *When the class follow the rules particularly well, they will earn a token for the jar. Once the jar is full the class will receive a treat. The treat will be decided as a class so that all children feel they are working towards something worthwhile.*
- House Points and certificates - *Each child is a member of a house and is encouraged to earn house points by following school rules. House points are recorded through Class Charts online behaviour system. They are analysed each week and are announced in the Friday celebration assembly. The winning house is awarded the house cup and the coloured ribbon is tied to the cup. It is placed in the reception area of the school. When children reach a specific number of behaviour points e.g. 100/200/300 points they receive a certificate.*
- Star of the day - *Children who follow the rules particularly well one day will be awarded 'Star of the day' the following day.*

Classroom Support

Each class follows the system outlined below to remind children of the rules and consequences for not following our school expectations. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour. However, for some children the following procedures will apply.

1. Reminder

A reminder of the expectations for pupils - referring to the rules of 'Be Ready, Be Respectful, Be Safe' will be delivered (privately) to the pupil. The teacher will make them aware of their behaviour. The pupil has a choice to

do the right thing. Pupils should be given time to respond to this request, staff will allow 'take up time'.

2. Warning

A clear verbal warning is given, delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. They will be reminded of positive behaviour that has recently been seen e.g., you are not being safe and if you continue you will be choosing to see me at the end of the lesson. Remember yesterday when you lined up beautifully, let's see if we can have that behaviour now

3. 2 mins at end of the lesson (repair and restore)

Staff will discuss how the child's behaviour affected the other children and the learning within the class. Again, reminders of previous good behaviour will be given and also a reminder of the expectation when child returns to class next lesson will be given.

4. Time out in another class

If children need to leave the lesson for a short amount of time to 'reset' then they will be sent to another classroom. The child will sit with the class for approximately 10 minutes and then return to class. Parents will be informed, via Class Charts if their child has received time out from the lesson.

5. Internal exclusion

Internal exclusion will be completed in the Castle room or KS1 Phonics room where appropriate. Class teachers will complete the repair and restore. Parents will be informed, via telephone call from the class teacher, if their child has had internal exclusion.

Class Charts

Class Charts is used to allow staff to log children's behaviour and for parents to also see this information. Incidents will be logged under the following headings both positively and negatively
- Ready, Respectful and Safe.

Serious Breaches

Students who commit a serious breach may be sent to internal exclusion immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, carrying dangerous objects.

Behaviour plans

Some children may need additional support to help them to manage their behaviours. This may involve some adult coaching and/or behaviour plans. A behaviour plan will involve the teacher and child discussing the behaviour and mapping out ways to help the child to reduce/eliminate this behaviour. This plan will be drawn up in consultation with parents.

Parental meeting - Meetings with parents are always very powerful to address ongoing concerns. In these meetings teachers will highlight where things are going well and try to identify solutions where problems are occurring. If a child is receiving coaching support from the class teacher, the parents will be informed and involved in the conversation. A weekly phone call home to update may be appropriate for a child on a behaviour plan.

Positive Handling

If a pupil is harming themselves or others, only designated staff will intervene. These are adults agreed by the Head teacher. As a very last resort positive handling techniques may be used in accordance with the assessed risk from any member of staff in school as per the school's Positive Handling Policy which can be found on the website. If this takes place the Head teacher will be informed, the event will be recorded formally, and parents will be informed. Following this a support plan will be put in place.

Serious Incidences

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. At this point parents/carers will be invited to meet with the Headteacher/Assistant Headteacher and Class Teacher. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- ~~Advisory meeting with a familiar adult~~
- ~~Home school day~~
- ~~Behaviour Support Plan~~

- Individual targets
- Individual reward system
- Individual safe area/vol station

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support from outside agencies is most effective with the consent from parents/carers has been granted. However, the school reserves the right to act in the best interests of the child in securing effective support as required.

Suspensions

In extreme cases pupils may be given an internal suspension, fixed term suspension or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on our website.

Permanent Exclusions

Exclusion of a child from school is a serious and critical step. The Head teacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period suspension, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Safeguarding Lead for our Trust. Following any period of suspension, there will be a re-integration meeting between parties. The parent/carer will be fully informed about the circumstances leading to the taking of such action.

Searching & Confiscation

If concerns are raised around prohibited items in school, the Head Teacher and Assistant Heads (who have been authorised by the head) have a statutory power to search a pupil or their possessions.

They can conduct the search with the consent of the child/and or parent. The only time consent is not needed is, when to delay, could cause harm to the child or to other children and staff. An appropriate location will be found for the search and 2 members of staff will always be present when this is done.

The extent of the search:

- A member of staff may search a pupil's outer clothing only including pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing such as a coat or hat.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Following a search, the staff member will record full details on Edgen (pupil's name, reason for search, where, when, staff involved, items found, follow up action, pupil's well-being after). Parents will be informed about the search and the outcome as soon as it is practically possible. Pupils will be sanctioned in line with this policy to ensure consistency of approach.

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline. Prohibitive items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used: a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers & lighters
- fireworks
- pornographic images
- mobile phone
- vape

Equality

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may experience episodes of dysregulation linked to their identified needs. We understand behaviour as a form of communication and acknowledge that, for some pupils, distressed behaviour may be due to their need, heightened anxiety, sensory overload, or difficulties with communication and emotional regulation.

In such circumstances, reasonable adjustments will be made in accordance with the Equality Act 2010 to ensure pupils can access learning and feel safe within the school environment. Adaptations to provision and the application of the Behaviour Policy will be proportionate, individualised, and informed by a graduated response.

Each identified pupil will have either an individual risk assessment and/or behaviour support plan, developed in partnership with parents/carers and, where appropriate, external professionals. Plans will prioritise:

- Co-regulation and emotional containment
- Predictable routines and structured environments
- Clear, consistent and developmentally appropriate expectations
- Neuro-affirming and trauma-informed practice
- Proactive strategies to reduce triggers and support self-regulation

Staff will receive appropriate guidance to ensure strategies are applied consistently and with sensitivity.

While the school is committed to providing a highly supportive and inclusive environment, it maintains a clear duty of care to all pupils and staff. Safeguarding, health and safety, and the right of all members of the school community to learn and work in a safe, calm and respectful environment remain paramount. Where necessary, risk assessments and or behaviour plans will be reviewed 6 weekly or following an incident where adaptations may be needed to ensure that appropriate measures are in place to minimise risk and maintain safety.

Conduct in the community

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Threatening misconduct/behaviour online
- In some other way identifiable as a pupil at the school
- ~~Could have repercussions for the orderly running of the school~~
- ~~Rises that to a pupil or member of the public~~
- ~~Could adversely affect the reputation of the school. We work closely with~~

families and external agencies to ensure that conduct in the community is maintained to our high standards