

Key Message for Parents

Blundeston Primary's approach is rooted in relationships, understanding and support. The school aims to teach children how to manage emotions, make positive choices and repair mistakes, while maintaining high expectations for behaviour and ensuring a safe learning environment for everyone.



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: Parent Summary

Blundeston Primary School's Behaviour and Positive Relationships Policy aims to ensure that every child feels safe, respected and supported so they can flourish and reach their full potential.

Our School Values

The school's approach is built around three core values:

- **Family:** Compassion, responsibility and collaboration.
- **Flourish:** Wisdom, courage and hope.
- **Respect:** Honesty, forgiveness and thoughtfulness.

These values are taught throughout school life and help children build positive relationships and make good choices.

To keep us all behaving to the expectations we have 3 key rules:

Be ready. Be respectful. Be safe.

We use these rules with our values to remind children of the behaviour we expect to see.

How Positive Behaviour is Encouraged

The school promotes good behaviour by:

- Building strong, positive relationships with children.
- Teaching emotional awareness and self-regulation through the curriculum and Zones of Regulation.
- Providing calm, supportive learning environments.
- Explicitly teaching behaviour expectations and routines.
- Recognising and celebrating positive behaviour through:
 - Praise
 - House points
 - Flourishers certificates
 - Positive messages home
 - Displays of children's achievements

Working in Partnership with Parents

The school values strong home-school relationships and asks parents to:

- Support the school's behaviour expectations and values.

- Discuss any behaviour concerns with their child.
- Work collaboratively with staff when additional support is needed.
- Sign and support the annual Home-School Agreement.

If Behaviour Concerns Arise

The school follows a supportive approach based on "**connection before correction.**"

Initial steps include:

1. A reminder of expectations.
2. A calm check-in conversation with an adult.
3. Appropriate natural consequences, such as:
 - Moving workspaces
 - Time in a calm area
 - Additional support with learning

The focus is always on helping children understand their behaviour and make better choices.

Restorative Approach

When incidents occur, staff use restorative conversations to help children:

- Understand what happened.
- Reflect on their feelings and actions.
- Consider how others have been affected.
- Repair relationships.
- Agree on positive next steps.

Behaviour Levels

Level 1: Low-Level Behaviour Concerns

Examples:

- Calling out
- Name-calling
- Swearing
- Defiance
- Friendship issues
- Rudeness
- Antagonising others physically and verbally

Response:

- Reflection conversation and reflection sheet.
- Incident recorded.
- Parents informed – face to face or through dojo
- If 10 incidents occur in a month, a meeting with parents is arranged.

Level 2: More Serious or Repeated Behaviour

Examples:

- Physical or verbal aggression
- Persistent disruption
- Persistent defiance
- Truancy
- Absconding
- Inappropriate sexual behaviour

Response:

- Restorative work
- Internal meeting – what targeted support is needed?
- Parents contacted – through dojo or face to face.
- Formal meeting with parents – what next?
- Possible internal exclusion.
- Additional support plans may be introduced.

Level 3: Serious Harmful Behaviour

Examples:

- Bullying
- Racism
- Physical assault
- Harmful sexual behaviours
- Serious threats or violence
- Vandalism
- Use of prohibited items

Response:

- Immediate action to ensure safety.
- Headteacher involvement.
- Parent meetings.
- Multi-agency support where appropriate.
- Possible suspension or permanent exclusion as a last resort.

Support for Children with Additional Needs

Some children may need extra support to manage emotions and behaviour. This may include:

- Nurture groups
- Regular check-ins with trusted adults
- Sensory circuits
- Calm spaces
- Movement breaks
- Individual Behaviour Plans

Parents will be involved in creating and reviewing any personalised plans.

Bullying

Bullying is not tolerated.

The school:

- Takes all reports seriously.
- Investigates incidents promptly.
- Involves parents.
- Records concerns and provides support to those affected.

This includes:

- Physical bullying
- Verbal bullying
- Online/cyberbullying
- Discriminatory bullying

Online Safety

- The school operates a mobile-phone-free environment.
- Y5 and Y6 pupils who bring phones for safety reasons must hand them in during the school day.
- Online safety is taught regularly.
- Cyberbullying is treated seriously and investigated promptly.

Discriminatory Language and Harassment

The school does not tolerate racist, sexist, homophobic, transphobic or other discriminatory language or behaviour.

Such incidents are challenged immediately, recorded and parents are informed.

Exclusions

Suspensions and permanent exclusions are only considered for the most serious incidents or where there is a significant risk to the safety or education of others.

Parents will always be informed and involved in any exclusion process.