

Beecroft Academy

Behaviour and Relationships Policy on a Page

What happens if we behave appropriately?



What happens if we don't follow the rules?



The severity of each behaviour will determine the level and sanction used above.

We might get one of the above for any of these or other poor choices:



Restorative Practice

Building relationships is key.



When we fall out with someone, we talk. We talk to find a solution and fix the problem. This way we learn.



We have three school rules that all pupils must follow:

Ready	Respectful	Safe
Be ready to learn.	Respectful of all.	Behave in a safe manner.
All will be:		
1. Welcoming to all pupils.	2. Calm, consistent and fair.	3. Positively reinforcing best conduct.
		4. Catching pupils doing the right thing.

It is our belief that everyone will learn most effectively in a **positive and secure** learning environment where they are **valued as individuals** and where they are **encouraged and stimulated to fulfil their potential**. We want the children at Beecroft to **aspire to be the best they can be**.

Beecroft Academy

Behaviour and Relationships Policy



September 2026



1. Philosophy

At Beecroft Academy, we value all members of our community and aim to help our children to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

We believe in equal opportunities for all pupils, regardless of age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners; including those with SEND. It is our belief that everyone will learn most effectively in a positive and secure learning environment where they are valued as individuals and where they are encouraged and stimulated to fulfil their potential. We want the children at Beecroft to aspire to be the best they can be.

2. Aims

At Beecroft Academy, we aim to:

1. Encourage children to manage their own behaviour through being taught self-regulation strategies.
2. Encourage children to respect the rights of others
3. Develop children's self-esteem
4. Build workable relationships that enable the school to be a safe and positive learning environment

3. Key Definitions

Dangerous Behaviour- Behaviour which will imminently result in injury to one self or others.

Detrimental behaviour- Behaviour that causes harm to an individual, the community or to the environment. This behaviour is likely to cause distress, injury, alarm or potential injury and creates unhelpful feelings in one self and others. This may include:

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

This behaviour can split into difficult or dangerous.

Difficult Behaviour- A behaviour that is detrimental but not dangerous.

Emotion- A subconscious reaction to a stimulus. We attach a feeling to this experience.

Feeling- The engagement within a emotional stimulus. These are formed in the brain and assign a meaning to an emotional experience. These can be helpful and unhelpful.

Healthy Therapeutic Balance- Having sufficient helpful feelings to not be overwhelmed by unhelpful feelings experienced.

Isolation- a school strategy used when a child is removed from their class base and completes their learning away from their peers. Any use of isolation must be proportionate, time-limited, monitored continuously, and recorded, with due consideration given to the pupil's welfare, SEND, and mental health needs. This is used as part of sanctions system.

Seclusion- a non-disciplinary intervention involving keeping a pupil confined to a place or away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pupil experiences high levels of emotional or behavioural dysregulation. The place to which a pupil is confined should be safe and not feel threatening and the pupil should be supervised at all times. Any use of seclusion must be proportionate, time-limited, monitored continuously, and recorded, with due consideration given to the pupil's welfare, SEND, and mental health needs.

Valued behaviour- Behaviour held in high regard by an individual, the community or the environment. This may include:

- Creation of helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.

Unhealthy Therapeutic Balance- Having insufficient helpful feelings against unhelpful feelings, causing a sense of being overwhelmed and anxiety.

Unsocial Behaviour – Not choosing to behave socially in the company of others but not to the detriment of self or others. Over a long period of time, this can become detrimental. It is okay for children to communicate with quiet non-compliance. It is a natural communication style.



4. Our Fundamental Rules

At Beecroft Academy, we do not have an exhaustive list of rules. We expect the highest standards of behaviour and attitudes towards learning at all times and have a heavy weighting on building relationships. We have three fundamental terms are used to underpin our approach to relationships and positive behaviour within our school. These terms are used as easy prompts for all members of the school community to ensure that behaviour aligns with our expectations. These are:

Ready Respectful Safe

We expect our children to:

- be 'ready' for learning
- be 'respectful' towards all members of our community
- behave in a 'safe' manner at all times.

These rules are explicitly taught and modelled by all members of our school community. All school behaviour can be linked back to these fundamental rules and this helps to ensure consistency across all school staff.

Our Beecroft Behaviour Blueprint displays the rules and expectations at Beecroft (**see appendix 1a**). This is formatted so that expectations are easily identifiable by all school stakeholders and that established routines are a core part of school learning. Our relentless routines are made up of four statements:

1. ***What your permit, you promote.*** Expectations in each classroom will be led and maintained by classroom practitioners and reinforced by school leaders. It is our belief that school staff will model the valued behaviour across the school environment. Consistent approaches to supporting school behaviour will be modelled by all school staff. This will be through the following:
 - Positive language and descriptive cues
 - Tactical ignoring
 - Directed choice
 - Partial agreement
 - Take-up time
 - Follow-up conversations
2. ***Behaviour is a community effort.*** Behaviour at Beecroft is part of everyone's responsibility. Through taking a collaborative approach as staff, pupils and parents, it is anticipated that the desirable behaviours are positively reinforced and modelled.
3. ***Connect before you correct.*** Relationships are at the heart of our school. It is important that these relationships between staff and pupils are developed and allowed to grow. Only when feeling safe and a sense of belonging is felt by a child, will they be able to fulfil their potential and develop valued behaviours. Correctional language will be visible, quick, light and through conversation. Thus, supporting the high-standards of behaviour expected at Beecroft.
4. ***Zoom out. Zoom in.*** Staff and children should be encouraged to zoom out and look at the wider picture. When taking a step back and looking at the wider picture, it can support staff and children in focusing in on the valued behaviours and positively reinforcing the expectations of the classroom.

As a staff team, it is important that all adults are consistent in their approach to behaviour. The following is expected of staff:

1. ***Meet and greet.*** Pupils are welcomed into the classrooms and made to feel welcome. Classrooms that are built upon foundations of love and belonging, allow all to reach and fulfil their personal potentials.



2. **Calm, consistent and fair.** Realistic and achievable boundaries will allow children to express themselves through valued behaviours. Remaining calm and speaking to one another as you would wish to be, will help develop positive reparative conversations, where necessary. Simple positive phrasing is used within the classroom, with all instructions ending in the children being thanked for their cooperation.
3. **First attention to best conduct.** Positively reinforcing the valued behaviours within the school environment at all times, before connecting with individual children to correct undesirable behaviours. Where undesirable behaviours are displayed, staff will deploy strategies to correct, starting with the least invasive strategy possible. This may be through a positive, descriptive behavioural cue and tactical ignoring.
4. **Catching children doing the right thing.** Identifying areas that children excel and thrive within and using these opportunities to showcase valued behaviours.

The Beecroft Way		
Ready	Respectful	Safe
Relentless Routines	Visible Adult Consistencies	Positive reinforcement
- What you permit, you promote. - Behaviour is a team sport. - Connect before you correct. - Zoom in. Zoom out.	- Meet and greet. - Calm, consistent and fair. - First attention to best conduct. - Catching children doing the right thing.	- Star of the week certificates - Class recognition boards - Values certificates - Good news postcards and phone calls. - WOWs

5. Relationships- A Therapeutic Approach

As a school, we have carved a culture that is centred around relationships. From academic research and attendance to a range of professional development, we have put relationships at the heart of our school. Maslow's Hierarchy of Needs defined a layer of needs that are dependent upon each other, see right. We understand at Beecroft that we must ensure that children feel a sense of safety and belonging. When these needs are met, it can unlock their inner potentials and result in greater academic achievement and personal bests.

Our adult consistencies and routines help to embed a sense of belonging at Beecroft. It is the expectation that all children will develop valued and trusted relationships with peers and staff alike that enable them to feel valued at Beecroft Academy. As a school, we speak about the school as 'our' school; as a result, signifying a sense of shared ownership. We understand that although at times we must address behaviour, there must be a connection and an element of trust between staff and pupils for an undesirable behaviour to be corrected. The children's self-esteem is of upmost important to keep intact; positive attitudes and respect for others are therefore valued and all staff lead by example.



As a school we have adopted a Therapeutic Approach to our thinking behind our Behaviour and Relationships Policy. We prioritise the helpful feelings of everyone within the school. This approach is designed to raise confidence and skills to support all children. This process is designed to create consistent classroom practice, as per our Teaching and Learning Policy, and focus on strengths of the children; whilst building empathy and resilience. Ultimately, 'We can't teach the children to behave better by making them feel worse. When children feel better, they behave better'. Behaviour is an important



aspect of schooling. It is a significant part of the curriculum and much like mathematics or reading, needs careful modelling and explicit teaching. A behaviour curriculum moves us beyond the expectation that children's valued behaviours will develop naturally, through experiences of valued or detrimental behaviours. It is of upmost importance that our development of prosocial behaviours is frequently modelled and reinforced, through our behaviour curriculum.

Our adopted Therapeutic Approach, the rest of this policy, and daily teaching and learning processes at Beecroft Academy, we call the 'Beecroft Way'. The 'Beecroft Way' puts relationships at the heart of the culture that we have at our school.

6. Encouraging Positive Behaviour- Valued Behaviours

A valued behaviour can be defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour which is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

At Beecroft Academy, creating valued behaviours is our focus and we recognise that we cannot expect children to develop valued behaviours without being taught or shown how. In order to encourage and motivate children to make positive behaviour choices a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour choices
- Raise self-esteem and resilience
- Give the children the moral and social courage to be the best they possibly can
- Support children to grow and develop as positive members of the community
- Foster good citizenship and self-discipline
- Encourage a positive, calm and purposeful atmosphere in which pupils can learn without limits

Whole school strategies include:

- Positive reinforcement of above and beyond behaviours
- Opportunities for children to share their positive behaviour choices with parties external to the classroom
- Rewards
- All adults following the behaviour policy
- Develop Mindmap strategies to support pupil wellbeing
- Linking the behaviours to our purposefully selected school specific values
- First attention to best conduct
- Catching the children doing the right thing

At Beecroft Academy, it is imperative that all negative behaviour is identified and corrected in the following way:

○ Visible

The correction, non-verbal or verbal, is easy to see for the child(ren) where negative behaviour is displayed.

○ Quick

Any negative behaviour is addressed and intervened upon at the first available point.

○ Light

Correction of any behaviour should support children in directing them to the behavioural choice required and the children thanked in advance for following instruction. Take-up time may be necessary for a child, and it is important that when ending a directed choice and thanked the child, the member of staff is to retreat from the child.

The above should be done in adherence to the below:



1. Non-Verbal This could include, but is not exclusive to: - adult positioning - gesture	2. Public Anonymous The member of staff may say (positively reinforcing): "I can see there are some children who are following the instruction of putting pencils down".
3. Private Individual A conversation with the pupil that is 1:1 between the member of staff and just the child. This is private and reminds the child of the behavioural expectations.	4. Public Named The member of staff may say (positively reinforcing): "X I would like you to face forwards and engage in your learning. Thank you"

A further way in which staff are encouraged to support children displaying detrimental difficult or dangerous behaviours is through consistent language. As a staff team, we draw upon the acronym CALM to support with this.

Connect → Connecting with a child to create a sense of belonging.

Acknowledge → Acknowledging the feeling of the child at the time.

Limit → Setting a boundary for behaviour and reaffirming the expectations desired.

Move → How can the behaviour displayed be moved forward **together**? What are the next **joint** steps?

7. The School Reward System

i. House Stamps

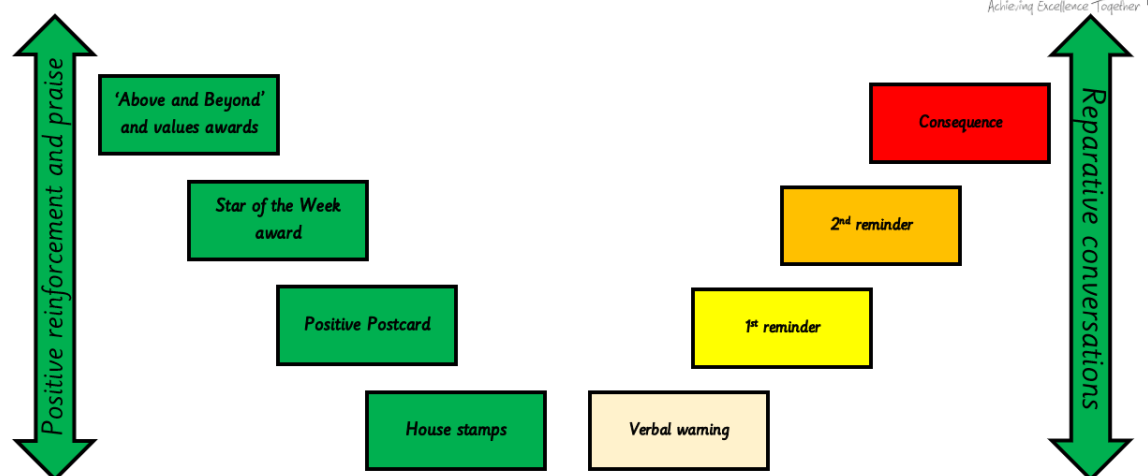
Members of staff reward appropriate behaviour and hard work by giving children house stamps. These will be recorded on a collector card (see **Appendix 6a**). Each one hundred stamps achieved earns a new certificate- with the exception of the EYFS certificate levels (see below for further information). Children will begin their journey against the award level ladder from the Bronze Award upon entry to Beecroft when in Year 1 or higher.

EYFS Only	20 house stamps	Ruby Award
	40 house stamps	Emerald Award
	60 house stamps	Diamond Award
Year 1 through to Year 6	100 house stamps	Bronze Award
	200 house stamps	Silver Award
	300 house stamps	Gold Award
	400 house stamps	Platinum Award
	500 house stamps	Star Award
	600 house stamps	Headteacher Award
	700 house stamps	Superstar Award
	800 house stamps	Bronze Medal
	900 house stamps	Silver Medal
	1000 house stamps	Gold Medal
	1250 house stamps	Bronze Star Pin



	1500 house stamps	Silver Star Pin
	1750 house stamps	Gold Star Pin

Beecroft Behaviour Choices



You make every decision about how you behave.

Make sure it's the right one...

- House stamps can be distributed by any member of staff and may be given out for such things as: working hard in class, displaying good manners around the school, completing homework to a high standard, representing the school at events, being helpful around the classroom/ school or for anything else at the discretion of the staff.
- A record of house stamps is kept in each classroom (a class chart on the wall and individual's house stamp cards) and the totals are collected on a weekly basis. The winning house is then announced during Friday's celebration assemblies.
- Children receive house stamp coins that are collected in classrooms and then transferred to a central token bank by school council representatives of the class.

EYFS

Members of staff reward appropriate behaviour and hard work by giving children stickers that the children will collect on a house stamp card (**see Appendix 6b**). The children's cards will be different to the rest of the school, in that each award level requires twenty stickers. These will be visually stuck onto the children's individual card, helping to introduce, promote and reinforce the EYFS to the expected Beecroft behaviours. The table above shows the levels that the children will begin on, when joining Beecroft in EYFS. Upon exiting EYFS and transitioning into Year 1, all children will begin from zero on their journey to the Bronze Award and further.

ii. 'Above and Beyond' recognition board

- In addition to the 'Star of the Week award, each class will nominate a child who has gone 'Above and Beyond' on a specific whole-school focus that week.
- The nominated children will be awarded with this within our weekly celebration assemblies.
- Each child will receive a banner with their name on that is for display in their classroom.
- Each class will have an 'Above and Beyond' recognition board. This will celebrate and reinforce the expected behaviours weekly at Beecroft, across the entirety of the school.
- Furthermore, teachers can further add children to the 'Above and Beyond' board throughout the week for exceptional behaviours.
- Regular competitions are running across the school to promote this, such as design a wristband, a sticker and our desired behaviour posters around school.



iii. Star of the week

- Each week every class nominates a pupil for the Star of the Week award. This is to recognise exceptional academic achievements both in and out of school. These children's names are announced during celebration assembly and the teacher explains why they have been chosen. The chosen pupils will then receive a certificate and a Star of the Week sticker.
- There are also subject specific Stars of the Week. These include: PE, Computing and Forest School.

iv. Values awards

- Beecroft Academy has a list of core values that are at the heart of our school. These have been specially selected by the children and staff.
- Staff nominate child from their class monthly that has demonstrated that month's value. These children are awarded a certificate and to 'Afternoon Tea with the Head teacher'.
- Behaviours linked to values, will be awarded a silver values coin. This will be equivalent to two house stamps. The values coin will be awarded for demonstrating a Beecroft value.

v. Positive postcards and phone calls

- We believe a crucial part of developing positive relationships is through communicating these to those at home for each of our children.
- Staff are encouraged to communicate with parents and carers about the positive aspects of a child's day. This may be through an informal conversation at pick-up or drop-off time or through a positive postcard or phone call.
- The positive postcard can be completed by any member of the Beecroft staff and will be handwritten and given to the child for an identified reason, detailed on the reverse of the postcard.
- For children where staff may not see the parent, a phone call may be used to also communicate positive news.

vi. WOWs

- Children who have completed work considered to be outstanding, will be asked to share this with SLT. As well as outstanding work, children who have significant achievements out of school are to be awarded with a gold coin, which is equivalent to five house stamps. These pieces of work are celebrated in weekly celebration assemblies.

A copy of the Beecroft Behaviour Choice Ladder (**Appendix 1b**) is within classrooms. Alongside the behaviour chart (**Appendix 1c**). These are not displayed on classroom walls; however, they are on teacher desks and used by staff as a way of tracking children's behaviour in the classroom. In EYFS, the children all have a bee with their name on and these are displayed on the behaviour chart for the children to see. The bees show the children who have demonstrated positive behaviour and been moved up only. No bees are moved down, which alleviates any public shaming or humiliation.

Staff will be quick to identify where the desired Beecroft behaviours are displayed and positively reinforce these within the classroom across the entirety of the school. It is the responsibility of all staff within the school to challenge any behaviours deemed to be detrimental.

8. Sanctions

Unsocial behaviours can be defined as:

- Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others
- Not doing as instructed, but not to the detriment of others.
- Quiet non-compliance which does not negatively impact on another pupils' learning.



We recognise that unsocial behaviours may be a communication of unhelpful feelings and so differentiation or support is required. This may be achieved in the following ways:



Unsocial Behaviour	Staff response	Those responsible
Not completing work during set time.	Positive phrasing, intervention that is quick, visible and light, disempowering the behaviour, behaviour scripts. Positive phrasing and limited choices should be given 'take-up time' – an opportunity for the child to think, process and consider. There should be no unnecessary verbal communication during this time, just observation for safety purposes.	All members of staff and all visiting staff working directly with children.
Not joining in with an activity.		
Choosing to sit away from the rest of the class or away from a specific area.		
Refusal to return to classroom after being outside.		
Leaving the room without permission.		
Refusing to come into school.		
Damaging own property.		

Detrimental behaviours can be defined as:

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

At Beecroft Academy, we recognise that detrimental behaviour can be classed as difficult or dangerous and that it causes harm to an individual, a group, the community or the environment.

At Beecroft Academy, the whole school uses the behaviour chart and agreed sanctions (see below, **Appendix 1d**). If a child exhibits unwanted behaviour, the following consequences take place:

1st Reminder	If we <u>choose</u> to do something "silly"...	Like... • calling out • talking while someone else is talking • pushing in the line • making silly noises	We can expect... • to be spoken to by an adult • to be reminded of the rules • to miss out on praise • not to be selected for a privilege or task	Follow up reparative
2nd Reminder	If we <u>choose</u> to keep doing these things or do something a bit more serious...	Like... • not working • rough play / play fighting • answering back • inappropriate words • not co-operating	We can expect... • to complete work in our own time • to lose some of our play time • to apologise • walk around with an adult on the playground	



Consequence	If we <u>choose</u> to keep doing any of these things or do something really serious...	Like... - hurting someone on purpose by using words or actions - throwing something - swearing/ spitting - deliberately breaking something - making comments about family members	We can expect... - to be removed from the playground - up to 30 minutes personal reflection at lunchtime (after school for Year 5/6) - our parents to be asked to come into school for a meeting - be placed on a pupil support plan Or even... - Removal from lessons (internal isolation) - Exclusion from events / school	
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At Beecroft Academy, we believe that consequence should follow detrimental behaviour. A consequence for detrimental behaviour creates a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in a detrimental way in the future. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

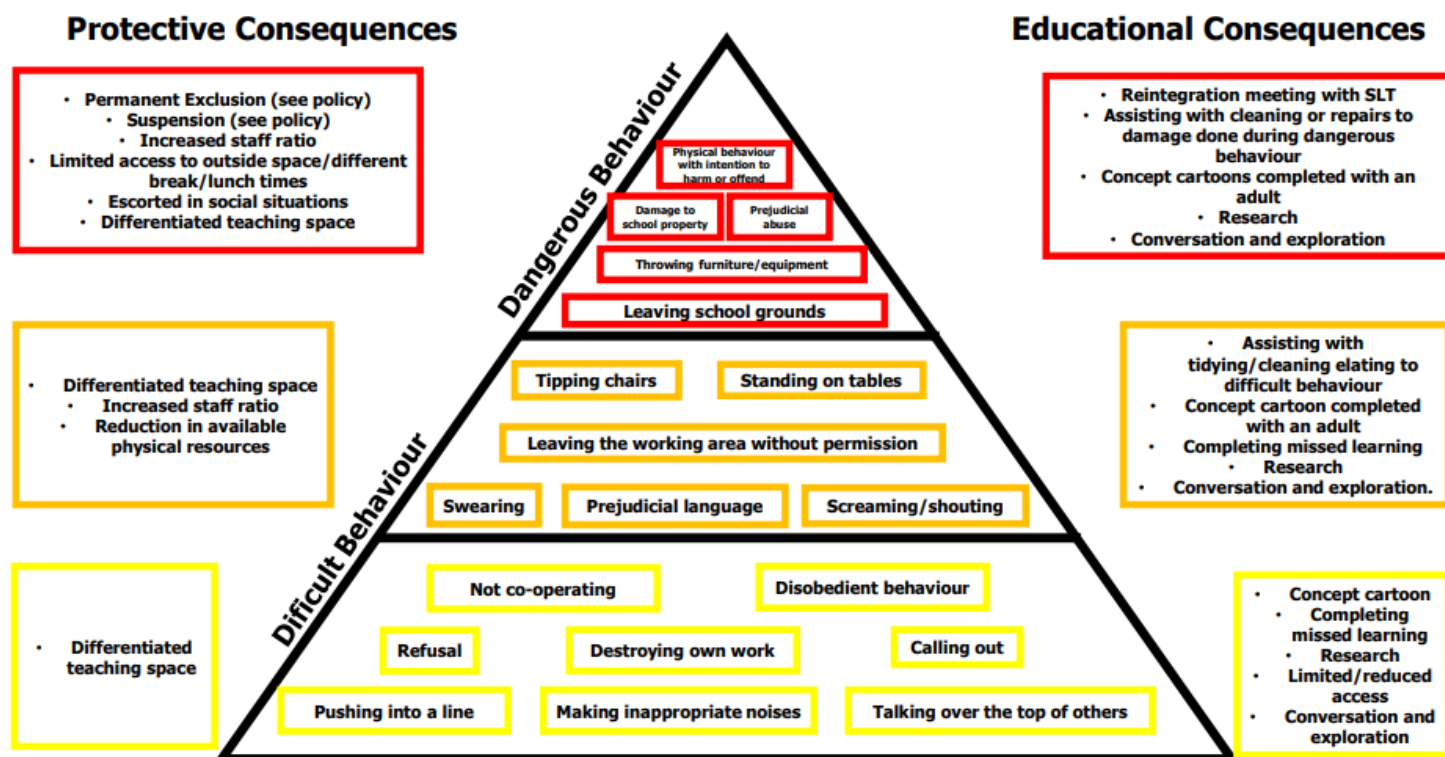
We define a consequence as:

- A conclusion derived through logic.
- Something that logically or naturally follows from an action.

Consequences at Beecroft Academy can be separated into two types:

Protective Consequence	Educational Consequence
Protective consequences are solely actions to ensure no further harm occurs in the short term. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring 5 Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.	Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances Reoccurring. Educational consequences rely on finding the answers to two questions: What does the child need to learn? How am I going to teach them?

These are shown in the below (**see Appendix 1e**), please see below:



Educational consequences will take place with an individual when they are calm, relaxed and reflective. This means it may not take place on the same day as the dangerous or difficult behaviour.

If a child receives a consequence during morning lessons, their personal behavioural reflection time (*see Appendix 3b*) will be at lunchtime or break time on the same day, should the child be in a calm and reflective state. If they receive a consequence during afternoon lessons, their personal reflection will be at lunchtime or break time on the following day. Personal reflection (PRT) for Year 5 and 6 children will take place after school on the day that the consequence is issued, or as close to as possible (this is at the permission of parents/carers). Part of all of the processes above will centre around reparative conversations (see **Reparative Practice and Conversations**)

Behaviour incidents that take place will follow the Pupil and Staff Referral System (see **appendix 4a**). From a behaviour perspective, this system ensures that behaviour is initially owned by the person who has corrected behaviour and is then followed appropriately down the correct channel. Children will initially complete the Behaviour Incident Form (see **appendix 3c**). These questions will lead the children into reflecting upon their behaviour and the children will provide a written account of what has happened.

The school will address behaviour incidents regarding pupil conduct online (including cyberbullying, inappropriate use of artificial intelligence, and social media abuse) outside of school hours where it directly impacts the school culture or pupil safety.

Parents will be informed by telephone if their child receives a PRT (Year 5 and 6). This must be logged on CPOMs and a record should be kept by the Key Stage Leader.

KCSIE mandates that behaviour policies explicitly state that sexual violence, sexual harassment, and peer-on-peer abuse will never be tolerated or passed off as "banter" or standard misbehaviour. Incidents of this nature are treated as safeguarding concerns managed via Designated Safeguarding Lead (DSL) and logged on our internal system, rather than solely as standard behaviour infractions.

9. **Suspensions and exclusions**



i. Statement of Intent

At Beecroft Academy, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

The school has created this policy to clearly define the legal responsibilities of the headteacher, governing body and LA when responding to pupil suspensions and exclusions, to ensure that they are with both fair and lawful, and in line with DfE statutory guidance. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. As a school, we are inclusive of all children and the behaviour policy is adapted to meet the needs of the children.

The policy, titled **Appendix 2a**, aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

ii. Suspensions and permanent exclusions

Suspension or exclusion from school is a serious step to take however, this step is sometimes the only course of action available to the school. Actions for suspension or exclusion from the school day should be implemented when a child is responsible for, but not limited to, any of the following actions.

- physical assault on another child or member of staff
- constant disruption to the education of other children
- regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child
- deliberate and wilful damage to school property
- The behaviour of a pupil outside the school can be considered as grounds for suspension or exclusion

It is likely that a combination of the above will contribute to suspension or exclusion.

Only the Headteacher (or the person appointed to carry out the functions of the Headteacher in their absence) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. Details of any such suspension or exclusion will also be issued in the form of a written letter to the parents/ carers of the pupil, which informs the parent/ carer of how to make an appeal.

A child receiving a suspension will receive a Suspension Behaviour Reflection sheet (**see appendix 3d**). This will be reviewed at the re-admittance meeting held at a pre-agreed time on the day of the return to school for the pupil.

Any suspension or exclusion is tracked inline with the school's behaviour logging system.

The Headteacher informs the LA and the governing body about any suspension or permanent exclusion.

The governing body itself cannot either suspend/exclude a pupil or extend the exclusion period made by the Headteacher. However, Beecroft Academy does have a disciplinary committee, that is made up of three governors. This committee will consider any suspension or exclusion appeals on behalf of the governors, so that we remain fair and consistent in our approach as a school.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA, and consider whether the pupil should be



reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

iii. For further guidance, please see;

<http://www.centralbedfordshire.gov.uk/school/pupil-support/exclusion/types.aspx>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools__academies_and_pupil_referral_units_guidance.pdf

10. Reparative Practice and Conversations

In line with our focus on relationships, we use reparative (restorative) practice and conversations. As a result of a reminder or a consequence being applied or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. However, the use of other trusted and significant staff Repairing and rebuilding is imperative because it restores strained relationships and enables the return to a positive learning environment as well as building the child's confidence and self-esteem. Where appropriate this process should involve any other people in which a relationship has been strained. This can be individually or as a group. Every interaction is an intervention into a child's metaphorical bank. Reinforcing valued behaviours build credit and detrimental behaviours withdraw from our balance. Through the above practice, we aim to provide the children with sufficient balance to enable greater resilience when a withdrawal is made, to still leave ourselves with credit in our bank.

This approach that we adopt results in the reason being more important than the rule. It is valuable for the children to identify how any detrimental difficult or dangerous behaviour impacts others around them and enables them to consider ways in which we can limit or redirect this from happening again.

This practice should occur naturally and verbally, through a scripted conversation (see **Appendix 3a**) or alternatively children may be asked to reflect through written form (see **Appendix 3b**). Further resources are shared with staff, which support the children in their reflection and moving forward of any behaviour. Staff training has been undertaken into the EMR (Establish, Maintain, Restore) approach. See one example of reflective practice that staff may choose to complete with a child:



Concept Cartoon

Name of child:

Date:

Completed with:

You did this...	So this happened...	The consequence was...
If you did this...	Then this would happen...	So the consequence would be...

11. Behaviour Support Interventions

We have numerous behaviour support interventions in place to aid children with making positive choices and restoring and rebuilding relationships. These include:

- Reparative conversations
- Behaviour reflections
- Social groups and interventions
- Anxiety Analysis tool
- Lunchtime clubs
- Pastoral Support Plan (PSP)
- Success cards
- Nurture support
- Support from external agencies

12. The role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that what they permit, they promote. Each class should behave in a responsible manner during lesson times and around the school. The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child calmly, consistent and fairly. The teacher treats all children in their class with respect and understanding, and looks to build relationships with the children through connecting with them. Within the classroom, the class teacher will adapt the policy where necessary. Examples of this may include flexible sitting (bean-bags), movement breaks, how any kind of reflection may look and run etc. If a child misbehaves repeatedly in class, the teacher will follow the steps as outlined in this policy.



The class teacher liaises with other members of staff i.e. senior staff, nurture group staff, SENDCo/Wellbeing Liaison and external agencies, as necessary, to support and guide the progress of each child.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Teachers should follow the referral system for behaviour, where appropriate (**see appendix 4a**).

13. The role of the Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher and the Senior Leadership Team to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

14. The role of parents/carers

The school works collaboratively with parents, to ensure the children are aware of behaviour appropriate for school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement (**see appendix 5a**). We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to implement sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact their relevant Key Stage Leader. If these discussions cannot resolve the problem, the Senior Leadership Team and then the governors should be contacted and a formal grievance or appeal process can be implemented.

15. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher and Senior Leadership Team in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

16. Physical Contact, Intervention (Team-Teach) and Seclusion

Members of staff have received training for 'Team-Teach' which is a positive handling strategy to enable the transfer of a child from an area in which the pupil, other pupils or member of staff might be at risk of being harmed. Positive handling is a very last resort that is used by a member of staff and prior to this being using multiple different strategies and de-escalation techniques will have been attempted and for whatever reason been unsuccessful. Should a member of trained staff, as part of a dynamic risk-assessment undertaken, need to use positive handling then this is for the safety of those in the immediate area. This includes the child who it has been required for too. Physical intervention is considered to be the very last resort and is only used following no response to other positive behaviour strategies.

Any physical intervention incidents are recorded on a Google document, titled: Physical Intervention Log (**see appendix 7b**). This will only be viewable by the Senior Leadership Team. All incidents of positive handling will be logged via CPOMs, inline with all other breaches of our behavior policy.

After any such incident, a **Team Teach Briefing (appendix 9)** will be completed by the member(s) of staff involved within the incident. This appendix is completed not at the time of the incident and the proceeding minutes afterwards. We ask that this is completed across the next two to three days, this is in addition to the CPOMs log and **appendix 7b**. This is so that



the member of staff has had an opportunity to reflect on the incident and be able to identify: what went well, what went wrong and any areas of development for next time.

Parents/Carers are informed if physical intervention has been necessary. Where possible this will be no later than the same day of an incident happening. It should be noted that even if physical intervention is part of a behavioural support plan agreed with parents and carers then they should still be informed of when this has been used.

Trained Team-Teach staff will attend a refresher course every 2 to 3 years. Further training will be deployed to all staff, with tools and strategies to use to be proactive and preventative with the regards to using any physical intervention.

In addition, to the above any child secluded (see the definition for this in section 3 – **Key Definitions**) must be logged. All incidents must be reported to SLT and this will be logged on a tracker by a member of SLT. Like with any physical intervention, parents and carers will be informed if their child has been secluded at any point. Where possible this will be no later than the same day of an incident happening.

17. Searches, Screening and Confiscation

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Any search of a child is done in agreement with the child and is in keeping with the guidance documented by the DfE, please see appendix 8a). However, Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to believe or suspect that a prohibited item (see appendix 8b) or any other item that the school rules identify as an item which may be searched for. Searches must be carried out by an authorised staff member of the same sex as the pupil, with a witness present, unless there is a risk of serious harm where an immediate search is necessary.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Should screening be introduced, this will include both parents and pupils being informed of the process, explain what the screening will involve and why it has been deemed necessary to be introduced. It is encouraged that on introducing screening arrangements that the headteacher consults with the local police for advice on the appropriateness of these devices.

Reasonable adjustments will be made for any pupil with a disability and adjustments made to the process where necessary.

All screening arrangements in accordance with guidance documented by the DfE, please see appendix 8a. This includes the process for children who do not co-operate with the screening process, and the application of the behaviour policy where required, should this arise.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;
- Is prohibited (see appendix 8b), identified in the school rules for which a search can be made, or deemed to not maintain safety of the school environment by the headteacher;
- Is evidence in relation to an offence.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Please see guidance documented by DfE, appendix 8a, for further school procedure.

18. Behaviour Log- Communication and Recording within Beecroft



When a child receives a consequence, it must be recorded on the behaviour log. This allows all staff to gain a broader picture of a child's choices and helps staff to put in place any support needed. The behaviour log is located on CPOMs, the school's safeguarding, wellbeing and behaviour recording system.

Incidents logged will require an action for anything that is added to the log. Underneath shows the process in which follows the logging of any incident **(see CPOMs Checklist 7a)**.

Category	Who to alert	When to log	Follow-up
Safeguarding/Cause for concern/Home issues	DSLs	Immediately	Daily (where required)
Attendance	DSLs and Attendance Officers	Daily (when significant)	Weekly
Behaviour	Class teacher, Phase Leader, Mr. Buksztel and DSL	At earliest convenient time after incident	Revisit weekly and review
Bullying	Class teacher, Phase Leader, Mr. Buksztel and DSL	At earliest convenient time after incident	Revisit every three days and review
Communication/Parental contact	Class teacher, Phase Leader and DSL	At earliest convenient time after incident	Dependent on scenario
SEND	Class teacher and Mrs Kew	At earliest convenient time after incident	Dependent on scenario

All staff have access to CPOMs and are given training and logins when they join the school. It is the responsibility of all members of staff to record valued or detrimental behaviours that they have managed. This should be completed at the earliest opportunity to the incident occurring. Records of incidents are accessible by members of SLT and all members of the safeguarding team.

19. Uniform

Breaches will be discussed with the child and the parent – depending on the age of the child. If uniform support is required, it will be provided. Ways in which support will be offered to families at Beecroft are detailed in the School Uniform Policy. Staff will be permitted to sanction pupils for repeatedly breaching this policy, where relevant to their role, in accordance with the school's Behaviour and Relationship Policy. This will be done in a fair and proportionate manner, where support to the pupil and family is offered and provided, where required.

20. After-school and Lunchtime Clubs and Reporting Incidents

When a child receives a consequence either after school or at lunchtime it should be logged on the school's behaviour log, CPOMs, by the member of staff who issued the sanction. Behaviour can then be referred as per the referral system **(see appendix 4a)**. Lunchtime clubs can operate with a pastoral focus for those identified children who are having difficulties on the playground. Furthermore, the playground will be set up with structured activity zones led by all Midday Supervisors and also be trained play leader children. Consequently, all Midday Supervisors are responsible for monitoring lunchtime incidents and should liaise with class teachers when required.

21. Support for Members of Staff



The key to effective behaviour management is collegial support and it is fully understood by all staff that this is not an area that can be tackled single-handedly. The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach
- Ongoing staff training

Staff training will be planned as part of the annual training plan. Additionally, training will be provided, when it is deemed appropriate and required, on a more ad hoc basis throughout each academic year.

22. Beecroft Behaviour Curriculum

‘You can’t teach children to behave better by leading them to feel worse. When children feel better, they behave better’. At Beecroft, we have developed an explicit curriculum of how we will teach the children behaviours across their journeys at Beecroft, not tell. This identifies the agreed behaviours desired at Beecroft Academy and the skills we expect children to master at each age and stage. This curriculum runs alongside this document, our Beecroft Behaviour and Relationships Policy.

23. Monitoring and Review

It is the responsibility of the Headteacher, Senior Leadership Team and the governors to monitor the implementation of the school’s behaviour policy. The governors will therefore examine closely the school’s performance in this area.

This policy will be reviewed annually or earlier if considered necessary.

**Reviewed by Tom Buksztel (Deputy Headteacher)
January 2026**