



Blundeston Primary School – Behaviour Policy Summary

Vision

Blundeston Primary School seeks to be “A Place to Flourish”, inspired by John 10:10. The school aims for every child and adult to live life to the full by feeling safe, respected and able to grow. Positive behaviour is taught, modelled and nurtured so all members of the school community can thrive.

Core Values

The school’s Christian-rooted values promote respect, dignity and healthy relationships.

Family – “I am, because we are.”	Flourish – “I am a beacon of hope.”	Respect – “To learn from, and grow alongside.”
Compassion: Kindness, empathy Responsibility: Safety, self-control Collaboration: Inclusion, cooperation	Wisdom: Making good choices Courage: Trying hard, standing up for beliefs Hope: Joy, aspiration	Honesty: Truthfulness and openness Forgiveness: Repairing mistakes Thoughtfulness: Reflecting on impact

School Culture

The school fosters a calm, safe environment through:

- **Strong relationships** that prioritise connection before correction
- **Celebration of achievements** to build confidence and self-esteem
- **High behaviour expectations**, consistently understood and applied
- **Calming spaces** and regulation-friendly classrooms
- **Opportunities for reflection** on actions and impact
- **Active parental involvement** through dialogue and a home-school agreement

Teaching Positive Behaviour

Behaviour expectations are explicitly taught through:

- **Collective Worship:** Reinforcement of school values
- **Curriculum (including RSHE/Life Skills):** Managing emotions, communication, respect, online safety and anti-bullying
- **Ongoing discussion:** Children help define expected behaviour
- **Positive praise:** House points, stickers, Dojos, ‘Flourishers’ assembly
- **Planning support:** Adjustments for children who may struggle
- **Home-school agreement:** Roles and responsibilities for pupils, staff and parents

When Behaviour Goes Wrong

Staff recognise behaviour as communication and use clear language, re-direction, limited choices and natural consequences.

Low-level issues or one-off incidences: disruption, unkind action, pushing, answering back etc
 → reminders, reflection, loss of time, seating changes, completing work at break/lunch

Challenging or Harmful Behaviour: Repeated low-level incidences, harm, discriminatory language, absconding, early signs of bullying, deliberately hurting others, vandalism, biting etc

→ Approach includes:

- *Connection before correction*
- Time and space to regulate
- Honest conversations and restorative practice
- Clear consequences, appropriate to the behaviour, explained to the child
- Fresh starts and emotional validation

→ recorded on Arbor/CPOMS, parents informed and meetings arranged, increased supervision, report cards, structured play, designated work areas, nurture and/or external referrals.

Dangerous or Violent Behaviour:

→ Handled with involvement from senior leaders, parents and potentially external agencies.

→ May require: Individual risk assessment, individual behaviour plan, personalised supervision, consideration of exclusion, nurture and/or external referrals.

Physical Intervention

Used only as a last resort to prevent harm or serious disruption, applying the minimum necessary force. All incidents are recorded and reported to parents.

Children with Additional Needs

Some pupils require personalised behaviour support. Interventions may include nurture groups, sensory circuits, movement breaks, calm spaces, pastoral check-ins and mental health or Early Help referrals. Individual Behaviour Plans override the main policy where needed.

Bullying & Discriminatory Behaviour

Bullying (including online bullying) and discriminatory language are never tolerated. Incidents are recorded on CPOMS, addressed by staff and shared with parents and the headteacher. Education on diversity, respect and safe relationships is taught throughout the curriculum.

Exclusions

Used only in the most serious cases (e.g. dangerous and violent behaviour or persistent extreme disruption). Fixed-term suspensions may apply, with reintegration meetings and relevant risk assessments. The headteacher may involve external agencies such as the PRU or Inclusion Officer.