



The Beacon
Folkestone

Behaviour Policy

****TO BE REVISED AT GOVERNORS MARCH MEETING****

School Behaviour Policy
(Managing Relationships at The Beacon)

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Rationale

This policy reflects the school's "family style" community and excellent nurturing ethos and philosophy that so strongly benefits our pupils.

It is a guide to the expectations, relationships, boundaries and rewards that provide the foundations for the development of pupil's self-discipline, self-awareness and the acquisition of appropriate personal and social skills. This is underpinned through the school's commitment to PROACT SCIPr principles.

Teamwork between SLT, teachers and their assistants together with shared strategies for managing and pre-empting instances of behaviour is essential and very effective. As a result, our pupils' behaviour and attitudes are outstanding most of the time and learning continues with minimal disruption.

The provision at The Beacon contributes to the physical and psychological security of each pupil and offers a sympathetic, supportive and enjoyable environment.

Aims

- To create an inclusive safe environment where both pupils and staff feel supported and valued
- To share and celebrate good work and behaviour
- To listen to and value the views of pupils, staff and parents
- To develop a solution focused approach to repair harm and restore positive behaviours
- To embed good manners, good work habits and helpfulness.
- To provide on-going training and development for staff and pupils
- To actively involve pupils in the development of self-discipline through a stimulating and relevant curriculum that is differentiated to meet the needs, abilities and interests of our pupils therefore successfully engaging and motivating their desire to learn
- We aim always to disapprove of the bad behaviour and not the pupil
- To provide good adult role models
- To develop Restorative Justice approaches
- To train all staff in PROACT SCIPr at the appropriate level
- To develop Proactive Active and Reactive strategies through individual Behaviour Cycle Support Plans and Interventions

The Beacon Rights & Rules

These have been compiled following consultation with pupils and staff.

The school rules are for everybody to share and follow in all areas of the school including visits, residential visits and transport.

These rules recognise the rights of all members of the school community and ensure that school life is happy and enjoyable.

Our Rights

- To be safe, secure and supported
- To be listened to and valued
- To have the best possible education
- To be included in all aspects of the school community

Our Rules

- We will listen to and follow the instructions of all adults in school
- We will keep our hands, feet, unkind words and actions to ourselves
- We will show care, concern and kindness to each other
- We will work hard and do our best at all times
- We will look after The Beacon and other people's belongings.

All classes display the rules, often in Makaton symbols, to reinforce the message.

As part of an establishment phase at the beginning of an academic year class tutors alongside their new class will generate a list of classroom rules personal to their class. These will be displayed and referred to along with the school rules.

These rules should be read in conjunction with the following specialised practical teaching areas such as:

- Science and Design Technology rooms
- Food Technology
- Physical Education.

Rewards

- A positive attitude towards children's attributes is maintained by staff at all times. This includes identifying and publicising children's qualities and achievements even when they are really hard to find
- Staff will not draw attention towards bad behaviour and will therefore be dealt with quietly and as privately as possible
- Short term, mid-term and long term rewards are agreed within the behavioural management programmes
- Assemblies will celebrate achievement and reward/certificate good behaviour
- Tangible Rewards will materialise in a variety and diversity of forms according to the child's individual ability to accept praise. Some children will receive certificates, badges, immediate verbal praise, special activity or even no recognition at all. If deemed appropriate, e.g. it may apply to children with PDA (Pathological Demand Avoidance Syndrome).

Procedures for providing children with opportunities to discuss appropriate behaviour

- A programme of personal, social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility
- A clear focus on relationships and feelings as part of the PSHE and Citizenship work throughout the school
- A programme of religious education, which includes ethical issues
- An opportunity for open discussion held in class groups at regular intervals as seen appropriate
- Restorative conversations following behaviour concerns.

Liaison with Parents

Parents will be kept informed about their child's behaviour always and will be asked to contribute to the analysis and development of programmes. Progress of behaviour is communicated via home school books, telephone, EHCP's, or visits. Behaviour charts for recording may be agreed for both home and school. Emphasis will be on consistency of approach.

If a physical intervention is used that involves a two person escort parents must be informed and advised to monitor their child for the next 48 hours. It is good practice to inform parents of any physical intervention used when a child displays resistance.

Outside Agencies

Any worries or concerns about any pupil should be discussed with the Senior Leadership Team or where appropriate the MAST team. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher SLT and the MAST team. Teachers will document evidence of behaviour carefully so that it can be collated when required for outside agencies to be informed.

Outside agencies include:

- Educational Psychologist
- Specialist Teaching Learning Service
- Teaching for hearing impaired
- Teaching for visually impaired
- Speech therapist
- Physiotherapist
- School Doctor
- Social Services
- CAMHS.

Monitoring

The Head of School and the Behaviour and Learning Leader will monitor the individual behaviour management programmes and their implementation. Critical incidents and matters warranting attention are dealt with immediately.

All incidents involving physical intervention are recorded using sleuth and monitored weekly by leaders of learning. If a body map is required, this will be noted on sleuth and a hard copy completed with the corresponding sleuth ID number written on it. These are collected at the end of each week, and entered on the school database for termly and annual analysis by the Behaviour and Learning Leader.

Behaviour Management

Pupils identified as in need of specific behaviour management programmes by staff and management can be placed on a '**Behaviour and Cycle Support Plan**.'

This consists of outlining exhibited antecedents, behaviours and support required in all stages of a child's behaviour from green (calm and on task) to amber (beginning to become distracted and anxious) to red (height of arousal) and blue finally reintegrated. This detailed plan is shared with all stakeholders and must be signed by parents/carers. The plan will include appropriate physical intervention if required.

The Behaviour and Cycle Support Plans are reviewed termly and amended if necessary. This clarity ensures a consistent approach to managing behaviour.

Pastoral Support Plans

In addition to the above plans, a Pastoral Support Plan (PSP) may be deemed as necessary, this is decided at SLT level. This plan is followed when all the above has not had the desired outcome. A PSP is a plan written jointly with parents/carers having clear targets and next steps for school and home. PSP's are reviewed every 4 weeks.

Intervention Programmes

The following intervention programmes are used when required throughout all key stages and they are monitored and assessed at regular intervals:

- Managing Emotions – pupils identified by using the SEMH scores (Social, Emotional, Mental Health), requests from class teachers and analysis of behaviour incident forms
- Tucker Turtle – a 6 week programme aimed at primary pupils to support managing emotions
- Social Skills – pupils identified by using the SEMH scores (Social, Emotional, Mental Health)
- Check in Check out – whole school restorative approach
- Play Therapy – 6 week programme delivered by a play therapist
- Hand massage.

Recording and Assessment

The ability to record both pupil behaviour and staff response to it, in detail, is fundamental in order to be effective in managing it. Tracking is key to successful behaviour management, revealing what behaviour is happening in school, when it is happening and where it is happening so staff are more informed and can implement changes accordingly to reduce behaviour incidents.

Recording

Behaviour – Sleuth – Online Tracking System

- Anyone can complete sleuth incident
- Behaviour incidents forms should be completed the same day as the incident
- The sleuth form provides all details needed to implement the best support for individuals. Physical interventions are also recorded in this way. See PI policy.

Assessment

At The Beacon all incidents of behaviour are recorded. The incidents are electronically logged to give a clear overview of each individual and how many incidents are logged each term. Information is shared with class teachers and provides detailed data to implement an intervention/support at training.

Breaktime Behaviour

Many of our children have an undeveloped sense of the co-operative play ethic, and little experience of 'play' itself. We must acknowledge that in this situation there is a definite training obligation on children - not only showing them how to play actual games co-operatively - but also learning the rules and responsibilities of appropriate interactions. Most children need to be taught to play.

At The Beacon our vision is to provide children with a positive and happy experience during playtimes. Because of extensive research and listening to our pupils we have been able to make positive changes at playtimes.

We have utilised the space and provided high value play equipment for all key stages.

There is a staff rota for playground supervision and a designated member of staff who oversees the putting out of play equipment prior to the children coming out.

Because of this new regime incidents of behaviour during playtimes have decreased.

Physical Intervention

Staff may on occasion, need to use physical interventions which will be based on approved PROACT SCIPr UK techniques and in accordance with the agreed course of action as outlined within the individual environmental support programmes.

Our duty of care necessitates that physical intervention may need to be used to prevent self-injury, injury to others or severe damage to property. The Beacon operates within the Department for Education 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies' 2011 which refers to the Education and Inspections Act 2006.

Staff who are authorised by the Head Teacher can use reasonable ('Reasonable' is defined by The Beacon as that implemented within the strict confines of the PROACT SCIPr UK framework ensuring that it is also proportional to the circumstances) force in a wide variety of situations to control or restrain a pupil. All staff that have completed the PROACT SCIPr UK entitlement training have authorisation.

Time Out

Students may seek "time out" to calm down from an episode of challenging behaviour. This may take one of two forms – open or closed and be for non-exclusionary or exclusionary purposes.

- Open time-out may be in an open area such as in the classroom e.g., at their work station/chill out area; outside the class e.g. on a chair; or nearby. They may be also in the playground, under staff supervision
- Closed time-out may be in one of the "Safe Space or Calming Room" areas. These areas have doors that cannot be locked, staff should supervise or monitor from an appropriate distance (e.g. outside the doors or out of sight as appropriate); students can go to, enter or leave the areas of their own free will. The students are free to leave as and when they choose. The regular use of the Safe Space will always be carefully planned, and used in conjunction with parental permission and be included within the Behaviour Cycle Support Plan (BCSP).

For Other students e.g. those with autism, the use of a group room as a calming room maybe preferable to the use of a physical intervention to the use of a physical intervention. This is considered time out as they can exist at any time. Only pupils who have this as a planned management strategy on their behaviour support cycle plan may use the group rooms in this way.

At The Beacon on occasions students as part of their BCSP plan may be taken to the group room, against their will, and placed within to calm by members of staff. This will be avoided wherever possible and is only used as a final option (students may also require physical intervention to transport to this area) to ensure the safety of the student, his/her peers and school staff. The door to the group room will be open. – this is considered non-exclusionary Time Out. All staff identified to support with these students will be trained in using such an area to ensure that the practice is in the very best interest of the pupil's wellbeing and safety. The Group Room shall not be issued if it has an adverse effect on the pupil e.g. escalating anxieties or behaviours. When this short period (the shortest possible) is over there will be a discussion over what has been learnt by the period, how they felt and how those they affected have felt – to make it a learning experience, as part of positive behaviour support e.g. using the group room social story to ascertain the pupils' views about their actions, feelings and learning from their time in the group room. The role of exclusionary Time Out is to provide a period respite and then discussion and reflection – for all parties to learn from the behavioural incident so as to reduce the risk of reoccurrence and to enable all involved to re-build their relationship at the end of the period.

NB: at the end of a Calming Room session, once the student is calm and ready to return to class, there will be a verbal and/or visually-supported debrief. The purpose of this is to ascertain the pupil's learning from the incident (see above) be it a pupil-led, staff led or exclusionary time-out session and to signify that the time in the Calming Room is at the end. A Social Story has been prepared to assist verbal and non-verbal students with this de-brief and to provide a consistent script for the discussion of causes, consequences and learning for all. NB. This is ready to be introduced in September 2016.

The use of the "Calming Room" time-out rooms complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice of the Kent PROACT-SCIPr-UK network (2013) see appendix f. Whenever the space is used, at the instigation of school staff, the "Time Out Log" is completed with the date, name of student, name and signature of staff member and the purpose of use – time out/seclusion was considered necessary), duration of intervention. When time within the Calming Room is complete the supervising staff member will record the outcome of its use. If a student is to be placed in seclusion by classroom staff, they must inform the school office via the internal telephone network, the message can be passed onto the leadership and management team. The Behaviour Managers monitors the use of the time out facilities. All uses of the Calming Room will be based upon a proper functional analysis and not as a spontaneous reaction to an unwanted behaviour.

Seclusion

On the rarest of episodes at The Beacon we have one student and to ensure the health and safety of all staff and pupils (present), the door of the Group Room may be held closed. This is considered Seclusion and it is not promoted by either the school or the Kent PROACT-SCIPr-UK network. The period of seclusion will be of the shortest possible period if there is no alternative. Where a seclusion has been carried out parents must be informed the same day and the use of the seclusion(s) discussed with the parents at the next Behaviour Cycle Support Plan review meeting. The seclusion will be logged and can only take place with the consent of parents, SLT and the Safeguarding Team.

NB: As soon as health and safety concerns permit the seclusion will end and revert to the Time Out procedures, to enable learning to take place again. The usual de-briefing procedure, including the use of the Group Room Social Story, will be used to gauge learning from the incident and to indicate that the session/incident is at an end.

Detention and Exclusions

The school has a system of lunchtime detentions for occasions where behaviour has breached the code of conduct or school rules and a formal sanction is appropriate. All staff can place a student in detention, which they will then supervise themselves to ensure that the relationship that has broken down prior to the giving of the sanction can be repaired following its completion. After school detentions may be given in certain circumstances. Parents/carers will be given 24 hour's notice.

Students may be given an Internal Exclusion, this would involve the pupil working in isolation from their peer group for a morning. These can only be given by members of the senior leadership team. In these cases, Subject teachers should provide work for the lessons missed. This work should be something they can get on with as independently as possible.

Exclusions

In The Beacon, exclusions are a very last resort, are used extremely rare and only after all other behaviour programmes, strategies and disciplinary avenues have failed.

The Beacon operates an in-school suspension system (see above) for children whose behaviour is causing concern at specific points. In a small number of cases the Executive Head Teacher will impose a fixed term exclusion inevitably of one day only but more in exceptional circumstances. This type of exclusion has to be viewed as trying to provide a salutary reminder of the consequences of poor behaviour for the child. Continued sequences of short, fixed-term exclusions are not desirable or helpful. Where this does occur, then the School will take steps to initiate a review of the suitability of the child's placement at The Beacon. The School has very strict rules about notification of parents and the Area Education Office, and the maintenance of an incident record in all cases of even one-day exclusions. The School is empowered to operate a fixed-term exclusion for a period of up to 45 days in any one school year. Where exclusions exceed 1 day then homework must be given and marked.

Only the Head of School in his absence are able to exclude.

After an exclusion has taken place, parents will be expected to accompany the child back to School to meet with the Head Teacher. The purpose is to ensure that the reasons for the exclusion are clearly understood and to set down what each party's responsibility will be to improve on the current performance.

Permanent Exclusions

As far as the school is concerned, this is the last resort. It is the end of the line in terms of failed initiatives, strategies, programmes, and contracts. Very rarely would a child receive a permanent exclusion unexpectedly (i.e. as a result of an out-of-character incident). There has to be substantial documentary evidence to support a permanent exclusion, and this has to be reinforced with clear explanations of strategies and difficulties.

Where it is shown that:

- There has been a clear decline in the quality of a child's behaviour and a defiant lack of conformity to the authority structure of the School at an extreme level; and
- A variety of approaches have been tried with the child in consultation with parents
- The continued influence of the child in the class and School environment is detrimental to the wellbeing of the overwhelming majority of children
- The child has infringed the strict rules on drugs and dangerous weapons.

The School is placed in a situation where permanent exclusion is forced upon it. The rules for a permanent exclusion are subject to a strict legal code and this step can only be taken by the Executive Head Teacher or in his absence, Head of School. The associated notification and appeals process is clearly set down in the School (see the Executive Head Teacher for information). The Governing Body and Local Authority have an automatic role at this point and in certain instances, reinstatement of an excluded child may be ordered.

Points to bear in mind;

- 1 In all cases there has to be clear evidence to support the case for a child's permanent exclusion
- 2 There should be a detailed incident log
- 3 There must be evidence of behaviour programmes and other strategies employed
- 4 There should be evidence of multi-agency input and advice having been sought
- 5 There should be evidence of a Pastoral Support Plan (PSP) detailing inter-agency and parental agreement on other strategies which could be adopted.

Permanent exclusion is never an answer to a child's behaviour difficulties. It is never imposed lightly or in the heat of the moment. It is used extremely rarely by the School, but in circumstances which leave no other choice.

The school follows county guidelines for both fixed and permanent exclusions and full procedures are available for scrutiny in the Executive Head Teachers office.

Whole School Reward System

At The Beacon we believe a school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. We believe they have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsible to self and responsibility and others is valued.

At The Beacon we aim to reward and praise children for their effort and behaviour. Every lesson carries a credit total for behaviour and effort. To gain credits the pupils must have met the criteria. Our school council have agreed that our criterion is as follows:

	Effort	Behaviour
4 points – Exceptional	Outstanding work and effort	Exemplary
3 points – very good	I tried hard I didn't waste time I worked to the best of my ability	Excellent I listened well I worked well
2 points – good	I worked most of the time. I completed most tasks.	I settled when asked. Behaviour was good for most of lesson.
1 point – satisfactory	I could have made more effort. I wasted time.	I distracted others I did not settle. My behaviour did not improve even after a warning.
0 points – poor	I wasted my time My presentation is poor I have made little effort	I was rude I walked out

See appendix 2

Every Thursday pupils' credit will be calculated to see which certificate they will receive on the Friday celebration assembly:

150-164 credits	=	bronze
165-176 credits	=	silver
177-189 credits	=	gold
190+	=	platinum

Every child who achieves a certificate will have their name placed on a large magnetic display board in the school hall. The name labels will be made from coloured card according to the colour house the pupil belongs to. Pupils with a gold certificate will automatically gain ten house points. Pupils with a gold certificate will wear a gold VIP wristband for the rest of the day and will be acknowledged for their achievement all around the school, awarded special privileges and concessions throughout the day.

At the end of each term, Golden Time will be awarded to the highest scorer from each class and for the "most improved" pupil. The "most improved" pupil will be chosen by the support staff working in that class. "Most Improved" can be awarded for any noticed individual improvement such as: using an appropriate class room voice, waiting their turn, being polite, helping others manage their behaviour, coping better with change or an increase in their learning. Golden Time could consist of a trip to a bowling alley, tobogganing, wildlife centre or a picnic.

Classes P1 and P2 will nominate a Gold Star of the week and the pupil will be presented with the prestigious crown and will also be awarded 10 house points during the Friday celebration assembly.

Appendix 1

Chewing Gum is not allowed in School (i.e. class or playground).

Aerosols are not allowed in school. The wish by older, more hygiene conscious pupils to use them after PE and swimming is understandable, but they are subject to abuse and misuse.

Knives, lighters, flick combs, toy guns, hard balls (e.g. golf balls) are not allowed in School. Where a child is suspected of having a dangerous item (e.g. knife) on his/her person and refuses to hand it in, do not seek to take it yourself report immediately to the Leadership Team. Please remember that any object can be potentially dangerous and one has to use discretion and insight to judge whether there is an intention to cause harm with it.

Swapping of goods or money. Not allowed. Even if both participants are willing, that does not make it right. Parents tend to get upset if children dispose of expensive items for short term gain.

Badges are permitted as long as they are not dangerous, in bad taste etc. or causing a problem.

Wearing of jewellery. (e.g. dangling earrings, rings through other parts of the anatomy). These are not to be worn in school. Studs may be worn.

Wearing caps. OK on the playground. Not to be worn in class or round the School for any reason.

Wearing trainers. Difficult to enforce a ban where it is known that expense of shoes is an issue, however the uniform code does stipulate 'black shoes' not trainers and this is our expectation. Trainers are not allowed in school but black trainers will be permitted.

Bringing expensive items (e.g. radios, pocket TVs, electronic games, radio controlled toys). The School position is clearly set out in the Prospectus and in frequent advice to parents i.e. that such items should not be brought to School. Where they are brought to School against our advice, then they are the sole responsibility of the child concerned and the School will not accept any liability for loss or damage. Currently pupils are using their iPods in Art lessons during exam time, the Teacher has asked for special permission as it is felt it keeps them focussed and on task.

Video and audio tapes, computer games. Children bring these to school at their own risk and the School will not accept responsibility for them.

Mobile telephones. Mobile phones are not needed in school, but if they are brought in they must be left with the tutor.

Staying in School grounds. No child is to leave School premises without permission. All children who have permission must sign out and in again on their return.

This Policy should be read in conjunction with the:

Appendix 2

When children behave: some reasons why:

- When they really don't want the consequences they know will follow (certainty not severity)
- When they are too involved even to think about it.
- When other things become more important to them

What Works Best?

Staff who manage relationships well:

1. Use a range of appropriate techniques to support a variety of styles of learning
2. Set a good example – fostering mutual respect
3. Establish and involve children in setting boundaries, class rules
4. Always seek to value the pupil and positively report/feedback
5. Constantly assess and review situations. Constantly assess and review and communicate with individuals
6. Work towards managing incidents in a style, which does not add to the problem and seeks a solution
7. Do not allow own feelings to decide the way they deal with situations
8. Put the child's feelings first avoiding personal involvement
9. Exhaust all avenues of reward and encouragement before resorting to sanctions
10. Support all pupils and each other unconditionally
11. Try to find win/win solutions
12. Do not take it personally
13. Consider and recognise the pupils need for physical and emotional 'safety' and security
14. Avoid shouting and using a raised voice. Use a conversational tone/style
15. Adopt a style which is unthreatening
16. Aim for maximum individual participation
17. Are selective about reacting to unacceptable behaviour
18. Work at getting to know individual children
19. Stay curious
20. Be consistent.

Appendix 3

Strategies and sanctions

The following sanctions/ strategies are used to support the school rules.

All staff including Teaching Assistants may apply soft end strategies. Frequent use of these may need to be logged if a pupil is identified as having a behavioural need.

Medium strategies need to be recorded on behaviour log.

The hard end strategies should only be applied when a wide range of soft and medium strategies have been exhausted and then only in consultation with SLT.

Soft end strategies:

The following were compiled as a list of potential strategies by staff within a behaviour management workshop run by ASK but they serve as a reminder of all we can do.

It is no accident that there are so many positive ways to manage relationships and therefore behaviour within our policy that don't rely on a 'sanction structure!'

- If a child / class is working / behaving well comment on it
- 'Catch them being good'
- If a pupil is seeking attention in an appropriate way and the rest are doing the "right thing" use this as an example
- Positive Hand signals, thumbs up etc
- Organisation of resources: avoid conflict over lack of pencils etc
- Preparation: well prepared lessons engage pupils
- Classroom management; groupings, support, differentiation, use of Teaching Assistant
- Reinforce good behaviour; "You did that really well {last time}" can you do that again this time
- Smile; greet children and expect a response
- Appropriate praise
- Ignore; avoid giving attention for wrong behaviour
- Give responsibility / jobs as rewards
- Set an example; role model
- Always find time to listen
- Be consistent
- Never make a threat you cannot carry out
- Never promise something you cannot fulfil
- Voice: use a calm, even voice. Do not shout. Use a conversational tone
- Don't pick the person up on everything that they do that is unacceptable. Respond to primary behaviours not secondary
- Try and judge if certain behaviours are not worth worrying about
- Use a relaxed facial expression and eye contact when communicating
- Keep body language relaxed and open; don't loom over sitting people, don't stand squarely face to face with the person, don't adopt a big posture
- Try meeting non- co-operation with ' deferred agreement' e.g. Would you like to get up now? Okay, I'll come back and ask you again in a minute
- Don't demand or accept insincere apologies
- Try to defuse the situation, manage the incident with a style, which does not further contribute to

the heat of the situation and the arousal of the pupil

- Use a style that gets the pupil calmer
- Send the message; "I am not a threat to you" "You must not fear me". The message is sent via the face, voice and body language. This does not mean that the member of staff is passive or subservient. At the same time the message should be sent, "I am here to help", "I am determined", "I have competence", "I intend to resolve this problem with you"
- Understand that even though situations seem sometimes excruciatingly personal there have been many other people in that pupil's life before you
- Continuously seek ways to make the incident into a positive learning experience for the person providing the challenging behaviour
- Minimise situations or remove child from situations that might trigger challenging behaviour
- Discuss these triggers with the pupil when they are calm and support
- Distract the pupil so that they do not get into the challenging behaviour
- Change activity, take the pupil to another place, give a job to do etc
- Change of face: TA to support
- Respond reasonably to requests, control may be gained this way by supplying something that will not worsen the situation
- Be sensitive to the situation and the pupil so that the correct decisions might be made
- Be flexible so that strategies may be used to the best effect
- Encourage discussion about morality of behaviour acceptability /appropriateness at the level of the pupils understanding and experience
- Praise and recognise achievements of all pupils
- Value contributions of all pupils
- Regularly use and refer to the school/Classroom rules
- Manage behaviour non-verbally – gestures/looks/actions
- Build solidarity with the class by using the terms: me/us/team.

Medium sanctions/strategies:

- Behaviour log
- Detention during lunch time
- Letter home
- Phone call home
- Comment in home /school book
- Missed playtime
- Withdrawal of privilege (break time inside etc)
- Removed from peers for a short period
- Removed to a quiet area (Time out).

Hard End Sanctions/Strategies. (See Section 8 - Roles and responsibilities)

- Strict small scale behaviourist programmes
- Involvement of Multi Agency support (Ed psychologists, DCFP etc)
- Meeting with parent
- Letter home from senior staff
- Detention after school
- Reparation, compensation, Working within school
- Behaviour contract
- Referral to AH or Head
- In School exclusion

- Fixed Term Exclusion: Only to be given by the Executive Head Teacher, Head of School, Assistant Head teacher in their absence
- Permanent Exclusion: Only to be given by the Executive Head Teacher, Head of School, Assistant Head teacher in their absence.

Anti-bully Policy

Health & Safety Policy

Positive Handling Policy

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governors agreement
1	Sept 2016	Transfer & Renewal	Sept 2018	29 Sept 2016