Positive Behaviour and Relationships

Policy

Contents

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# 1	Introduction

Our policy is to promote socially appropriate behaviour, so that all our pupils can become responsible young people able to participate fully in the community.

Our focus is on creating learning environments which allows everyone to realise their potential. To achieve this we teach appropriate social skills and strategies to identify, express and regulate emotions. This provides our pupils with the resources and skill set to promote independence and learning opportunities and ultimately raise self- esteem and confidence.

This is underpinned through the school's commitment to using Positive Behaviour Support approaches through training in PROACT SCIPr-UK® ~~SCIPr~~ (A Positive Range of Options to Avoid Crisis Using Therapy) principles.

Behaviour difficulties in our pupils may arise from characteristics associated with their specific special educational need such as:

- Sensory Emotional
- Mental Health
- Communication
- Social interactions and misunderstanding Or: A reaction to these difficulties and an attempt for the individual to control a situation, or communicate distress and frustration.

Achieving positive behaviour and relationships at The Beacon is through:

- Consistency;
- Recording;
- Supporting;
- Rewarding;
- Training.

To create a consistent culture of positive behaviour management

We expect all staff to behave in a consistent and fair way to pupils:
- Consistent positive language;
- Consistent respect from adults: even in the most challenging situations;
- Consistent models of emotional control: emotional restraint that is modelled and not just taught;
- Consistent follow up: agreed consequences must always take into account the abilities of the individual. The consequence should wherever possible be carried out by the member of staff where the breach of behaviour occurred. In order to ensure that time is given to remind the pupil of expectations and to rebuild the relationship;
- Consistent positive reinforcement: positive procedures for reinforcing, encouraging and celebrating appropriate behaviour;
- Consistent expectations: classroom values to be established at the start of an academic year and re-established termly;
- Consistent environment: consistent visual messages that echo the core values;
- Consistent review of wellbeing cycle support plans and other reward plans;
- Consistent communication and sharing of documentation with parents

- Consistently valuing pupils: ensuring staff take the time to make each pupil feel valued and important.

2   Recording and Assessment

An essential feature of an effective behaviour monitoring system is to present recorded data clearly and objectively. At The Beacon we use an on-line system called Sleuth, to monitor and analyse trends and to refine practice.

Weekly analysis is shared with the Behaviour for Learning team, this highlights any pupils who potentially require support for the following week, thus preventing an escalation of behaviours.

Detailed termly analysis is shared and discussed with SLT and the Behaviour for Learning team. Actions from this affect whole school developments to reduce behaviours and to adapt proactive strategies.

Data identifies what training is required best to support teachers, support staff, classes and pupils.

3   Sleuth – Key Points

- All staff members of the school community can complete a Sleuth.
- All staff members of the school community receive training to complete a Sleuth.
- Sleuth entries will be completed the same day the incident occurred.
- All staff members of the school community can access data from Sleuth when required.
- Physical interventions are also recorded in this way.
- A restorative pupil debrief is an integral part of the Sleuth entry.
- Use of safe space is recorded on Sleuth.

4   Assessment

All staff will monitor behaviour in their class and implement strategies to support individuals.

Where a pupil requires support in terms of behaviour for learning the school adopts a stepped approach:

- Discussion with the pupil – resulting in strategies and interventions;
- Form tutor, parental liaison communication;
- Classroom behaviour support from a Higher Level Teaching Assistant (HLTA) – lessons/locations identified through Sleuth;
- Support from Leader of Learning for Behaviour and Learning;
- Wellbeing Cycle Support Plan (WCSP);
- Pastoral Support Plan (PSP).

WCSP - See appendix a. This is a written plan clearly showing antecedents, behaviours and support strategies identified by the team working with the pupil. The plan includes four

colours each representing different stages of behaviour and is underpinned by Positive Behaviour Support strategies:

Green – Calm and on task
Amber – Beginning to get agitated
Red – In crisis
Blue – Reintegrated and calm.

The plan is shared with members of staff involved with the pupil and agreed and signed by parents or carers. The plan will include appropriate PROACT physical interventions if required. The plan is reviewed three times a year, more if changes occur within this time frame the plan is a live document.

Pupils in need of extra provision to access onsite and offsite activities have an individual risk assessment. These are reviewed termly.

Pastoral Support Plan (PSP) - See appendix b. If all of the above are not having the desired outcome then a PSP may be deemed necessary. Only a member of the Senior Leadership Team (SLT) can make this decision. Meetings with parents/carers and any multi agencies involved with the family meet with key school staff every four weeks to review behaviours and support plans and to set targets and actions both at school and home, which provides a holistic and consistent approach of support. A PSP must be in place before a reduced timetable can be considered.

5   Supporting

At The Beacon we have a vast bank of interventions, strategies and a team of Higher Level Teaching Assistants specialising in behaviour management that make recommendations from observations and data to support our pupils.

In collaboration with key staff and parents the most appropriate intervention will be used with a focus on supporting pupils to manage their own behaviour.
Referral to these areas of support are via Sleuth data, Educational Health Care Plan (EHCP) outcomes, Social Emotional and Mental Health (SEMH) scores and staff referral – see appendix c.

SEMH scores consist of four different areas of a pupil's social, emotional and mental health. Teachers complete the SEMH data three times a year which is analysed by the Leader of Learning for Behaviour for Learning. Staff can also make a referral for support from the behaviour for learning team see appendix b.

In addition to the above, all staff have access to wellbeing and resilience tool kits. The purpose of this toolkit is for staff to work together to help provide a positive and consistent environment for all pupils in our care.

The toolkit is designed to be used as a resource that can be referred to and used whenever needed. It contains positive behaviour support strategies, emotional regulation tools, behaviour environment tools, mindfulness tools, sensory integration tools, social stories and factsheets.

Interventions include:
- Check In and Check Out;
- Behaviour Classroom Support – identified through Sleuth Data, very flexible;
- Managing Emotions – 1:1 weekly 30-minute sessions;

- Social Skills – small groups working together weekly for 45 minutes;
- Hand massage – 1:1 weekly 15 minutes;
- Supporting social interactions – Forest School;
- Equine;
- Harvey our Pet As Therapy dog – Harvey meets children on a 1:1 basis and will visit classes and small groups. Times vary according to need;
- Play therapy;
- Emotional Literacy Support Assistants (ELSA) – identified through Wellbeing and Resilience referals, SEMH forms, and Boxhall profiles.

All interventions run for 12 weeks, impact is recorded

Staff can also refer pupils for additional support via a Wellbeing and Resilience online referal form which is triaged by the Wellbeing team, and support given through interventions from either the emotional wellbeing team or the Behaviour for Learning team.

When problems arise:

It is important to separate the problem from the person and respond to the problem by making it clear that the behaviour is disapproved of whilst the person is still valued.

Seek creative solutions, the most important factor of managing pupil's behaviour is prevention. Staff should be proactive in their planning and assessment of situations and opportunities to meet the needs of the pupils and prevent incidents arising;

Where can changes be made so that future recurrences of undesired behaviour can be reduced?

What were the antecedents (what happened immediately prior to the behaviour, what were the environmental factors)?

It is important to try and understand the meaning of the behaviour.

A Wellbeing Cycle Support Plan (WCSP) may need to be put in place specifying particular observed behaviours of a pupil requiring a planned and consistent approach. This plan should be shared with all colleagues within your zone. A copy is sent home for parents to agree and sign.

6   Restorative Practices

We believe Restorative Approaches is a fundamental component in helping our young people resolve conflict, build social and communication skills and develop core values such as empathy, responsibility and truth telling. It is an alternative strategy to sanctions that are often recognised as ineffective in changing behaviour.

Restorative approaches are based on four key features:
- **Respect** – everyone listens to other opinions and values them
- **Responsibility** – taking responsibility for your own actions
- **Repair** - develop skills to identify solutions that repair harm
- **Reintegration** – working through a structured supported process that aims to reintegrate pupils back into the classroom.

All staff of the school community at The Beacon are trained in Restorative Approaches.

Restorative conversations are an opportunity to discuss poor behaviour, not the child's character, they provide a platform to build relationships that change and improve behaviour for the long term.

Questions asked in an informal corridor conversation include:
- What happened?
- What were you thinking
- What needs to happen to put things right?
- What are you going to do next time?

More formal restorative conferences would be facilitated by trained staff: Jackie McFarnell, Mel Winter, Debbie Richards, Craig Rankin, Tracy Mortimer Lewis and Laura Whitton.

7   Rewarding

At The Beacon it is recognised that good behaviour needs to be acknowledged and rewarded.   Rewards can take many forms:

- Verbal praise;
- A smile;
- Extra time on favoured activity;
- Work displayed;
- Acknowledgement from other staff/zones;
- Notes home;
- Stickers;
- Certificates;
- Catch me cards.

In addition to the above all zones have a credit reward system. Pupils are given credits for behaviour and effort for each lesson including play times and lunch time, see appendices d, e & f. The total of credits gained in a week determines which certificate is awarded, Bronze, Silver or Gold. Each certificate has a nominal token; Bronze =1 Silver =2 and Gold =3. These tokens can be saved over two terms before exchanging them for a gift from the token shop.

All pupils have had an input in what they would like to see in the token shop as well as designing the 4 credits for behaviour and 4 credits for effort (4 4) certificate, see appendix g.

Each Friday, paired classes get together to celebrate the children's achievements. Their names will be on display on a centrally based reward board and any pupil earning a gold will be given a gold VIP wristband.

At The Beacon we believe a school ethos of encouragement and celebration of achievement is central to the promotion of desirable behaviour, raised self-esteem, motivation and confidence.

8   Consequences

Whilst we make every attempt to manage behaviour in a positive way and without the use of sanctions there are rare occasions where we will need to take this action. This is most likely to occur when the behaviour is wilful, repeated or involves bullying of another pupil, or physical violence toward a peer or a member of staff, homophobic or racist incidents.

Internal Exclusion

Students may be given an internal exclusion, where a pupil works in isolation from his peer group for a morning. These can only be authorised by a member of the Senior Leadership Team. In such cases subject teachers provide work for the duration of the exclusion and students will complete work away from their class group.

Fixed Term Exclusion

In a small number of cases the Headteacher may impose a fixed term exclusion. This will usually be for one day only but may be more in exceptional circumstances. Should this occur, the school will notify parents and the Local Authority. A record of all fixed term exclusions will be kept in accordance with current legislation.

The school is permitted to operate a fixed term exclusion period for up to 45 days in any one school year.

Where exclusions exceed one day, work will be provided. It is the parent's responsibility to ensure the work is completed.

In the absence of the Headteacher, the Head of School will make the decision to exclude.

On return from exclusion, parents will be expected to accompany the child back to school for a conversation with a member of the Senior Leadership Team. The purpose is to ensure that the reasons for the fixed term exclusion are clearly understood and to plan what each party's responsibilities will be to improve the behaviour and well-being of the young person.

Permanent Exclusion

This is the last resort and will be used only in the most exceptional circumstances. It is a result of failed initiatives, strategies, programmes and support from a variety of multi agencies. 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. The procedure for a permanent exclusion is subject to a strict legal code and can only be taken by the Headteacher. The associated notification and appeals process is clearly outlined within the school (see the Executive Head teacher for information) and parents will be notified of their right to appeal in any letter of exclusion. The Governing Body are responsible for hearing any appeal and, in certain instances, may order the reinstatement of an excluded child.

Physical Intervention

The Beacon adopts the Kent Education & Libraries 'Positive Handling Policy'. If physical intervention (PI) is required as part of a behaviour management plan within the BCSP then it must be authorised by the parents and the Leader of Learning for Behaviour and Learning. **PI is only used as a last resort.**

There may be occasions where physical intervention is necessary even though a young person might not have a behaviour plan. This may be the result of some unexpected behaviour. Our duty of care necessitates that physical intervention may need to be used to prevent:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that severely disrupts and prevents teaching taking place.
- Committing a criminal offence

When a pupil's behavior is such that physical intervention will be the only way to ensure everyone's safety and continue to provide education then this is permitted.

Staff will be trained in the use of PROACT-SCIPr-UK® by approved Kent PROACT Network trainers. This approach is supported by Kent County Council and KSENT and will be used exclusively unless an alternative physical intervention has been agreed following a functional assessment of the behavior and full consultation with all relevant parties, including parents.

New Staff will receive PROACT-SCIPr-UK® training as part of their induction and all members of the school community will attend yearly refresher training.

If the Headteacher has placed an adult in charge of pupils or students, then that adult will be entitled to use physical intervention, if necessary and as a last resort. Staff are not expected to put themselves in danger and, if necessary, it might be expedient to remove other pupils and themselves from risky situations. We do, however, value staff's efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Staff may experience physical injury and emotional trauma – it is accepted that staff may need time and support to recover. Immediate support may be offered by team members or the SLT. Any member of staff that has been involved in a serious incident and would like time for a debrief of the incident there is an Adult Mental Health First Aider (AMHFA) available every day between 3.30pm and 4.00pm.

The Governors and Senior Leadership Team of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy and the methods drawn from PROACT-SCIPr-UK®..

When intervention is necessary the following factors are important:

- Other techniques have been used first;
- Physical Intervention is the last resort – There is no alternative (TINA);
- Only use the minimum intervention necessary;
- Only intervene for the length of time necessary;
- The incident and intervention must be recorded as soon as possible; best practice is to record the same day;
- Parents/Carers **must be informed by the class teacher on the same da**y whenever an intervention has been used.

When physical intervention is used two relevant considerations should be taken into account:

"The use of force can be regarded as "reasonable" only if all the particular circumstances warrant it – otherwise it is unlawful; therefore, physical force should not be used to prevent trivial misdemeanors".

"The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behavior" (or the consequences it is intended to prevent). (SECTION 550A 1996 Education Act.)

A small number of student's present behaviors that challenge the total resources of the school. The nature of challenging behavior is such that with all the expertise available there exists no simple easy answer to its management or model that can generally be applied to its manifestations. Staff therefore have to approach such behaviors with calmness and open mindedness using careful observation, analysis and planning.

Time Out

Pupils may seek "time out" to calm down from an episode of challenging behavior. 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 workstation, outside the classroom in the heart space or nearby. They may be outside on the playground under supervision.

Closed time out may be in the "safe space" areas. These areas have doors that cannot be locked, staff should supervise or monitor from an appropriate distance, pupils can go to, enter or leave the area of their own free will. Pupils are free to leave as and when they choose. The use of the "safe space" will be written into a WCSP which has been agreed by parents. Pupils may choose to take themselves to the safe space to opt into time out to calm. For other pupils the use of the safe space as a calming room may be preferable to the use of a physical intervention. This is considered time out as they can exit at any time.

On occasions a pupil may be taken to the safe space, and placed within it to calm by members of staff. This is to be avoided wherever possible and is only used as a final option (pupils may also require physical intervention to transport to the area) to ensure the safety of the pupil, their peers and school staff. The door to the safe space will always be open, the zip to the safe space will either be left unzipped or can be zipped if the pupil has requested it to be zipped. The pupil can access the zip at all times. Staff supporting these pupils 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. When in use the safe space will be supervised at all times.

All incidents of the use of a safe space area, in these circumstances are documented including the duration and place in a numbered bound book following such an episode, and once the pupil is calm and ready to return to the classroom, there will be a verbal and /or visually supported de-brief. The purpose of this is to ascertain the pupil's learning from the incident. A social story has been prepared to assist verbal and non-verbal pupils with this and to provide a consistent script for the discussion of causes, consequences and learning for all.

All physical interventions are recorded on Sleuth as an action. Detailed information is recorded including time spent in safe space, gradient of physical intervention used and the effectiveness of the physical intervention.

Negative safe space use is evaluated weekly by the leader of learning for behavior for learning and shared with the senior leadership team and behavior for learning team.

Positive safe space use is also evaluated weekly and shared with senior leadership and the learning for behaviour team. It is our intention that following a negative use of the safe space it is followed by a positive use of the space, to meet this intent the space has been refurbished, a music speaker has been installed as well as sensory roof lighting.

The use of the safe space complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice of Kent PROACT Network (2017).

9   Anti-Bullying

The Beacon school community take any form of bullying very seriously; we seek to ensure that bullying in any form does not happen. We are committed to providing a caring, safe and friendly environment for everyone. Bullying incidents are very rare, due to the very positive ethos, restorative approaches and a high level of care and support.

We encourage our pupils to develop respect for each other and care for each other both in school and during out of school visits. Whole school restorative daily checks in circles provide children the opportunity to identify their feelings and know what action they can take to help themselves feel ready for learning.

Zones of regulation are embedded throughout the school, the zones is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

The Beacon carries out an annual pupil survey which informs us of future learning needs and what pupils perceive as bullying. We take part as a whole school in the national anti-bullying week. The week involves assemblies, scenario role plays, PSHE with an anti-bullying focus designed from the pupil questionnaire.

The Beacon School's Racial and Bullying Incident Reporting Procedure

All members of the school community have a right not to experience racism at school.

At The Beacon we work actively:

- To develop a climate which is intolerant to racism.
- To create a safe learning environment where all pupils feel valued and listened to and have confidence that their concerns will be addressed.

We have a commitment to investigate any incident believed to be racist.

We believe that it is important to react quickly and decisively to a single incident of racism as it occurs, rather than waiting until a pattern of bullying can be detected in a series of incidents. Racist bullying can take the form of a series of apparently unrelated incidents affecting the same child.

At The Beacon, all racial and bullying incidents are taken seriously and actioned on the same day of the incident. Senior leaders are informed immediately an incident occurs.

Thorough and detailed information is collated, individual statements from bystanders are requested.

Each case is reviewed on an individual basis taking into account the pupils levels of cognition and understanding and intent to cause harm. Detailed records clearly show whether the perpetrator has been involved in previous incidents, and details of action taken for both perpetrator and victim can be viewed.

The Beacon school follows a gradient of consequences for racial and bullying incidents:

- **First incident**: Verbal warning by a senior leader. Parents informed. Local authority informed.
- **Second incident**: Meeting with senior leader. Internal exclusion. Parents informed. Local authority informed
- **Third incident**: A fixed term exclusion. Parents informed. Local authority informed.

In all cases, the victim will have the opportunity to speak with a Mental Health First Aider (MHFA). Restorative conversations to bridge relationships if deemed appropriate will be facilitated. The situation will be monitored to ensure that any harassment or abuse has stopped.

In addition, any curriculum implications including the need for any focused assemblies, PSHE lessons or anti-bullying awareness will be implemented.

The Beacon sends a clear message that racism and bullying will not be tolerated.

10   Training

PROACT-SCIPr-UK® Overview of Courses:

Pre-course information is essential for the successful delivery of PROACT-SCIPr-UK® courses. A Training Needs Analysis must be completed and updated annually prior to the delivery of refresher training. Where any intervention that includes a restrictive component is required, the Training Needs Analysis must include a rationale for their inclusion which has been agreed by the Principal Instructor. In addition to the Training Needs Analysis, a risk assessment for the facilitation of training will be completed.

Staff must be able to demonstrate an understanding and knowledge of all aspects of the core curriculum to a satisfactory standard prior to being issued with a certificate confirming competence. The core curriculum includes:

- The PROACT-SCIPr-UK® Philosophy;
- Understanding Behaviour;
- Beliefs, Values and Attitudes;
- Understanding the needs of the pupils you support;
- Positive Behaviour Supports;
- Communication;
- Active Interventions;
- Gateways to Proactive Management;
- Non-restrictive Reactive Interventions;
- The Whole Approach;
- Managing the Environment;

- The Legal Context;
- Health and Safety;
- Post-Incident Support/De-briefing;
- Risk Assessment;
- Record Keeping.

The focus of the course must always be on the prevention of crisis, positive approaches and person-centred planning, not on reactive strategies and/or physical interventions.

All staff in Zones 1-3 are trained to the following levels:

- Introductory and Foundation (6 hours – an integral part of the Introductory Training programme)
- Refresher (6 hours - on an annual basis to maintain staff theoretical and practical skills)
- Person Specific (where restrictive person specific interventions are required)

All training is certificated and valid for one year and is delivered by fully qualified PROACT-SCIPr-UK® Instructors.

ELSA

The ELSA (Emotional Literacy Support Assistant) intervention, Is designed to support the emotional needs of pupils. It achieves this by the ELSA practioner developing and delivering individualised support programmes to meet the emotional needs of the pupil.   The practioner is supported by on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.

Appendices

Appendix a - Wellbeing Cycle Support Plan (WCSP)

Wellbeing Cycle Support Plan		Pupil	
		Age / Class	
		Start Date	
		Review Date	

The Beacon Folkestone

Wellbeing Support Strategies

Green – Proactive (calm / relaxed)	Amber – Active (starts to feel anxious / upset / agitated)	Red – Reactive (incident / crisis / stressful situation)	Blue – Post Reactive Recovery (calming / relaxing)
ANTECEDENTS/TRIGGERS/FUNCTION:	ANTECEDENTS/TRIGGERS/FUNCTION:	ANTECEDENTS/TRIGGERS/FUNCTION:	ANTECEDENTS/TRIGGERS/FUNCTION:
BEHAVIOUR:	BEHAVIOUR:	BEHAVIOUR:	BEHAVIOUR:
SUPPORT STRATEGY:	SUPPORT STRATEGY:	SUPPORT STRATEGY:	SUPPORT STRATEGY:
PROACT-SCIPr:	PROACT-SCIPr:	PROACT-SCIPr:	EVALUATION:
EVALUATION:	EVALUATION:	EVALUATION:	

Signed: _____ Parents / Carers   _____ Teacher

Signed: _____ HLTA   _____Leader of Learning (D. Quinn) / Assistant Head Teacher (J. McFarnell)

Appendix b – Credit Record. Tier 1

Name:	Class:	Date: Week Beginning / /
Personal Target:		

Friday	Effort	Behaviour
1		
2		
Break		
3		
4		
Lunch		
5		
6		
Total		

Thursday	Effort	Behaviour
1		
2		
Break		
3		
4		
Lunch		
5		
6		
Total		

The Beacon Folkestone

Credit Record

Monday	Effort	Behaviour
1		
2		
Break		
3		
4		
Lunch		
5		
6		
Total		

Wednesday	Effort	Behaviour
1		
2		
Break		
3		
4		
Lunch		
5		
6		
Total		

Tuesday	Effort	Behaviour
1		
2		
Break		
3		
4		
Lunch		
5		
6		
Total		

Total effort		Total behaviour		Grand Total	

BRONZE	SILVER	GOLD
(200+)	(220+)	(235+)

The Beacon Folkestone Whole School Reward System Credit Record Template Tier 1 / CR
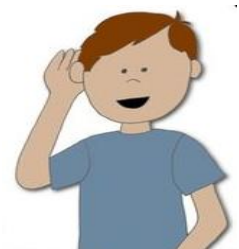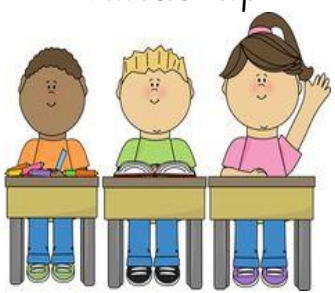
Appendix c – Behaviour Criteria

	EFFORT/WORK TARGETS	BEHAVIOUR TARGETS
EXCEPTIONAL 4 POINTS	Outstanding work and effort. Achieved something for the first time.	Exemplary behaviour
GOOD 3POINTS	I started work immediately. I worked for the whole lesson. I could not have tried any harder. I did not waste any time. I worked to the best of my ability.	My behaviour was excellent for the whole lesson. I was polite to everyone using words like please and thank you. I listened to instructions and followed them straight away. I worked quietly and did not disturb anyone. I worked well with others.
SATISFACTORY 2 POINTS	I worked for the majority of the lesson. (80-95%) I have tried hard to complete my work. I have taken care with my work. I completed most of the tasks	I settled down to work when asked. I was polite but didn't always use word like please and thank you. I received a warning for poor behaviour, but my behaviour improved for the rest of the lesson.
I CAN DO BETTER 1 POINT	I could have thought more about my work. I could have made more effort to complete my work. I could have presented my work better. I wasted some time.	My behaviour didn't improve after a warning. I distracted others and prevented them from learning. Despite warnings I did not settle down.
POOR 0 POINTS	I didn't concentrate on my own work. I made little, or no effort to complete my own work. I wasted most of my time.	I was rude/abusive/swore. I walked out of the room and was not ready to return to learning. I used equipment in a dangerous manner. I was very negative towards other pupils.

Appendix d – Credit Record Tier 2

weekly credit chart WB: _____.

Behaviour						Effort
Good listening.	1.	2.	3.	4.	5.	Thinking hard.
	6.	7.	8.	9.	10.	
	11.	12.	13.	14.	15.	
	16.	17.	18.	19.	20	
Good sitting. 	21.	22	23	24	25	 Team work.
	26	27	28	29	30	
	31.	32	33	34	35	
Hands up before speaking.	36	37	38	39	40	Good presentation.
	41.	42	43	44	45	
	46	47	48	49	50	Improved
	51.	52	53	54	55	
	56	57	58	59	60	
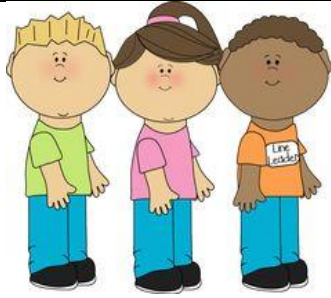
Good lining up.

Kind hands.

61.	62	63	64	65
66	67	68	69	70
71.	72	73	74	75
76	77	78	79	80

effort.

Reading
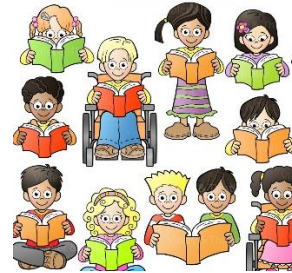
at home.

Appendix e – Award Certificates Bronze, Silver & Gold. (Bronze sample).

Zone 2 Bronze Award

Awarded to _____

For   credits
_____

Signed _____

Appendix f

RACIAL BULLYING INCIDENT MONITORING FORM

Incident Reported by		Position in school	
Incident Reported to		Position in school	
Date:	Date of Incident:		Term

SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

VICTIM	PERPETRATOR
Name _____	**Name**
☐ **Pupil in school? If yes, pupil number and key stage**	☐ **Pupil in school? If yes, pupil number and key stage**
☐ **Member of staff or governor? If yes, please give status**	☐ **Member of staff or governor? If yes, please give status**
☐ **Pupil from another school?**	☐ **Pupil from another school?**
☐ **Other (specify, e.g. parents or vistor)**	☐ **Other (specify, e.g. parents or vistor)**
☐ **Involved in previous incidents? If yes, how many and when?**	☐ **Involved in previous incidents? If yes, how many and when?**
Year Group	**Year Group**
Ethnicity (for pupils only, from pupils records)	**Ethnicity (for pupils only, from pupils records)**
Gender **M** ☐ **F** ☐	**Gender** **M** ☐ **F** ☐

SECTION 2 – TYPE OF INCIDENT

Location:_____
__

What type of incident occurred?

☐	**Name Calling**	☐	**Threatened assault**
☐	**Verbal abuse**	☐	**Attacks on property**
☐	**Physical abuse**	☐	**Abuse by electronic means (i.e. Text or instant messaging)**
☐	**Refusal to co-operate due to cultural or religious**	☐	**Socially isolated**

| ☐ | **Graffiti** | ☐ | **Other (Please Specify)** |

Please describe briefly what happened

_____

_____

_____

_____

_____

_____

SECTION 3 – ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR

What action(s) was / were taken to deal with the incident?

- ☐ **Warning to the perpetrator**
- ☐ **Discussion with the victim's parent(s) / guardians / carer**
- ☐ **Discussion with the perpetrator**
- ☐ **Discussion with the perpetrator's parent(s) / guardian / carer**
- ☐ **Restorative Justice**
- ☐ **Mediation**
- ☐ **Mentoring**
- ☐ **Counselling**
- ☐ **Curriculum change or addition**
- ☐ **Exclusion**
- ☐ **Referral to Police**
- ☐ **Referral to another body**
- ☐ **Other Sanction (Please specify) …………………………………………………….**
- ☐ **Other Action (Please specify)…………………………………………………..**
- ☐ **No action**

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

_____

_____

The school should retain this form.

The LEA will regularly collect information about racial incidents.

Appendix g

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 foremost 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).

Appendix h

Update Schedule

Version	Date	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Transfer/Review	1 Sept 2018	29.09.16
2	July 2017	Updated/Reviewed	1 Sept 2018	25.09.17
3	Sept 2018	Annual Review	1 Sept 2019	24.09.18
4	Mar 2020	Annual Review	March 2021	
5	October 2022	Updated/reviewed	October 2023	