



POSITIVE BEHAVIOUR POLICY

Beccles Primary Academy

Agreed by Governors: **September 2022**

Next review: **August 2023**

Signed: **Chair of Governors (Neil Finch)**

Introduction

All schools should have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently throughout the school. Our behaviour policy helps us to fulfil our vision to prepare young people to meet the challenges of being lifelong learners, leaders and responsible citizens who can meet the demands and expectations of an ever-changing world. This policy complies with section 89 of the Education and Inspections Act 2006.

Aims

- To develop a behaviour policy supported and followed by the whole school community, based on shared values.
- To promote responsible behaviour, encourage self-discipline, respect for themselves, other people and belongings.
- To ensure all students and staff are treated fairly and in an appropriate manner.
- To ensure staff value and respect all pupils and demonstrate this in their behaviour and attitudes towards them.
- To ensure that throughout the school, the behaviour is managed consistently and calmly.

This Behaviour Policy is consistent with our Mission, Ethos and Values for Beccles Primary Academy.

Mission Statement

At Beccles Primary Academy, our ethos is to have high expectations of learning and behaviour, where everybody knows they are valued and well cared for. We believe that every child is an individual who can grow and achieve through inclusion, equality and respect.

Our core values are:

- To be enthusiastic, independent learners, inspired to achieve.
- To be an inclusive community where everybody feels valued.
- To have high expectations and raise aspirations.
- To promote a safe and secure environment.
- To foster a positive, hard-working ethos.

Beccles Primary Academy recognises that effective learning and teaching will only take place in an atmosphere where there is a clear understanding of what is acceptable behaviour. We also recognise that good teaching and an appropriate curriculum are essential for pupil engagement. We acknowledge that a positive attitude to behaviour is a shared responsibility and empower all staff to expect this from everyone. We encourage good behaviour through our reward system to promote a positive ethos around the school.

The relationship between PSHE and policies, procedures and practices to improve behaviour.

The underlying causes of challenging behaviour are often emotional or social, and focusing on these, rather than on behaviour outcomes, enables staff to respond more effectively. We can then take action to understand and de-escalate a situation. By teaching social and emotional skills, we enable the child to make informed choices, enhance their self-awareness, self-understanding and develop empathy. This helps them to predict the outcome of their behaviour on others and to manage their feelings more effectively. Similarly, consistent and positive responses to behaviour have a major part to play in creating an environment where social and emotional skills can flourish.

We:

- aim to help pupils learn the skills they need to behave well, rather than simply correcting poor behaviour
- encourage participation in setting rules and consequences that are based upon rights and responsibilities
- encourage pupils to make the right choice about their behaviour and reward those who do
- recognise and support pupils in managing strong emotions
- encourage reflection about the consequences of a particular behaviour

Approaches

At Beccles Primary Academy we aim to be proactive rather than reactive. We do this by having approaches that are not exclusively based upon a system of rules, rewards and sanctions as these do not encourage pupils to take responsibility for their behaviour. The use of praise and recognition for making a positive choice are the most crucial tools employed to promote good behaviour. Being positive adults and displaying positive approaches to resolve issues is non-negotiable.

When dealing with behaviour we ensure:

- incidents are de-escalated where possible
- any interventions are calm and purposeful
- parents/carers play a crucial part in supporting positive behaviour in school
- consistency is crucial in our approach
- pupils are encouraged and empowered to take responsibility for their conduct and to develop self-discipline
- teachers are supported to teach effectively and securely

Consequences

Although praise and rewards are central to the promotion and encouragement of good behaviour, there will be incidents that necessitate consequence.

At all times staff must aim to de-escalate any situation.

Step	Types of Behaviour	Procedure
	Polite and Helpful Patience (waiting your turn) Sharing Trying your best Looking after school property Following the S Code and Marvelous Manners Following the Golden Rules	Stickers House Points Post-Cards Class Rewards
1	Not listening Disrupting the learning of others Calling out Inappropriate verbal and physical contact (e.g. poking) Refusing to complete own learning Answering back Noisy or inappropriate classroom behaviour	Gestured look to acknowledge inappropriate behaviour <u>Private reminder of classroom/school expectations/rules</u>
2	Repetition of Step 1 behaviours Minor challenge to adult/authority Name-calling	<u>Private discussion of classroom/school expectations/rules</u> Moved to a suitable area of the classroom to complete learning
3	Sustained repetition of Step 1 & Step 2 behaviours Leaving the learning area without permission (e.g. classroom) Inappropriate language/swearing	Missed play/lunchtime (behaviour discussed / learning catch up) Teacher to place child in different class / (within the same Key Stage) for the remainder of the session. Internal exclusion
4	Fighting	SLT / Pastoral Team called via walkie-talkie

	Serious challenge to adult/authority Inappropriate language/swearing (at an adult) Violence/aggression towards staff/children Vandalism/damage of property Targeted/persistent bullying Homophobic/Racist language	Internal exclusion (SLT or Class based) SLT/Pastoral involved setting action Class Teacher or SLT to have a conversation with parents (phone call or meeting) Fixed Term exclusion Permanent Exclusion
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Example: Child A has called out twice in their maths lesson. They have had a private reminder by the class teacher, but this has continued. The class teacher has then moved Child A to the front of the class who is now sitting independently, however, Child A continues to turn around and disrupt the learning of others. Child A will now miss their playtime. A restorative conversation would then be had with Child A to resolve and discuss the recent behaviour. If this behaviour is shown after break, the process would move to stage 3 where the child would be placed to work in another class.

Early Years & Foundation Stage (EYFS) use a pictorial behaviour system and are given 'time-out' within their own neighboring setting. Serious incidents are referred to SLT.

Rewards

Beccles Primary Academy rewards positive behaviour as we believe that this will develop an ethos of respect and hard work. Rewards should cover the broadest range of academic and non-academic achievements. Praise is the quickest form of reward and should always outnumber any consequences.

We believe that for a rewards system to be effective it should be consistent, immediate and appropriate.

Informal rewards may be in the form of praise; by a simple acknowledgement of the task completed, verbal praise, smiling or non-verbal gestures such as 'thumbs up'.

Formal rewards may involve:

- Stickers
- Star of the day – non-uniform on Monday (Year 6)
- Postcards home
- Whole class reward (e.g. longer play-time)
- Class Rewards

Support for Positive Behaviour

At Beccles Primary Academy we will promote and reward positive behaviour, both formally and informally. We will take time to discuss the expectations for behaviour and attitudes during lessons and assemblies. Class teachers will identify pupils who need behaviour support and discuss these with the Pastoral & Welfare Lead. Appropriate strategies will be designed to support these children and their effectiveness monitored.

Every classroom/learning environment will promote positive behaviour by displaying our Golden Rules and an age-appropriate visual behaviour system.

The school will promote positive links with parents/carers and encourage them to be involved in all aspects of behaviour management for their children. All families at Beccles Primary Academy are expected to follow the whole school agreement policy.

We will encourage 'student voice' around the issues of behaviour through the Pupil Parliament.

Recording and Reporting

All Step 4 behaviour incidents must be recorded on CPOMS. The Senior Team and Pastoral Lead must be alerted via CPOMS

Communication with Parents / Carers

Parents will be contacted by the class teacher or a member of SLT if needed about any behaviour incident in Step 4. This will normally be on the same day, before 5.00 p.m. During this conversation parents will be informed of the incident and any consequences put in place.

Behaviour Support Plans

If a child's behaviour is causing concern, support for the class teacher will be provided by the Pastoral & Behaviour Lead. If this behaviour continues, the Pastoral & Behaviour Lead will support the child directly. This could take the form of providing an individual target card for the child or a specific behaviour program linked to PSHE and Well-being. If the behaviour remains inconsistent, a behaviour support plan will be put in place through discussion between the Class Teacher, Pastoral & Behaviour Lead, home and the child.

Monitoring, Evaluating and Reviewing the Policy

The effectiveness of the behaviour policy will be reviewed annually in several ways:

- Through staff meetings/discussions
- Classroom observations
- Monitoring of the rewards and behaviour
- Through liaison with the SLT

Safeguarding and Positive Handling

Beccles Primary Academy is not a non-contact school. All members of staff at Beccles Primary Academy receive regular positive handling training and are aware of the regulations regarding restraint by staff.

Staff will only intervene physically to positively handle a child to prevent injury to themselves, harm to others and damage to school property. Please read this in conjunction with our 'Positive Handling of Pupils and Restrictive Physical Interventions Policy'.

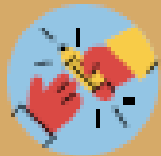
Information regarding Harmful and Sexual Behaviours can be identified in the schools *Safeguarding and Child Protection Policy*.

APPENDICES

- 1. Golden Rules**
- 2. Behaviour Steps**
- 3. Internal or Fixed Term Exclusion**
- 4. Permanent Exclusion**



Golden Rules



1: Be kind and helpful.



2: Try your best.



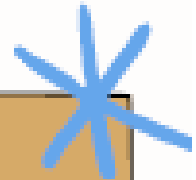
3: Always be honest.



4: Listen carefully.



5: Be respectful.



Behaviour Steps

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4	Fighting Serious challenge to adult/authority Inappropriate language/swearing (at an adult) Violence/aggression towards staff/children Vandalism/damage of property Targeted/persistent bullying Homophobic/Racist language	SLT / Pastoral Team called via walkie-talkie Internal exclusion (SLT or Class based) SLT/Pastoral involved setting action Class Teacher or SLT to have a conversation with parents (phone call or meeting) Fixed Term exclusion Permanent Exclusion

Appendix 3

Internal or Fixed Term Exclusion

Immediately after the incident:

1. Isolate the student away from others involved in the incident, preferably in a Leadership office or THRIVE Room.
2. Notify the Behaviour Lead (and/or Headteacher)
3. Interview all pupils and staff involved, using either a written incident forms or written statements. These should be dated and completed on the same day or as the incident. There should be an individual record of events from each person witness to the incident.

The following advice is taken from the Witness Statements Preparation Guide, European Human Rights Advocacy Centre, 2008. If an adult is writing down the statement of a student, or them to write their statement, they must avoid using leading questions.

Useful questions might include: - When did the incident take place? - Where was the witness at the time and what was he or she doing? - Who was the witness with and what did the witness see? - What did each person say or do?

Statements should be factual and in the words of the witness: 'I did this...', and 'I saw...'

Statements could also include photos, maps, sketches or diagrams.

4. Corroborate details of the incidents and secure coherent picture.
5. Consult behaviour records (CPOMS) to check student behaviour profile and previous exclusions.
6. Brief meeting to review incident details and Headteacher will decide if an Internal or Fixed Term exclusion is appropriate.
7. **Internal Exclusion:** child to be excluded from the rest of the school and must work away from their class for a fixed amount of time. Parents to be informed verbally and followed up with a letter on the same day by SLT or Pastoral Team.
8. **Fixed Term Exclusion:** complete relevant exclusion letter notifying parents the reasons for the exclusion; This will include the period of a fixed period exclusion; parents' right to make representations about the exclusion to the governing body and how the student may be involved in this; how any representations should be made to governors, depending on the length of the exclusion. For fixed-term exclusions, re-integration arrangements will also be outlined.
9. Contact parents to arrange for collection of the pupil.
10. Class teacher to provide appropriate work for the student to complete at home. This may be sent home or collected later that day.
11. Record fixed term exclusion on Arbor and CPOMS.
12. Chair of Governors to be notified.

Pupils return after fixed term exclusion

Beccles Primary Academy will work to put in place a programme for the pupil on their return. This will include input from staff, parents and any other appropriate bodies e.g Social Care, Attendance Service etc. It is hoped that in most cases following a fixed-term exclusion, the child will be able to return to the academy and that further input will promote in a more positive attitude and a subsequent improvement in behaviour.

All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and academy.

Exclusion Review Meeting

This will take place on the day of the exclusion and include the following staff:

- Headteacher
- Behaviour Lead
- SENDCO
- Class Teacher (if required)

The purpose of this meeting is to:

- Review the exclusion, identifying key escalation points and the level of pupil need.
- Agree on the structure and support the pupil needs when they return to academy as the Reintegration Plan. This will be shared with all staff.
- Agree with the mechanisms for providing continued education through the provision of appropriate work.

Reintegration Planning Meeting

The purpose of the reintegration meeting is to assist the reintegration of the student and promote the improvement of their behaviour.

It provides an opportunity to:

- Emphasise the importance of parents/carers working with the academy to take joint responsibility for their child's behaviour
- Discuss how behaviour issues can be addressed
- Explore wider issues and any circumstance that may be affecting the child's behaviour
- Reach agreement on what measures can be put in place to prevent further incidents, this may include a part-time timetable. The Headteacher will decide if this is appropriate
- Outline the consequences of any further incidents
- Explain the reintegration process

This will take place on the day of the pupil's return. The meeting will be held by the Headteacher or a Senior Leader.

The parent and the pupil will both be present for the meeting so that there is a clear understanding of expectations.

The joint meeting will include:

- Outline of the behaviour issue that led to the exclusion
- Re emphasis of the Beccles Primary Academy Agreement which both the parent and child will be asked to sign.
- Explanation of future consequences.
- Explanation of the reintegration process including the use of the target card and the mechanisms for informing parents of progress.
- Drawing up of a Reintegration Plan.

The child will not be reintegrated until the meeting has taken place.

Parent and Headteacher/ SLT meeting.

This will include further discussion of the surrounding issues and where appropriate involve signposting to support services or raising of a CAF. A Reintegration Plan will be agreed which will include next steps and targets. Whilst we endeavour to involve parents fully in this decision-making process the final responsibility lies with the Headteacher. Where there is disagreement it will be the Headteacher's decision that is final.

Appendix 4

Permanent Exclusion

The decision to exclude a student permanently will only be taken:

- in response to serious or persistent breaches of our Behaviour Policy;
- and where allowing the student to remain in Beccles Primary Academy would seriously harm the education or welfare of the student or others in the academy.

Permanent exclusion will occur in the following events;

- actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon.

Local REAch2 Governors will meet to review the Headteacher's decision to permanently exclude a student. The parents will be invited and should attend that meeting, they can also be accompanied. They can make representations on behalf of their child, challenge the academy's case and ask whatever questions they want. Parents of pupils who have been permanently excluded from Academies can request an officer from the local authority to attend the meeting.

