



The Beacon
Folkestone

Behaviour Statement Policy

Statement of Behaviour Principles

We believe that good behaviour is an integral part of the learning process. Young people 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 punitive consequences will change behaviour and achieve compliance. Restorative approaches focus on working with a student, as opposed to doing things for them or to them.

In addition to this, our school community have devised the following principles based on our school community emblem, Learn, Support and Develop. These principles underpin everything we stand for, the statements represent the contributions of all stakeholders of The Beacon community. They are proudly displayed in our reception area for all to see:

“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 ethos ensures that:

- Every pupil understands they have the right to feel safe, valued and respected.
- All pupils, staff and visitors are free from any form of discrimination.
- Rewards and behaviour strategies are used consistently by staff, in line with the behaviour policy.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour strategies to foster good relationships between home and school and to provide a consistent approach.
- Staff set an excellent example to pupils at all times

The Beacon have embedded the PERMA model. The PERMA Model is a five core element of psychological wellbeing and happiness. PERMA promotes positive emotions, engagement, positive relationships, meaning and accomplishment:

P – Positive Emotion: Feeling good

E – Engagement: Being completely absorbed in learning

R – Relationships: Being authentically connected to others

M – Meaning: Purposeful existence

A – Accomplishments: a sense of achievement and success

(Seligman, 2011)

At The Beacon we consciously develop and practise a sense of well being by celebrating every success, achievement and kind act from all members of our community. Nominations for such are proudly displayed in a prominent place for all to share.

During Covid 19, it was important that these recognitions continued to be celebrated, a virtual PERMA board was designed to include, staff, parents and carers and organisations. Nominations are shared on the website and the Beacon Facebook page.

This behaviour statement is written in the belief that an understanding of our school ethos and shared principles is the most effective method of achieving a democratic community in which every

voice is valued , everyone is appreciated and everyone is empowered to be the best that he or she can be.

To be read in conjunction with the Promoting Positive Behaviour and Relationships 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 where we respect and encourage individual differences. We are always looking for opportunities to champion equality through the broadening of knowledge and experiences of everyone across our community and this includes the staff and clients of those using the services of our multi-agency support hub.

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

The aims for 2020-2023 are to build and improve schemes to help challenge and bring down barriers for disabled children and young people, establishing a recognised and integral role within the community. This will include broadening the range and depth of positive experiences of life both inside and outside the school and embedding ourselves within our communities (local, county, national and international levels):

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Jan 2017	New statement	Jan 2019	23.01.17
2	June 2020	Review	Jan 2022	