

Beccles Primary Academy



Behaviour & Anti-Bullying Policy

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Next review: August 2027

Beccles Primary Academy

Positive Behaviour Policy

At Beccles Primary Academy, we promote high standards of behaviour through our values of empowering kind, creative, lifelong learners. We have a positive ethos where all members of the school community are valued as individuals; we also believe in encouraging the development of self-esteem, respect for others and self-regulation.

Emphasis is placed on our positive reinforcement of behaviour through both recognition and praise. Children's confidence and self-esteem are developed through encouragement, knowing the 'right thing to do', incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents/carers seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly
- To ensure that every member of the school community feels valued and respected
- To create an environment where positive behaviour is modelled, encouraged, and reinforced
- To define acceptable and unacceptable standards of behaviour
- To encourage consistency of response to both positive and unacceptable behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Beccles Primary Academy believes that all children, regardless of age, race, gender, religion, ability and/or disability, and sexual orientation, have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological wellbeing. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment and climate in which everyone feels safe, happy, secure and respected.

How Will We Achieve Our Aims?

- Meaningful praise and rewards are the key to creating a positive atmosphere where children have the opportunity to succeed
- Establish a set of school rules (The 3 Cs – Communication, Consideration and Co-operation) that all children, staff and parents/carers are familiar with and understand
- Establish a praise and reward system
- Adults will lead by example and model good practice
- Appropriate circle times and assemblies will reinforce social, moral, spiritual, and cultural development (SMSC)
- All children will undertake Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Drug and Alcohol Education (DAE)
- Behaviour management coaching and advice will be available to parents/carers and children
- Celebrating pupil strengths and achievements in the school newsletters
- Effective monitoring and accurate record keeping of incidents

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. We MUST connect, before we correct.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a warm, welcoming environment and the highest expectations.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Consistent, meaningful praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts and achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards including: -

- Certificates - a weekly Executive Headteacher Award certificate will be given out on a Friday to celebrate those pupils who have been recognised for working above and beyond.
- If a child gains an Executive Headteacher Certificate, they will get a special mention during the Celebration Assembly
- Golden Behaviour Award Certificate – a weekly behaviour certificate will be given out during assembly by the Assistant Head; awarded to a child/ren who have worked hard to ensure that they have displayed positive behaviours throughout the week.
- Meaningful praise; by class teacher, staff and the Senior Leadership Team (for good work, behaviour, manners, being kind and compassionate, etc.)
- Share good work with Senior Leadership Team members, another class or a member of staff
- Parents/Carers will be informed of good work via social media, in-person conversation or email, after school to celebrate this positive news

As an acknowledgement and celebration of children's individual efforts and successes, all classes will have reward systems displayed in the classroom, as is age-appropriate.

What happens for unacceptable behaviours in school?

- Classrooms will display the school rules, and work will be carried out regularly on the expectations of children both inside and outside of the classroom. If children do not follow these rules, there will be a clear process for pupils to be taken through.
- Children will be given ample time to modify their undesirable behaviour through quiet verbal reminders/non-verbal cues.
- If children still choose to ignore these reminders, they will be allocated a Stage 1 consequence.
- If children do not continue to show the expected behaviour, they will move to a Stage 2 consequence.
- If the behaviour continues to be an issue, children will move to a Stage 3 consequence and will be sent to a member of the Senior Leadership Team. Class teachers will ensure that they meet/speak with parents/carers at the end of the day and explain (in an appropriate setting – classroom, away from others, etc.) what has happened.
- If any children have 3 Stage 3 incidents during a half term, parents/carers will be invited in to meet with members of the Leadership Team to discuss the behaviour of their child and how we can all best support the child in showing positive behaviour in school. If the school does not see a positive change in the behaviour of the child and it is still an issue, it could result in 'internal support' or suspension from school.
- Stage 3 consequences can be issued straight away without going through the stages for totally unacceptable behaviour. This would include: deliberately hurting others, bullying, homophobia, child-on-child sexual abuse, racism, lying to a teacher, foul language.
- Stage 3 consequences issued during after-school clubs are separate to Stage 3 consequences during the school day. If a child receives more than 2 Stage 3 consequences during an after-school club, the SLT will meet to discuss imminent exclusion from the club.
- If negative behaviour is such that the child is at risk of hurting themselves or others, individual risk assessments are carried out and reviewed.

Sexualised behaviour and sexualised language

We do not accept or allow any sexualised behaviour or language between pupils at Beccles Primary Academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face-to-face or online. This includes any perception of such behaviours, whether 'normalised' outside school or not, as 'banter'.

We will respond to any reports of such behaviour on a case-by-case basis, taking into account the age, gender, and understanding of the pupils involved. Any sanctions will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our Safeguarding and Child Protection policies and Government guidance on child-on-child abuse.

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- A child's parents/carers informed
- Restorative Justice / reparation focused discussion
- Alongside parents/carers there may be discussions implementing an individual behaviour plan
- Loss of privileges (e.g. missing a break/lunchtime break)
- Work may be finished at a playtime under supervision
- The child may be sent to another class or a designated 'Time In' area
- The child may be sent to the Executive Headteacher or another member of the Senior Leadership Team for reflection and reparation
- Part-time timetables (aligned to SCC and R2 guidance) to facilitate inclusion, and a focus on learning for all
- An internal exclusion (inclusion)
- A fixed-term suspension (in line with national guidelines)
- Permanent Exclusion (this would only occur following a serious, or repeated, breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the inappropriate behavioural choice.

What happens if a child's behaviour reaches crisis?

We have a duty of care as per the Children's Act 1989 to ensure that we act in the best interest of the individual at all times. Decisions will always be made reasonably, proportionately and necessarily. Staff are trained regularly in positive handling techniques or similarly safe techniques to physically intervene or restrain children; such techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these

are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side -effect” of ensuring that the service user remains safe.

As per the ‘Restrictive interventions, including use of reasonable force, in schools (2026), schools **can use reasonable force to prevent or stop a pupil from:**

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.
- To guide or escort pupils

All attempts will be made to reduce children’s behaviour in reaching crisis.

Co-regulation will be used first, leading the child to a point of self-regulation, wherever possible.

Positive handling, appropriate physical intervention or restraint will be used if de-escalation strategies do not work and a child’s behaviour reaches, or appears to be, in crisis.

Suspension Procedures

Listed below is a ‘Level’ procedure of suspension consequences that the Senior Leaders will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences System):

LEVEL 1:

- 1st and 2nd fixed-term suspension (typically 1-3 days)
- Parent(s) or carer(s) contacted and informed of the suspension as soon as possible after the incident.
- School Admin Team prepare Suspension Level 1 letter for School Leader to sign
- School Admin Team inform Local Authority in line with updated guidance
- School Admin Team posts/hand delivers letter to parents/carers and places a copy in the child’s files.
- Executive Headteacher/Assistant Head will complete the following actions:
 - Meet with the child with parent(s) / carer(s) following the suspension and before the child is readmitted to school.
 - The Assistant Head, SENDCo, and Executive Headteacher, as needed, agree and implement an Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

LEVEL 2:

- 3rd fixed-term suspension (typically between 2-5 days);
- Same process as Level 1
- Executive Headteacher/Assistant Head discusses case with REAch2 Academy Trust Deputy Director of Education, or Director of School Improvement, and a possible meeting will be called with parent/carers and Trust staff to discuss any other options available for the child to access learning – one-to-one, reduced timetable, managed move etc.

LEVEL 3 – PERMANENT:

- Permanent Exclusion – the child's place at school will be terminated.
- Same process as Level 1 and 2
- Executive Headteacher informs Governors, REAch2 Academy Trust and Local Authority Senior Officers

The Executive Headteacher, or those deputising, will usually work through Levels 1-3 in order. In the case of serious incidents, the Executive Headteacher is authorised by the Governing Body to use whichever step is deemed appropriate.

SEND

Where a child has identified Special Educational Needs/Disability - typically documented by a Statement of SEND / detailed in an EHCP, or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Executive Headteacher may refer a case to a Pupil Discipline Committee of the Governing Body and to the Inclusion team at Suffolk County Council to determine whether a permanent exclusion is appropriate.

Any children with specific behavioural needs will work with the SENDCo and Assistant Head for a tailored behaviour plan / risk assessment where required.

All school staff will:

- Provide a consistent approach across the whole school
- Model appropriate behaviours
- Promote honesty and courtesy, by example
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Show appreciation for the efforts and contributions of all within the school
- Ensure fair treatment of each individual, regardless of age, race, gender, religion, ability and/or disability, and sexual orientation
- Communicate any concerns of a child's social, emotional, psychological, or behavioural development to the SENDCo or Assistant Head
- Follow the agreed behaviour policy and support each other in doing so

- Take all children's views into account

Intentional Behaviours:

In order for teaching to be of high-quality, and for learning to take place, the following learning behaviours have been introduced to ensure that we maximise the potential learning opportunity of every given situation.

The **Silent Stop** (originating from RWI) will be used to signal that all learners' attention is to be given to the leader / speaker – this is in any situation, inside or outside onsite or offsite

We will teach, and model, how children are to :

Take responsibility for their own and others' learning

Support and actively listen to others

Discuss and explain their ideas

Self-regulate and be armed with a range of coping strategies when needed

Develop resilience to ensure setbacks do not "derail" learning

Planned for Impact:

High levels of engagement

Improved vocabulary – a 'shared language'

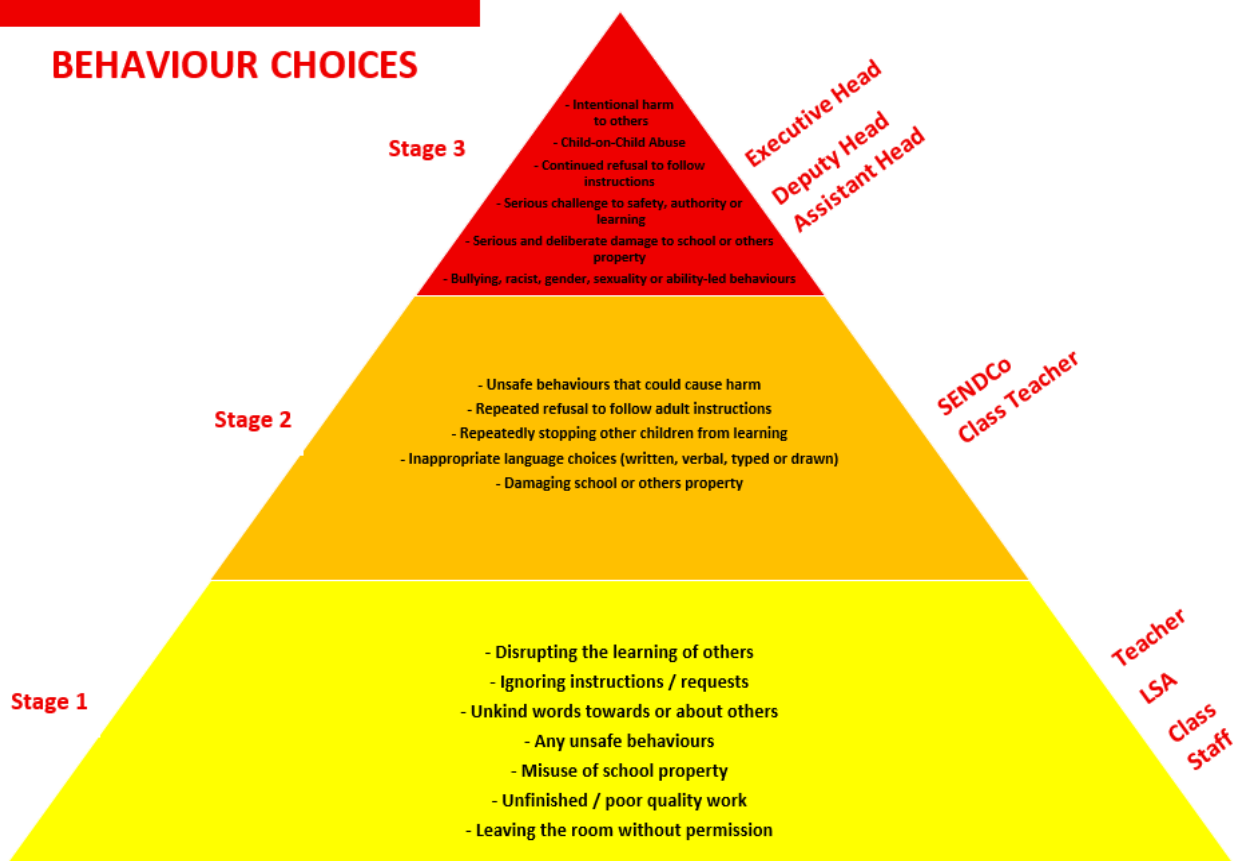
Curriculum connections

Heightened interest

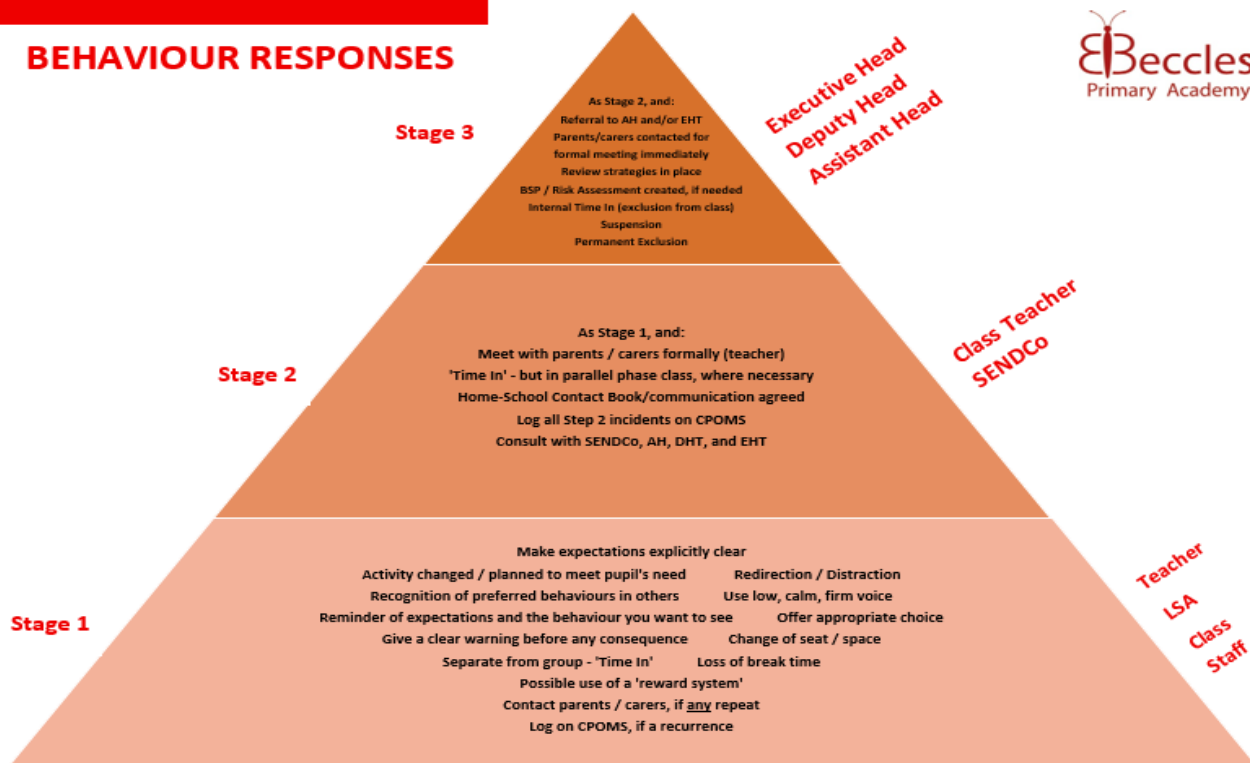
A 'willingness' to want to learn

Improved outcomes

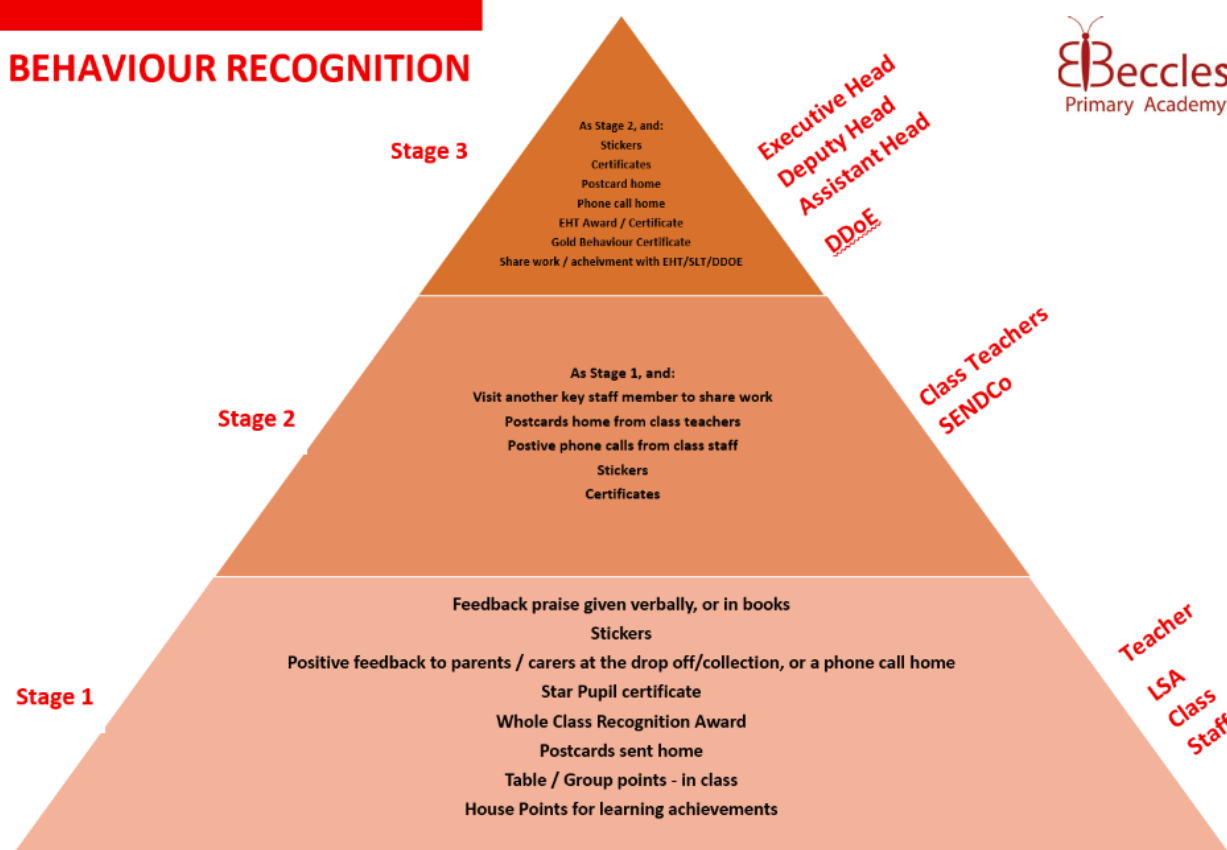
BEHAVIOUR CHOICES



BEHAVIOUR RESPONSES



BEHAVIOUR RECOGNITION



Anti-Bullying

At Beccles Primary Academy, we recognise that learning is a lifelong journey. Our creative and nurturing environment supports all pupils through their journey, aspiring for each individual to become confident, successful independent learners. We aim for all our pupils to actively engage in a learning experience which inspires, motivates and challenges them. We are an inclusive school where the cultural diversity that exists amongst us is celebrated and aids our deeper understanding of the world we live in. We have high expectations of all our pupils and work in close partnership with all members of the school community to build successful, resilient, responsible citizens of the future. As a school, we aim to always lead and let others follow.

Rationale

This policy outlines our approach in preventing and tackling bullying. The policy has been drawn up through the involvement of the whole school community and in line with the DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies". We are committed to developing an **anti-bullying culture** whereby no bullying, including between adults or adults and children and young people, will be tolerated.

At Beccles Primary Academy we:

- Discuss, monitor and review our anti-bullying policy and practice on a regular basis
- Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers will, in turn, work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

Definition of bullying:

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, March 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

At BPA, for children’s clarity we use the acronym **STOP**.

This is understood by all as bullying is Several Times On Purpose.

Forms of bullying covered by this policy, recognise explicitly that **Bullying can happen to anyone**.

This policy covers all types of bullying including, but **not limited to**:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying” Preventing, identifying and responding to bullying

We will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills,

including their resilience.

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents and carers work with the school to role model positive behaviour for pupils, both on and offline

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Executive Headteacher, Deputy Head Teacher, Assistant Head, SENDCo, and Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Executive Headteacher, Deputy Headteacher, and Assistant Head are to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

Senior Leaders are the named members of staff aligned to Preventing Bullying. They will report on a regular basis to the governing body on incidents of bullying and outcomes.

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.