



POSITIVE BEHAVIOUR POLICY

Beccles Primary Academy

Agreed by Governors: **JULY 2023**

Next review: **JULY 2024**

Signed: **Chair of Governors (Tracy Driscoll)**

Linked Policies: [Safeguarding and Child Protection and Positive Handling of Pupils and Restrictive Physical Interventions Policy.](#)

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 Serious challenge to adult/authority Inappropriate language/swearing (at an adult) Violence/aggression towards staff/children	SLT / Pastoral Team called via walkie-talkie Internal exclusion (SLT or Class based) SLT/Pastoral involved setting action

	Vandalism/damage of property Targeted/persistent bullying Homophobic/Racist language	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'.

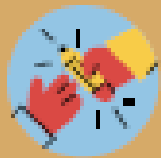
Information regarding Harmful and Sexual Behaviours can be identified in the schools *Safeguarding and Child Protection Policy*.

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.



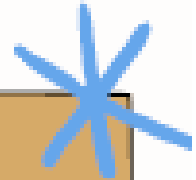
3: Always be honest.



4: Listen carefully.



5: Be respectful.



Behaviour Steps

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