



The Beacon
Folkestone

Behaviour Statement Policy

Statement of Behaviour Principles

We believe that good behaviour is an integral part of the learning process. Individual students have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness, where positive relationships are valued within the school and the wider community.

We believe Restorative Approaches are a fundamental component in helping the school community achieve this aim. Restorative approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance. The framework enables young people to develop their social and communication skills. Restorative approaches are based on four key principles:

RESPECT: For everyone by listening to other opinions and learning to value them.

RESPONSIBILITY: Taking responsibility for your own actions.

REPAIR: Developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

REINTEGRATION: Working through a structured, supportive process that aims to solve problems and allows young people to return to learning.

In addition to this our school community have devised the following principles based on our school community logo, Learn, Support and Develop. These principles are the foundations of everything we do, they are proudly displayed for all to see in our reception area:

“Being thoughtful”, “Everyone has a voice- our voices are valued”, “Working together- achieving more”, “Leading by example”, “What I do affects you”, “Living moral values- trustworthiness”, “fair play rules”, “Tell the truth”, “I can grow”, “Being equal doesn’t mean being the same”, “All for one and one for all”, “Self-empowerment- reaching my potential”, “Communicate effectively”, “Working in an unbiased community”, “Respecting and valuing each other”, “Opportunities for everyone”, “Enable self-expression – express yourself”, “Gaining independence- learning by myself” and “Stronger together- helping each other”.

This statement is written in the belief that an understanding, shared throughout the school of principles is the most effective method of achieving a democratic community in which every voice is valued and everyone is empowered to be the best that he or she can be.

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	Governor agreement
1	Jan 2017	New statement	Jan 2019	23.01.17