

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: Summer 2026

Date of next review: Summer 2027

Signed *S. Mann*

Chair of Governors Date 6th July 2026

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

At Blundeston Primary School, our vision is to provide a **"A Place to Flourish"**, which is based on the bible passage **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 build positive relationships and 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 looks like and what constitutes healthy relationships. 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 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.

We have 3 key rules to ensure our children behave to our high expectations:

Be ready. Be respectful. Be safe.

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 which prioritises building safe and secure relationships. 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.

We have a culture which:

Values each child as individuals. We pride ourselves on creating positive, trusting relationships with the children. We take time to get to know the children and what works well for the class and the individuals. Staff are aware that every interaction, no matter how small, has the potential to have an emotional and developmental benefit for the child. All of our children feel a sense of belonging to our Blundeston family.

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, show kindness and respect others and achieve their potential.

Has **high expectations** of behaviour. There is shared understanding of these amongst all staff. These expectations are communicated clearly with children, and staff regularly check their understanding. Strategies are used to teach and embed what positive behaviour looks like and this is reinforced throughout the school and throughout the year using positive praise. We expect all our community to model this behaviour when communicating with children and other adults.

Teaches emotions and self-regulation. Emotional literacy is taught at the beginning of each year and continually referred to throughout the lessons using zones of regulation. Each class will have mindfulness time throughout the week to help ease transitions between classes and between different points of the day. We understand that pupils who are aware of their behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave (EEF Improving Behaviour in Schools)

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

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, behaviour and relationships. This is sent home each year. 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, how to demonstrate them in everyday life and the impact they have on ourselves and each other.

Routines: A structured day helps the children to remain regulated. We ensure that visual timetables are used in every classroom, and in some lessons, it may be useful to explain an outline so children are clear what to expect.

Routines such as lining up, presentation, transitions, tidy up time, partner work are explicitly taught and reinforced.

Curriculum: Life Skills (RSHE) and the wider curriculum explicitly teach 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. 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.

Discussion: 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. These behaviours are always referred to throughout our teaching.

Praising positive behaviour: When we see positive or good behaviour, we reward it with praise. This might be done through specific 'well done' comments, house points, and 'flourishers' assembly. Some teachers may provide golden time to their class for positive behaviour, however we keep this to a maximum of 20 minutes and always set boundaries on what the children may do and what behaviour we expect to see.

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.

Maintaining Relationships to Promote Positive Behaviour

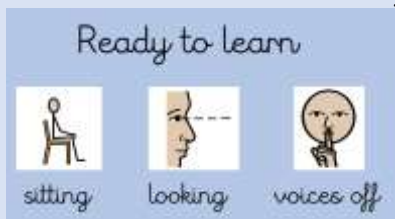
All adults are responsible in establishing and maintaining relationships with the children. We know the intentional practices below can help to build trust, connection and understanding. Adults must take a proactive effort to prevent the relationship from diminishing over time (EEF Improving Behaviour in Schools).

The Curriculum

The curriculum is designed to motivate and engage the children. The learning should be adapted to the needs of the learners and provide children with a real desire to learn. We understand that if children are engaged, they should have intrinsic motivation to succeed, achieve better and be less likely to misbehave (EEF Improving Behaviour in Schools).

The Role of the Teachers

- Meet and greet pupils when they come into the classroom.
- Display class agreement in the class – ensure the pupils have signed and agreed to this.
- Use house points in line with school agreement.
- Use the visual at the start of each lesson to create the tone and expectations for the lesson



- A visual timetable must be visible for the children. The teacher will discuss this at the start of each day and ensure children understand if there is a change to normal routine.
- Praise the behaviour you want to see more of. These scripts might be used e.g.:
I love how X is sitting and looking.
I can see X is taking in turns and sharing the equipment
- Have clear routines for transitions and for stopping the class, teach, model and reteach these class routines throughout the year
- Use movement breaks and mindfulness to regulate and redirect the class.
- Provide fidget tools to those who need it after discussion with the SENDCO.
- Plan for different situations - make the expectations for each activity explicit for the children. Plan for those who might find activities difficult and put in necessary strategies, adaptations or adults to support these individuals or groups.
- Stay calm or tag another adult in if you need a break with tricky behaviour

The Role of the Teaching Assistants

When adults are on duty outside, the following points will help maintain positive behaviour:

- Be outside before the children
- Smile at the children
- Take time to talk to a number of different children throughout the day/week
- Be consistent and enforce school expectations at all times
- Use our values when reminding children of expected behaviour
- Use assertive language (see appendix 1)
- Be vigilant and intervene **early** if a situation looks tense
- Move around, making sure that all areas of the playground can be seen by staff on duty
- Any playtime incidents should be dealt with immediately and then subsequently recorded onto Arbor and the class teacher 'alerted' to the report.

Celebrating Our School Achievements

The house is used to create a sense of belonging. House events are organised throughout the year so children can collaborate together. As a child enters EYFS, they will be assigned a house team for their time at Blundeston.

Below are ways we celebrate positive behaviours, achievements and success at Blundeston:

Specific praise based on effort

House points

Displaying work around the school.

Weekly Flourishers certificate celebrated in Flourishers assembly

Positive communications home

UKS2 Reading, Sports and Wellbeing Champion

Class 'show and tell' of achievements outside of school

What If Something Goes Wrong?

At Blundeston, we recognise that behaviour is often a form of communication. We understand that children are still learning and that people make mistakes. Children are not always going to be able to regulate their emotions or act in an appropriate way. We use 'connection before correction' – trying to find the reasons behind the actions.

If a child is not behaving according to the expectations, the following steps will be taken - this is for inside the classroom and for outside behaviour:

A **reminder** will be given. This may be in the form of a visual, depending on the age and individual child.

e.g. It's important we don't call out so we can hear everyone's view, one at a time. Remember tapping a pen will distract others from their learning. Remember we use kind hands for playing.

If the behaviour continues, a **check in** with the child will take place.

This may be with the class teacher or teaching assistant. The check in will use the CALM script (Jen Foster: Behaviour – The Lost Modules). This may be in the classroom, quiet area or outside.

Classroom example:

C (connect) *Are you ok?*

A (attune or acknowledge) *You seem unsettled today. I understand it's tricky to focus sometimes.*

L (Limit) *It's important we don'tas it is distracting for others/you need to get your learning done now*

M (Motivate/Model) *Would you like to work here or in the activity area? Let's do the next question together. Let's take a break and sit in the calm area.*

Outside example:

C (connect) *Are you ok?*

A (attune or acknowledge) *You seem excited/angry today. I understand its tricky. Games can get out of hand.*

L (Limit) *It's important we don'tas it could hurt others/damage property*

M (Motivate/Model) *Would you like to take some time out to calm down? I'll stay and watch you to see if you need my help.*

From this conversation, a **natural consequence** may take place e.g. the child may move to a new learning space; they may require more support to start their learning; they may require calm time or some nurture; they may need time out at lunch/break at the regulation zone. These behaviours will be recorded on Arbor as O neutral behaviours.

What if Undesirable Behaviour Continues?

We use a **restorative approach** when dealing with behaviour, where we work collaboratively with the children to teach and guide them on how to solve problems, make situations right and how to ensure behaviour changes. We believe that what we do not repair, will be repeated. Children must take responsibility for their actions, but this approach supports children's learning of self-awareness. It develops their thoughtfulness by taking another's perspective, develops empathy and compassion in others and helps children

understand the impact of their actions. This helps to build a trusting partnership between adults and children where they feel supported to be honest, and take responsibility for their actions.

Restorative conversation scripts

Any restorative conversation is based around three areas: story telling; impact and solutions (Finnis, 2021). Children and adults take turns to talk and listen so that everybody has a chance to reflect on the incident from their own perspective. We always ensure children are given think time before answering. We always make sure we separate the behaviour from the child

There are some guidelines for facilitating the conversation to ensure everybody feels heard and understood and a solution or agreement can be reached. Our reflection sheets follow these key questions and can be used to support the conversations (appendix)

- What has happened – some children may benefit from drawing this.
- What were you thinking at the time?
- What were you feeling at the time?
- How do you feel now?
- Who do you think was affected?
- How do you think others might be feeling?
- What do you think we need to do now?
- How do you feel about what we've suggested as a solution?

Despite this check-in, the behaviour/s may still continue, prompting further action. If these continue, behaviour/s will then be recorded on Arbor using the levels below. All Arbor incidents will notify the Headteacher.

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](#).

Below is a graduated response for dealing with continued behaviour or harmful and disruptive behaviour:

Level 1 behaviours	Discussion with child	School response
Disruptive behaviour (calling out, throwing items etc) Antagonising (name calling) Antagonising (use of physical contact) Defiance Friendship issues Swearing Discriminatory language Rudeness to staff	A restorative conversation will take place with the child using the reflection sheet and conversation prompts to guide. The child needs to think of ways to make the situation right. E.g. <i>it is ok to be angry or frustrated. It is not ok to ruin your work/hurt others</i>	Reflection sheet given by teacher or TA. This will be completed at break or part of lunchtime. Once completed, this shall be handed to the Headteacher. Incident recorded on Arbor under Level 1 category. If this is recorded by a TA or a different adult, the class teacher will be assigned the logged behaviour.

		Incidences must be recorded as soon as possible. TAs may need a few minutes from class to allow this to happen. Generic dojo message <i>Today your child received a negative Level 1 behaviour point for: Your child had to stay inside at breaktime/lunchtime and complete a reflection sheet.</i> <i>If there are 10 or more of these incidences in one month, we will ask you to attend a meeting with the class teacher to see how we can manage this behaviour. Please talk to your child about this incident and reinforce the values we want to see.</i>
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Level 2 behaviours More challenging behaviours Or accumulative level 1 behaviours (10 in one month)	Discussion with child	School response
Truancy Physically aggressive towards an adult or child deliberately Verbally aggressive towards an adult or child Persistent Defiance Persistent disruption to teaching and learning Repeated unkindness to different peers Absconding Biting Sexual behaviour	Trauma informed therapeutic approach using PACE.  Regulation or calm zone may be used at break or in lesson time to co-regulate the child. Restorative conversation will take place with the child to establish why this behaviour is being demonstrated.	Reflection sheet given by teacher or TA. This shall be completed at lunchtime or during lessons if the child needs time out. Once completed, this shall be handed to the Headteacher. The Headteacher will decide if this will be an internal exclusion. Incident recorded on Arbor as Level 2 category. If this is recorded by a TA or a different adult, the class teacher will be assigned the logged behaviour. Incidences must be recorded as soon as possible. TAs may need a few minutes from class to allow this to happen. Parents informed by class teacher – this could be through phone call, dojo message, email or face-face at the end of the school day. A meeting will take place with the class teacher and the

		parent/guardian to decide next steps. This will be recorded on CPOMS. <i>Today your child received a negative Level 2 behaviour point for:</i> <i>Your child had to stay inside at breaktime and complete a reflection sheet. We are very disappointed by your child's behaviour and would like to ask you to attend a meeting to discuss the next steps of support we can offer to X. Available dates are:</i> <i>Please talk to your child about this incident and reinforce the values we want to see.</i> In school – a 'meeting around the child' will take place – this may include: class teacher/SEND/CO/SLT. Discussions will take place around why we are seeing the behaviour and what adaptations or further support is needed. We may contact outside agencies for guidance or support. This meeting will be recorded on CPOMS.
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Level 3 behaviours 4 categories: Harm to self Harm to others Damage/harm to property Significant loss of learning Or accumulative level 2 behaviours (5 in one month)	Discussion with child	School response
Harmful Sexual Behaviour Physical Assault Vandalism Bullying Racism Abuse against sexual orientation/gender identity Verbal/threatening abuse towards a pupil Verbal/threatening abuse towards a staff member Arson	Trauma informed therapeutic approach. 	Wider Leadership to communicate with parents. Incident recorded on Arbor as Level 3 category. The Head teacher will be assigned the logged behaviour. Incidences must be recorded as soon as possible. TAs may need a few minutes from class to allow this to happen.

Use or threat of use of an offensive weapon or prohibited item Seriously injuring another child deliberately Extremely violent behaviour Vandalism Bullying, including cyberbullying, prejudiced-based and discriminatory bullying Repeated hurting due to loss of control or dysregulation	To ensure safety for all, pupils must be protected e.g. by removing the dysregulated pupil or the other pupils away from the situation.	'Phase 2 meeting around the child' – this will include: class teacher/SENDco/Head. Discussions will take place around why we are seeing these behaviours and what adaptations or further support is needed. This meeting will be recorded on CPOMS. As a last resort, a decision on internal suspensions, exclusions, including Permanent Exclusions, will be made by the Headteacher. If an incident happens on a school trip, the Emergency Point of Contact (EPoC) will contact parents to inform them that they will need to collect their child from the trip because their behaviour is harmful. If this is not possible, alternative transport arrangements will be made.
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Physical Intervention

Please see the 'Use of restrictive interventions policy: (including reasonable force and seclusion)' for further details.

There will be times when school staff may need to use restrictive interventions. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

Have you considered the pupil's welfare?

Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

CPD and Training on the use of restrictive interventions will equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed.

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 teaching assistant

Access to an emotionally available adult

Sensory circuits

Calm boxes and spaces

Movement breaks

Adjusting seating positions

School fidget tools

Where families need more support, the school can refer to Early Help, including the Mental Health Team, Family Support Practitioner, school nurse.

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 for children. 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 (Level 3 behaviour). 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 – level 3 behaviours.

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).

References:



Appendix 1

Hostile Language	Passive Language	Assertive Language
Why are you doing that?	You're usually so good in lessons	Thank you for...
You're not big/clever/funny	Please, please...	I need you to...
Because I said so	I don't want to repeat myself but...	Your seat is over there...
Move!	It would be good/nice if...	Are you clear on what I have asked you to do?
If you don't...	Can you...please	I need everybody to work together.

Student	Intuitive Adult Response	Counter-Intuitive Adult Response
I'm not doing it...	Oh yes you are...	- Let's try the first one together... - What can I do to help? - That is a shame as I know you will be good at it...
I hate this...	You still need to do it...	- What is it you hate about it? - That's ok. We don't have to like everything...
He isn't doing any work either...	I am not talking about him; I am talking about you...	I will deal with that issue but let's focus on getting you back on track first...
You are a bad teacher...	It is your behaviour that is bad, not my teaching...	- I am sorry you feel that way... - I appreciate your opinion... - Thank you for sharing your thoughts with me...
You're not being fair...	This isn't about fairness...	- I am sorry you feel that way... - I am sorry you have perceived it that way. Let's talk it through later...

Appendix 2

Blundeston C of E VC Primary School Reflection Sheet



For the adult to fill in: This reflection sheet has been issued by _____
on _____ at _____ because _____

Name: _____ Date: _____

Write or draw a picture of what happened:

How did you feel when this happened?



Draw a picture of who your behaviour has impacted. Circle how they are feeling now:



Circle the emotion of how you feel **now**?



Can you explain why? (Adult to complete for those who cannot write)

How can we put this right? Write or draw your solutions:

My teacher's solutions:

Which values should you have modelled?

Family			Respect			Flourish		
Compassion	Responsibility	Collaboration	Thoughtfulness	Forgiveness	Honesty	Courage	Hope	Wisdom