



# POSITIVE BEHAVIOUR POLICY

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Beccles Primary Academy

**Reviewed:** 3/9/25 (RG)

**Next review:** Autumn 2026

**Signed:**

A handwritten signature in black ink, appearing to read "G. Jones", is written over a horizontal line.

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*Linked Policies: [Anti-Bullying](#), [Safeguarding & 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 is the most crucial tool 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

Our school adopts a restorative approach to behaviour management to foster a culture of accountability, empathy and positive relationships. This supports the children to learn from their actions and reflect on them in a supportive environment.

## Consequences

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

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

Step	Types of Behaviour	Procedure
	Following and demonstrating Golden Rules <ul style="list-style-type: none"> <li>• Be kind and helpful</li> <li>• Try your best – <i>Slick sitting</i></li> <li>• Always be honest</li> <li>• Listen carefully</li> </ul> Be respectful - <i>Following the S Code and Marvelous Manners</i>	Verbal praise Stickers Dojos (Behaviour) – Years 1-6 Stickers/Certificates/Visual sunshine) - EYFS Individual Dojo Rewards (when targets met) Class Dojo Rewards (when targets met) House Points (Learning) – Years 1-6 Class Certificates Celebration Assembly Certificates (Focus) Positive Text Messages/Talking with parents
1	<b>Low Level Behaviours</b> Not following the Golden Rules examples: <ul style="list-style-type: none"> <li>• Not listening</li> <li>• Disrupting the learning of others</li> <li>• Calling out</li> <li>• Inappropriate verbal and physical contact (e.g. poking)</li> <li>• Refusing to complete own learning</li> <li>• Answering back</li> </ul> Noisy or inappropriate classroom behaviour	Gestured look to acknowledge inappropriate behaviour (first warning)  Reminder of Golden Rules/behaviour expectation shared to the class.
2	<b>Continuous Low Level Behaviours</b> Repetition of Step 1 behaviours <ul style="list-style-type: none"> <li>• Minor challenge to adult/authority</li> </ul> Name-calling	Conversation with pupils regarding Golden Rules/expected classroom behaviours. Pupil to be aware that they will need to complete learning in a new classroom space if behaviour continues. (second warning) 

		Moved to a suitable area of the classroom to complete learning (third warning)
<b>3</b>	<p>Sustained repetition of Step 1 &amp; Step 2 behaviours</p> <p>Leaving the learning area without permission (e.g. classroom)</p> <p>Inappropriate language/swearing</p> <p>Inappropriate contact</p>	<p>Class staff member to place child in different class (within the same Key Stage if appropriate) for the remainder of the session. Restorative conversation to take place at the beginning of break/lunch/end of day with Class staff member.</p> <p>Missed play/lunchtime (behaviour discussed / learning catch up)</p>
<b>4</b>	<p>Consistent Step 3 Behaviours</p> <p>Fighting</p> <p>Serious challenge to adult/authority</p> <p>Inappropriate language/swearing (at an adult/child)</p> <p>Violence/aggression towards staff/children</p> <p>Vandalism/damage of property</p> <p>Targeted/persistent bullying</p> <p>Homophobic/Racist language</p>	<p>Class Teacher to speak with parents regarding continuous Step 3 behaviour concerns.</p> <p>Internal Exclusion</p> <p><i>Possible consequence depending on individual incident:</i></p> <ul style="list-style-type: none"> <li>- Internal Exclusion</li> <li>- Fixed Term exclusion</li> <li>- Permanent Exclusion</li> </ul> <p>SLT to speak with parents regarding Step 4 behaviour incident.</p>

*Example: If a child calls out during a lesson, staff will respond with a non-verbal cue and a gentle reminder of the school's Golden Rules. Should the behaviour continue, the staff member will speak with the child to reinforce expectations and may relocate them within the classroom to minimise disruption to others. If the behaviour persists to Step 3, which will involve the child missing a break time, and possibly being moved to another classroom to support a more focused learning environment*

**Early Years & Foundation Stage (EYFS) and Year 1** use a pictorial behaviour system and are given 'time-out' within their own neighbouring setting. Serious incidents are referred to the 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:

- Dojo Points with reward incentives.
- Postcards/emails/phone calls home
- Whole class reward (e.g. longer play-time)
- Class Rewards
- Individual 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 & Behaviour 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 'pupil voice' around the issues of behaviour through the Pupil Parliament.

### **Recording and Reporting**

All Step 3 and 4 behaviour incidents must be recorded on CPOMS. The Senior Team must be alerted via CPOMS.

All behaviour incidents must be recorded in the format below to help identify any triggers and support that can be provided for the child:

*A – Year 6 were completing Maths. I asked Child A to stop talking and show me that they were ready to listen.*

*B – Child A stood up and left the classroom without permission.*

*C – I allowed Child A time to calm before approaching. When appropriate, we had a restorative conversation about appropriate behaviour and expectations. Child A missed their break time due to a Step 3 behaviour.*

(Antecedent – what was happening / Behaviour – what was the behaviour / Consequence – what happened after? )

### **Communication with Parents / Carers**

Parents will be contacted by the class teacher or a member of SLT if needed about any Step 4 behaviour incident. 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**

When a child's behaviour raises concerns, the Class Teacher will be supported by the Pastoral, Welfare & Behaviour Lead and/or SENDCo. If the behaviour persists, the Pastoral, Welfare & Behaviour Lead will begin working directly with the child. This support may include an individual target card or a tailored behaviour intervention linked to PSHE and Well-being. Should the behaviour continue to be inconsistent, a Behaviour Support Plan will be developed collaboratively with the Class Teacher, Pastoral Welfare & Behaviour Lead, the child, and their family.

### **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 systems
- 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 and procedures regarding restraint by staff.

Staff will only intervene physically to positively handle a child to prevent injury to themselves, harm to others, or serious 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 school's *Safeguarding and Child Protection Policy*.



## APPENDICES

1. Golden Rules
2. Behaviour Steps
3. Expected Behaviours at Beccles Primary Academy
4. Internal Exclusion or Suspension
5. Permanent Exclusion

### Appendix 1



# Behaviour Steps

Step	Types of Behaviour	Procedure
	Following and demonstrating Golden Rules <ul style="list-style-type: none"> <li>Be kind and helpful</li> <li>Try your best – <i>Slick sitting</i></li> <li>Always be honest</li> <li>Listen carefully</li> <li>Be respectful – <i>Following the S Code and Marvelous Manners</i></li> </ul>	Verbal praise Stickers Dojos (Behaviour) – Years 1-6 Stickers/Certificates/Visual sunshine) - EYFS Individual Dojo Rewards (when targets met) Class Dojo Rewards (when targets met) House Points (Learning) – Years 1-6 Class Certificates Celebration Assembly Certificates (Focus) Positive Text Messages/Talking with parents
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3	Sustained repetition of Step 1 & Step 2 behaviours  Leaving the learning area without permission (e.g. classroom)  Inappropriate language/swearing  Inappropriate contact	Class staff member to place child in different class (within the same Key Stage if appropriate) for the remainder of the session. Restorative conversation to take place at the beginning of break/lunch/end of day with Class staff member.  Missed play/lunchtime (behaviour discussed / learning catch up)
4	Consistent Step 3 Behaviours  Fighting Serious challenge to adult/authority Inappropriate language/swearing (at an adult/child) Violence/aggression towards staff/children Vandalism/damage of property Targeted/persistent bullying Homophobic/Racist language	Class Teacher to speak with parents regarding continuous Step 3 behaviour concerns. Internal Exclusion  <i>Possible consequence depending on individual incident:</i> - Internal Exclusion - Fixed Term exclusion - Permanent Exclusion  SLT to speak with parents regarding Step 4 behaviour incident.

## Appendix 3

# Expected Behaviours at Beccles Primary Academy

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviour shared with them.

All adults should feel empowered to challenge children when expected behaviours are not displayed.

### **Working together as a whole class**

We expect children to:

Listen to each other and to the adults without interrupting.  
Follow directions and instructions the first time they are given.  
Respond appropriately to one another and to the adults.  
Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space  
Be aware of and respect other people's personal space.  
Value other people's views and be aware of everyone's need for time to think.  
Be alert and attentive.  
Respect the classroom environment.  
Respect other people's belongings and work.

### **Working together in groups**

We expect children to:

Recognise and value one another's strengths.  
Support and encourage one another.  
Respect each others views.  
Be sensitive to one another's feelings and needs.  
Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds.  
Communicate quietly, clearly and effectively with one another.  
Allow everyone to contribute to the work of the group and to say what they want to say and encourage constructive criticism.  
Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual.  
Share equipment.  
Care for equipment.

### **Working alone**

We expect children to:

Concentrate on the task given and complete it as well as possible.  
Work independently, without interrupting other people unnecessarily.  
Accept responsibility for individual behaviour and work.

### **Playing and learning on the playground or field**

We expect children to:

Respect the boundaries by playing on the playground, field or outside classroom areas.  
If the field is wet, play on the playground.  
Recognise the needs of different groups of children.  
Enjoy playing together, but not at the cost of someone else's happiness.  
Recognise that someone may want to be alone and respect that.  
Find ways of including other people who may feel lonely.  
Establish the rules of a game and ensure that everyone playing knows the rules.  
Care for people if they are hurt.  
Listen to adults on duty; and respond respectfully.  
End any game as soon as the whistle blows, line up on the second whistle in the designated line spaces in a quietly and orderly manner, ready to return to the classroom.

### **In the dining room at lunch time**

We expect children to:

Use the S Code when moving around the dining room.  
Choose an appropriate space to sit.  
Talk quietly to their table friends using an indoor voice.



Put up their hand if help is needed and wait patiently until a member of staff or helper is able to attend to them.  
Say “please” and “thank you” appropriately using Marvellous Manners.  
Use the cutlery and cups correctly and carefully.  
Tidy up after themselves by putting their trays, crockery and cutlery away appropriately.

#### **In assembly**

We expect children to:

Enter and leave the hall quietly using the S Code.  
Listen to the music, to adults and to others attentively.  
Respond appropriately with silence, comment, praise, laughter, action or song.  
Accept different styles of presentation and different expectations.  
Children sit sensibly and appropriately using Slick Sitting.  
Year 6 children to set behaviour example whilst sat on the benches.

#### **On trips or at competitive events**

We expect children to:

Be responsible for one another.  
Be responsible for their own possessions.  
Be aware of personal safety and that of others.  
Be aware of representing the school and the need to set a positive example.  
Be aware of safety and the need of members of the general public.  
Act courteously and speak politely.  
Walk quietly.  
Stay together.  
Accept the rules.  
Encourage and support one another.  
Respond quickly and appropriately to instructions.

#### **With visitors to the school**

We expect children to:

Greet visitors politely and appropriately.  
Notice whether or not an adult is authorised to be in the school by their lanyard colour or being with a member of school staff, Governors or Helping Hands.  
Be welcoming, courteous and helpful to any authorised visitors.  
To attract attention of a known adult if someone is unauthorised by not wearing a lanyard (or on their own with a yellow lanyard).

#### **At other times**

We expect children to:

*When children are on the school premises we would like them to conform to our expectations of their behaviour at all times, whoever is responsible for them.*

*This means that they should:*

Be respectful towards all adults.  
Be considerate towards one another.  
Take care of the environment.  
Leave equipment alone unless given specific permission to use it.

#### **At all times**

Including the above behaviour expectations, we also expect children to:

Follow the schools Golden Rules.  
Use the S Code when moving around school.  
Use Marvellous Manners when speaking with other children and adults.  
Use Slick Sitting when learning or in assembly.



## Appendix 4

### Internal Exclusions or Suspension

Immediately after a behaviour incident:

1. Isolate the student away from others involved in the incident, preferably in a staff member's office or unallocated room.
2. Notify the Headteacher and Pastoral, Welfare & Behaviour Lead
3. Interview all pupils and staff involved, using either verbal discussion or written statements. These should be dated and completed on the same day as the incident. There should be an individual record of events from each person who witnessed 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 a coherent picture.
5. Consult behaviour records (CPOMS) to check the student's behaviour profile and previous exclusions/suspensions.
6. Brief meeting to review incident details; who will decide if an internal exclusion is appropriate. The Head Teacher will decide if a suspension 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 on the same day by SLT or Pastoral Team.
8. **Suspension:** complete a relevant suspension letter notifying parents of the reasons for the suspension; This will include the period for the suspension. Parents' right to make representations about the suspension 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 suspension. For fixed-term suspensions, reintegration arrangements will also be outlined.
9. Contact parents to arrange for the collection of the pupil.
10. The class teacher is 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 suspension on Arbor and CPOMS.

*Suspensions will increase each time a child is issued a suspension from school for a fixed period of time.*

### Pupil returns after fixed-term suspension

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, Inclusion Support, etc. It is hoped that in most cases, following a fixed-term suspension, the child will be able to return to the academy and that further input will promote a more positive attitude and a subsequent improvement in behaviour.

All pupils returning from a fixed-term suspension are required to attend a reintegration meeting, accompanied by a parent, before they are able to return to school. This meeting will seek to establish practical ways in which further suspension 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 may include the following staff:

- Headteacher

- Deputy Headteacher
- Pastoral, Welfare & Behaviour Lead
- SENDCo
- Class teacher

The purpose of this meeting is to:

- Review the incident/suspension, identifying key escalation points and the level of pupil need.
- Agree on the structure and support the pupil needs when they return to the 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 circumstances that may be affecting the child's behaviour
- Reach an agreement on what measures can be put in place to prevent further incidents.
- Outline the consequences of any further incidents
- Explain the reintegration process

This will take place at an agreed time on the day of the pupil's return or a convenient time for the parent/carer before reintegration. The meeting will be held by the Headteacher or a senior leader within the academy.

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 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. A Reintegration Plan will be agreed upon, which will include the 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 final decision.

## **Appendix 5**

### **Permanent Exclusion**

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

- In response to serious or persistent breaches of our Positive 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.
- Persistent breaches of our Positive Behaviour Policy

Beccles Primary Academy Governors must 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.