

A Place to Flourish

"I have come that they may have life, and have it to the full" (John 10:10)



Behaviour and Positive Relationships Policy

Statutory Document

Date of review: Autumn 2024

Date of next review: Autumn 2025

Signed *C. Robertson* Chair of Governors Date 30.09.2024

*Electronically signed and approved at Full Governing Board Meeting held on
30.09.2024

At Blundeston Primary School, our vision is to provide a "A Place to Flourish", which is based on **John 10:10** when Jesus said "*I have come that they may have life, and have it to the full*". This is our goal for everyone in our school community: to reach their potential, as God intended. We understand that children and adults flourish when they feel safe, and are treated with dignity and respect.

This policy provides guidance on how we provide a calm, safe and supportive environment where all children and staff can flourish. An effective behaviour policy underpins effective education and is essential to create our happy school community. We understand that children need to be taught what good behaviour is and what a healthy relationship looks like. This is done through our curriculum, collective worship and through modelling high standards of communication by the adults within our school community.

At Blundeston, we have **3 key values** which are each split into 3 further values. These are all embedded throughout our school and this policy. They are built upon Christian and British values which teach mutual respect, tolerance and working together to promote positive behaviour and healthy relationships.

Our values are shown here:

| | | |
|--|---|---|
| Family I am, because we are. | | |
| Compassion | Responsibility | Collaboration |
| We show love to one another by being kind and caring. We show empathy by putting ourselves in other people's shoes. | We are faithful to ourselves, our friends and the school. We know we have responsibility to be safe and look after one another. We use self-control when playing. | We include others. We listen to each other and negotiate ideas to ensure we reach the best outcome. |
| Flourish I am a beacon of hope. | | |
| Wisdom | Courage | Hope |
| We have the knowledge to make the right choice when playing. | We always try our best, even when it is difficult. We have courage to stand up for what we believe in. | We see the joy in all walks of life, whether in class or outside. We aspire to make ourselves, our school and our world a better place. |
| Respect To learn from, and grow alongside. | | |
| Honesty | Forgiveness | Thoughtfulness |
| We must always tell the truth, even when it is hard. We are honest to share our own thoughts and feelings with others. | We try and make things right by forgiving ourselves and others. We all make mistakes and we are all learning. We have to be kind to ourselves. | We know our actions can impact others. We reflect and evaluate on different situations to improve them. |

Our school culture

Our school creates a calm and supportive learning environment where positive behaviour is promoted at all times. Between the adults, we have a shared understanding of the expectations for all the children and how to support and manage situations if things go wrong. We create a positive environment through our school culture.

We have a culture which:

Values each child as individuals. We pride ourselves on creating positive relationships with the children so they can quickly learn to trust us. We take time to get to know the children and what works well for the class and the individuals. We understand that supporting children with their behaviour requires connection rather than correction. Building relationships and recognising children as individuals means we can work on 'prevention' – we put the necessary support in place to prevent negative behaviour.

Celebrates our children for all achievements, no matter how big or small – and this promotes and builds their self-esteem. Children that feel good about themselves behave well and show kindness and respect others.

Has **high expectations** of behaviour. There is shared understanding of this amongst all staff. We have strategies in place to ensure children are taught what positive behaviour looks like and this is reinforced throughout the school using positive praise or discussion on what behaviour we are looking for in different situations. We expect all our community to model this behaviour when communicating with children and other adults.

Is **calm**. We create calming environments in our class and around the school. We know that these spaces promote calmness in the children, and help them to regulate their feelings. Once regulated, they can concentrate better on their learning.

Creates time for **reflection**. This supports the children to think about their behaviour and how it has impacted others at home or in school. Reflection allows time for the children to take responsibility for their actions and think about making the right choice. These reflection times can be for an individual or for a class, depending on the learning intention.

Encourages **parental involvement**. We have a home school agreement with our parents to ensure they support our high expectations for positive communication and behaviour. We encourage a dialogue with our parents about their child so we can offer individualised behaviour support for those who find it difficult to manage their emotions and behaviour.

Teaching and maintaining positive behaviour

Like all parts of our curriculum, good behaviour and high expectations have to be explicitly taught to the children. We communicate our expectations through our teaching and during every interaction with our pupils. We believe that every interaction is an intervention and can help children's personal development.

We set high expectations in a number of ways.

Collective worship: our values of family, respect and flourish are taught and reinforced through collective worship. The children are taught what these values are, how to recognise them and how to demonstrate them in everyday life.

Curriculum: Life Skills (RSHE) and wider curriculum explicitly teaches the children how to manage and regulate their feelings and emotions, how to communicate effectively and how our actions can impact others. It also reinforces respect to ourselves, others and the environment. We teach and reinforce anti bullying and internet/online safety each year, and through the use of our digital ambassadors. Our children understand what these terms mean and how to keep themselves and others safe. They know who to turn to if they are victims of negative behaviour.

Class charters: We discuss the behaviour we expect at the start of the year. The children are involved in this process and think about why we need to see these behaviours - so we can all flourish. Sometimes these charters are displayed in class. They are always referred to throughout our teaching.

Praising positive behaviour: when we spot positive or good behaviour, we reward it with praise. This might be done through 'well done' comments, dojo points, class-based reward systems e.g. marbles in a jar, celebrated in 'flourishers' assembly or stickers.

Planning for different situations: We make the expectations for each activity explicit for the children. We plan for those who might find activities difficult and put in necessary strategies to support them.

Home-school agreement: This sets out clear guidance for the role of each group – school, parents and the children. The expectations are discussed in class and give the children a sense of duty on how they should behave and why. The children sign to say they agree.

What if something goes wrong?

At Blundeston, we recognise that behaviour is often a form of communication. Therefore, staff will look to understand why a child is behaving in a particular way. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for this. In all circumstances, adults use clear and concise language when addressing misbehaviour.

Most negative or undesirable behaviour is low level and can be resolved simply by clear reminders, positive praise and helping them to make the right choice (stage 2 our traffic lights system on page 7). We give clear explanations so they can see how their behaviour may be impacting other children:

"Stop talking thank you. Other children cannot hear or concentrate."

"Use the equipment sensibly. You could hurt yourself or others."

"We always use kind hands and kind feet – you may hurt somebody." (EYFS)

Sometimes children may need to make a choice to help control their behaviour:

"You can either sit there and be quiet, or move if you are finding yourself distracted."

"You can either play with the equipment nicely, or you can do x." (Give another appropriate choice).

Some repeated low-level offences may result in a consequence. This consequence is always appropriate to the action/behaviour. E.g. if children do not complete their work, they may have to complete it in breaktime or own time.

More challenging behaviour (stage 3 on page 7)

We recognise that people make mistakes. Children are not always going to be able to regulate their emotions or act in an appropriate way. Here we use 'connection before correction' – trying to find the reasons behind the actions.

We talk to the children about any incident that might have happened. We give them time to think about what has happened and let them talk when they are ready. We discuss how they might have been feeling and how this may have impacted their behaviour. We validate their emotions and ensure they feel heard.

We emphasise the importance of being honest and telling the truth. We know this is a hard thing to do, but the truth is important to help us understand what has happened and why.

We separate the child from the behaviour – we ensure they understand that the behaviour was wrong, not them as an individual.

The children should be encouraged to make the situation 'right'. Where appropriate the children may offer apologies or explanations to others they have impacted. This helps them to take responsibility for their actions.

For those who find regulating emotions hard, we offer a calm space for them to reflect and think about what happened.

We always offer hope to the children by giving them a 'fresh start'.

A consequence may be given for this undesirable behaviour. However, this is always appropriate to the action and is always explained to the child. It will be agreed what needs to happen to prevent a repeat of the behaviour. This could include a consequence to support a change in behaviour:

"I cannot trust you to play on the field without hurting others, so you are going to have to play on the playground so I can keep others and yourself safe."

Repeat behaviour or more severe challenging behaviour will involve the head teacher or parents. Incidents are recorded on CPOMS (Child Protection Online Management System).

With all negative behaviour, we will always consider whether the child is suffering themselves or likely to suffer. Where this may be the case, staff will follow the guidance in our [Safeguarding and Child Protection policy](#). Our policy is to provide nurture for those who display repeated behaviour. This will be conducted by the teacher or by a TA. These sessions may be for a class, a group or individuals and will teach emotions, kindness friendship and how to resolve problems. We may seek support from outside agencies such as the Suffolk Mental Health Team.

Our traffic light system below demonstrates the kind of behaviours we might see and how staff may deal with these.

| Stage | Examples of behaviour | School response |
|---|---|---|
| <p>1 Positive behaviours Children are well regulated and demonstrate our school values and golden rules. 'Spotted' by all members of staff</p> | <p>Good manners Kind words Kind actions Listening well Sharing & taking turns Tidying up resources Helping others Contributing appropriately in class Trying hard in their work Moving sensibly around school</p> | <p>Dojos Positive praise Flourishers assembly Stickers Class rewards e.g. marbles in a jar</p> |
| <p>2 Low level or one-off behaviours Impact learning of themselves and/or others. Impact relationships. Dealt with by class teachers, TAs or MSAs</p> | <p>Lack of manners Talking when others are Unkind words (one off) Excluding others Pushing Interrupting/calling out Answering back KS1 unkind hands and feet Thoughtless movement around school e.g. running Inappropriate use of equipment e.g. ICT</p> | <p>Reminders of expectations Go back and try again Apologies/reconciliation Discussion on what happened, why and how to put it right Loss of time e.g. complete work/tidy up Move seats in class/hall Check ins – is everything ok?</p> |
| <p>3 Repeated behaviours. Behaviour that is disruptive, hurtful or disrespectful. This behaviour is not tolerated at Blundeston and will be dealt with quickly. These incidences will involve parents and the Head teacher.</p> | <p>Repeated disruption to others learning Discriminatory language Swearing Rudeness to adults in school Repeated unkindness to different peers Hurting other children deliberately Repeated hurting due to loss of control or dysregulation Leaving the classroom / hiding / running away within the school premises Biting (EYFS) Repeated actions from Stage 2 1st signs of bullying (see anti bullying policy)</p> | <p><i>Implemented appropriately for each individual</i> Parents involved Nurture/referral to MHT Increased supervision Designation areas for play/work Shortened break /activity Report card 3 strikes – miss out (due to safety reasons)</p> |
| <p>4 Dangerous, very disruptive or violent behaviour. Parents, headteacher and outside agencies involved.</p> | <p>Extreme disruption to learning leading to classroom evacuation (repeated) Bullying Major damage to school property Leaving the school grounds without permission Violence towards staff other or children Behaviour which causes danger to themselves or others Repeated use of discriminatory, derogatory or racist language</p> | <p>Parents involved Individual behaviour plan Risk Assessment Individualised supervision Risk of exclusion</p> |

Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others

Damaging property

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

Children with Additional Needs

Some children have particular social, emotional and mental health needs that impacts their behaviour. These children often require special assessments and programmes. We have systems in place to identify these children and will implement the necessary interventions to support these children in and out of class. We know children who are well regulated, behave well and make better progress in their learning.

These interventions may include:

Nurture groups in the rainbow room

'Check ins' with their teacher and/or the pastoral lead

Access to an emotionally available adult

Sensory circuits

Calm boxes and spaces

Movement breaks

Adjusting seating positions

Where families need more support, the school can refer to Early Help, involving the Mental Health Team.

Whilst we aim for all children to behave in line with our school values, there are some children who may need a specific, personalised approach to enable them to self-regulate and develop positive behaviours. Where this is the case, children will have an individualised behaviour plan. Parents will be asked to agree the strategies outlined in this plan. Where a behaviour plan is in place, this will take precedence over this policy.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Blundeston Primary does not tolerate bullying of any kind (please refer to our Anti-Bullying Policy). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Staff will ensure the incident is recorded on CPOMS. The headteacher will be involved and parents will be notified. Staff will do everything in their power to ensure that all children attend school free from fear; so they can learn and achieve their best.

Online bullying

We operate a mobile-free environment. Children in Y5 and Y6 are allowed to bring phones to school due to safety measures of walking home alone, but these phones MUST be handed to the class teacher at the start of the day. Phones are kept in the school office and collected at the end of the day. We have regular online safety training for our staff, the children and the parents. We ensure that bullying and online bullying is taught during RSHE and life skills lessons. Any form of online bullying is not tolerated. It will be recorded using CPOMS.

Discriminatory language

It is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity. We teach this through our RSHE curriculum and our collective worship. Our values ensure we are all treated with respect and dignity.

The school will not tolerate the use of derogatory or discriminatory language in any form. This includes, but is not limited to, words or phrases which are racist, sexist, homophobic or transphobic. If this kind of language is heard or reported, it will be challenged immediately and parents will be informed. It is possible that particularly younger children may use language they don't understand or in a different context. Whatever the intention, the school understands the damage that the use of this language can cause and will always challenge it, explaining why this is not acceptable and the damaging impact on others.

Child on child sexual harassment, including online.

Staff at Blundeston are safeguard trained. We recognise that children are vulnerable to emotional, physical and sexual abuse by other children or their siblings. Sexual violence and sexual harassment

are never acceptable and will not be tolerated. Staff will challenge all inappropriate language and behaviour between pupils and never dismiss this behaviour as 'banter' or 'part of growing up'. This abuse is always taken as seriously as any other safeguarding concern and we will always ensure the victim is praised for their courage to speak up and kept safe. Staff will follow the appropriate procedures in place outlined in our Safeguarding policy. We know that a disclosure from a child is not always possible, so with updated training, we will look out for the signs of abuse from adults or children. Please refer to the safeguarding policy for information.

Exclusions

Exclusions are extremely serious. These are usually for children whose behaviour endangers the safety or education of others – stage 4 in our traffic light system.

The Headteacher may suspend a pupil for one or more fixed periods, for up to a maximum of 45 days in a single academic year. A suspension does not have to be for a continuous period. In some circumstances, the child may be permanently excluded. The Headteacher will inform the Chair of Governors, the Local Authority and the Virtual School Head (for LAC child) about any fixed-term or permanent exclusion. It is only the Headteacher who can issue this sanction and they will decide upon the length of the suspension. The Governing Board itself cannot either suspend a pupil or extend the suspension period.

Pupils subject to a fixed-term suspension will have school work set for them by the class teacher sufficient for the period of time stated in the suspension letter. Upon their return to school, a reintegration meeting will take place with the Headteacher, pupil and their parents/carers. Risk assessments will be carried out/amended as appropriate to ensure the safety of everyone in school. Blundeston may need to access outside agencies to support the child and their behaviour such as LA Inclusion Officer, Pupil Referral Unit (PRU) or Specialist Education Services (SES).