

Blofield Primary School

Behaviour and Positive Relationships Policy

*"The way pupils behave in school is strongly correlated with their eventual outcomes."
(Bennett, T 2017)*



"Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups." (EEF, 2021 Working with Parents)

"Teachers should convey care, empathy and warmth towards their pupils and avoid negative emotional behaviours, such as sarcasm, shouting or humiliation."

(Coe et al., 2020)

Reviewed by: Sarah Barber, Teresa Doggett & teaching staff

Approved by Governors: March 2024

Review: Spring 2025

Vision and Aims



At Blofield Primary School, our vision is to offer children exciting learning opportunities in an environment where they feel safe, secure and valued as unique individuals.

The aims of this policy are to:

- Create a framework which enables our school community to treat each other with respect and kindness.
- Facilitate positive relationships between children and adults.
- Develop in children a sense of self-regulation and an acceptance of responsibility for their own actions.
- Promote our school values and learning behaviours of being **Kind, Resilient** and **Aspirational**.
- Ensure our approach and responses to both positive and negative behaviour is consistent
- Create a happy environment where learning can take place.

Our **Blofield Values** are threaded through our behaviour policy.

We are:

Kind - we consider other people and how our choices affect them.

Resilient – we keep trying when we find something difficult.

Aspirational - we try to be the best person we can be.

All staff have been trained in **Norfolk Steps training** and its key evidence-based principles which promote positive behaviour strategies and restorative approaches are threaded through this policy.

There are four key principles which underpin our approach to behaviour:

Separating the child and their behaviour. Behaviour is communication and although behaviour can be a problem – the child is not.

Promoting Self-regulation –children who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school (EEF, 2019)

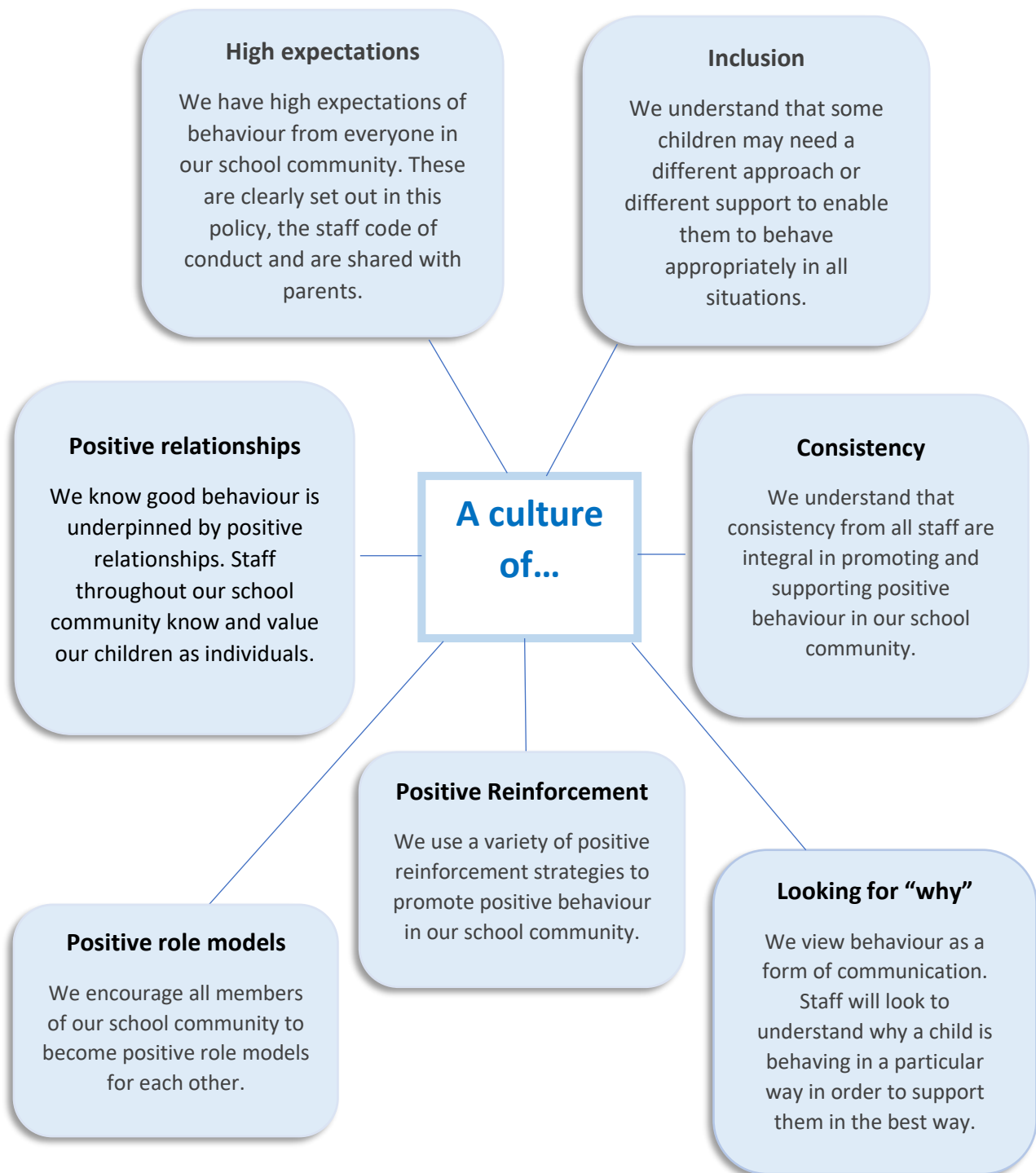
Building self-esteem – children who are confident about themselves treat others with kindness and respect.

Avoiding shame – guilt and shame are powerful uncomfortable feelings which can drive low self-esteem and negative behaviours.

School Culture



At Blofield, alongside our school values of being kind, resilient and aspirational there is a whole school culture of positive behaviour. This is underpinned by a shared understanding of what positive behaviour looks like, how to promote and support this behaviour and a consistent approach to managing incidents when things go wrong.



Setting Expectations



Positive behaviour is maintained by setting clear expectations for how we want children to behave and then implementing strategies that encourage and support children to consistently meet these expectations.

What are our school's expectations of behaviour?

- we encourage everyone to speak and listen to each other politely.
- we show good manners and treat each other with kindness at all times.
- we show tolerance and understand each other's right to be different.
- we promote behaviour to ensure that all children are able to complete their learning.
- we encourage children to be aware of their own feelings and teach strategies to encourage them to self-regulate (the Zones of Regulation)
- we promote an environment where no one deliberately sets out to make another person feel unsafe, uncomfortable or unhappy.
- we encourage our children to respect the feelings of others.

How does our school promote and maintain these expectations of behaviour?

- promoting a positive school culture
- using a common language amongst all staff
- giving specific positive praise (we aim for a 5:1 ratio of positive to negative interactions).
- greeting children positively every morning.
- teaching model behaviours.
- giving purpose to learning.
- each class has a set of rules which are created together with the children at the beginning of the year and referred to regularly.
- setting expectations appropriate to the activity.
- using visual prompts to support learning.
- using scripts and clear routines.
- ensuring everyone has the same opportunities.
- admonishing in private when appropriate/possible.
- awarding team points/stickers/dojos/rewards.
- celebrating and showing recognition during our weekly Celebration Assembly.
- considering individual's feelings and pre-empting any issues/triggers when planning tasks/activities.
- building meaningful, supportive relationships with parents.
- ensuring children never miss out on consequences or rewards.
- delivering a PSHE curriculum which teaches safeguarding, positive behaviours and keeping safe (including online conduct and safety).
- offering targeted pastoral support when appropriate. Eg. ELSA (Emotional Literacy Support Assistant), Benjamin Foundation
- implementing individual behaviour plans following consultation with outside agencies
- setting out expectations for staff in our Code of Conduct.
- completing regular evidence-based training to support effective behaviour management e.g. Norfolk STEPs.

Restorative Approaches



Based on training from Norfolk Steps, the language we use to resolve a problem when things go wrong is central to our approach. We talk about making good **choices, consequences** and making a **fresh start**. We work on the principles of “consequences” instead of “punishments”. Consequences provide opportunities for the child to learn from their actions.

Most undesirable behaviour in school is low level and can be resolved with a simple, clear reminder or instruction often supported by a reason. When things go more seriously wrong, all staff have a consistent approach to resolving the issue and enabling children to move on (see page 6).

Reflect, Repair, Reset - Children need to understand what the problem is; how their behaviour has impacted themselves and others; what they can do to put things right and how they can do things differently next time. It is important that children understand that once a problem is resolved they have a “clean sheet” and the chance to try again. Where possible, we will try to resolve a problem during the school day, including contacting parents if necessary.

Positive Reminders

“Walk in the corridor thank you. You could bump into someone and hurt them”

“Stop talking please. Those around you can’t concentrate.”

“Turn around thank you so I know you are listening.”

Zones of Regulation

Often children’s behaviour is driven by “big feelings” that they find difficult to control. We know that feelings are always OK, but that the behaviour that they can cause is not. We use the **Zones of Regulation** to teach children about different feelings and how they can affect our behaviour. When dealing with an issue, staff talk to children about which Zone they were/are in and how that has influenced the choices they have made.

We know that children need time to calm down before they are able to have a meaningful conversation and may need time away from the playground or outside the classroom in order to do so.

Zones Conversations

“Which zone are you in?”

“How do you know?”

“How can we help you get back to the Green zone?”

“What strategies can you use to help yourself?”

Consequences may be necessary to ensure that a child understands the impact of their behaviour; to protect another child or themselves or to support a child to make different choices next time.

Consequences are related to the behaviour that we would like to change, proportionate and for an agreed amount of time.

Consequences are always explained clearly to the child so that they understand their purpose.

Sometimes a protective consequence, such as a removal of a freedom, is required to manage inappropriate behaviour, especially if there is a risk of harm.

Once a consequence has been completed, children are always given a fresh start in order to make a different choice next time.

Restorative Conversations

“Who was affected by your behaviour? How?”

“What could you have done differently?”

“What could you do to make things right?”

“How can we stop this happening again?”

Educational Consequences:

✓ *A restorative meeting*

✓ *A restorative letter*

✓ *Assisting with tidying /repairs*

✓ *Research (older children)*

Protective Consequences:

✓ *Removal from an area*

✓ *Limited access to an area*

✓ *Increased staff ratio*

✓ *Escorted in social situations*

✓ *Adapted teaching space*

Resolving Problems



Where undesirable behaviour has occurred between the children, staff take the time to investigate and find out what has happened. They make sure that all the children involved have had the chance to explain and be listened to, emphasising the importance of being honest and telling the truth.

We are clear with the children that physical “violence” is always unacceptable. Causing another child to feel unsafe at school is not in line with our expectations.

It is important to distinguish between rough play or a game that has got out of hand, and more serious physical “violence” which is deliberate or caused by a loss of control.

We discourage rough games in school and the children understand that these can lead to people getting hurt, angry and upset.

With the youngest children we talk about: “kind hands and kind feet”. With all the children, through our use of the Zones of Regulation we talk about being in the red zone and strategies we can use to calm down. Through our PSHE curriculum, we talk about ways of managing anger and encourage children to walk away and seek adult help BEFORE the situation escalates.

We also know that learning to resolve arguments without hurting each other is part of child development. Very young children are still learning to “use their words” when they have a disagreement or someone takes the toy they were playing with.

With older children, hitting, kicking or fighting becomes much less frequent and is a more serious issue, usually involving parents and the senior leadership team. We are especially concerned if a child loses control on a number of occasions or there are repeated incidents of hurting other children. Lower level incidents, such as pushing, can be dealt with at stage 2 (see page 7).

An incident is observed or a problem is reported to a member of staff

This could be a child who is not abiding by the school’s expectations, an argument or unkindness towards another child etc.

REFLECT: A staff member investigates what happened

The children involved discuss what happened - all children involved will be heard.

Can you tell me what happened? How were you feeling at the time? Which Zone were you in?

The staff member seeks to establish the cause of the behaviour and the feelings of those involved

The children involved consider the feelings of others and discuss how the behaviour/incident has impacted themselves and others.

Who was affected by your actions? How?

REPAIR: The staff member leads a restorative conversation

A discussion is had about how we can make the situation better. Typically, this will lead to an apology in person or written.

What can you do to put things right?

It is agreed what needs to happen to prevent a repeat of the behaviour

This may include a **consequence** to support a change in behaviour .

Serious incidents are recorded on CPOMs.

How can we stop this happening again? What can I (we) do to help you?

RESET: Staff ensure all children, and parents if appropriate, are aware of the outcome

After the consequence the child is given a fresh start and the opportunity to make a different choice next time.

Behaviours and Responses



“The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.” Norfolk STEPs - Step On

The following is a guide to show how the school manages behaviour. Behaviours we may see in school have been split across 4 colour banded stages – Stage 1 (green), being the positive behaviours we see the majority of the time from most of the children. It is as important to acknowledge and respond to these as it is to more challenging behaviours.

Behaviours at Stage 2 (yellow) are dealt with by class teachers, support staff or midday supervisors and are usually easily resolved with a reminder, apology or simple consequence. The more serious behaviours in Stages 3 (orange) and 4 (red) usually require input from parents, teachers, the senior leadership team, the Head teacher and sometimes outside agencies. Please note that the table gives example of the types of behaviour and possible responses – it is not an exhaustive list.

Stage	Examples of Behaviours	Examples of Responses
<p>STAGE 1 Positive behaviours we see from the children most of the time.</p>	<ul style="list-style-type: none"> • Showing kindness towards others • Lovely manners, including please and thank you / holding doors • Socialising and working well with others • Including others in play • Following instructions and school routines • Managing and regulating feelings well • Contributing appropriately in class • Showing good listening skills • Team work • Good concentration • Showing resilience even when a task is difficult • Taking responsibility • Telling the truth • Offering help or support • Moving sensibly around the school • Helping to tidy up 	<ul style="list-style-type: none"> • Praising and thanking • House points / Dojo points / stickers • Recognition in Praise Assembly • Star of the Week certificates • Sharing with the class as good examples of behaviour / work • Sharing with parents • Opportunities for greater responsibility
<p>STAGE 2 Low-level or one-off behaviours that can impact learning or relationships.</p>	<ul style="list-style-type: none"> • Not speaking or listening politely • Calling out • Not concentrating or avoiding starting/completing set tasks • Rushing work • Distracting others when working • Ignoring basic instructions • Talking when adults are talking • Not completing work in the set time • Inconsiderate behaviour which impacts others: e.g pushing/running in school/answering back/'one off' unkind words or reactions/taking items without asking/not stopping when asked to... • Not taking care of school equipment / other people's belongings. 	<ul style="list-style-type: none"> • Reminders to follow school expectations • Reminders to consider strategies to RESET to green zone • Repeating the task • Seeking a verbal apology • Moving to another area or seat • Discussion with an adult to Reflect, Repair, Reset • Loss of playtime for a purpose: restorative meeting/to tidy mess/to complete unfinished work

Stage	Examples of Behaviours	Examples of Responses
<p>STAGE 3 Behaviours that are repeated. Behaviours that are disruptive and cause harm to learning for others. Behaviours that are disrespectful and hurtful.</p>	<ul style="list-style-type: none"> • Repeated disruption to others learning • Repeatedly not being on task • Aggressiveness towards others • Use of any bad language • Use of any discriminatory language • Repeatedly being unkind to another child or others (see bullying) • Deliberately hurting another child, including biting • Rudeness towards staff • Red zone 'out of control' behaviour that impacts others or property • Hiding or running away within the school premises • Repeated stage 2 actions 	<ul style="list-style-type: none"> • Recording incident on CPOMS • Informing parents • Informing the senior leadership team • Implementing a protective consequence for a set time duration (p.5) • Implementing an educational consequence (p5) • Pastoral intervention
<p>STAGE 4 Behaviours that show little regard for safety or consequences. Behaviours that are extremely disruptive, discriminative or violent.</p>	<ul style="list-style-type: none"> • Violence towards staff /others • Throwing objects at others • Intentional damage to school property • Disrupting learning leading to a class evacuation • Leaving the school grounds • Bullying 	<ul style="list-style-type: none"> • Recording incident on CPOMS • Informing parents • Informing the headteacher • Contacting outside agencies - Implementing an individual behavioural plan • Norfolk Steps Scripts • Completing a risk assessment • Risk of exclusion

Further Information



Bullying

Blofield Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in a safe environment.

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. The children understand this as “over and over again on purpose.”

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Prevention is at the forefront of our school’s [Anti-bullying Policy](#).

- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness or unkindness from one pupil towards another is always challenged and never ignored.
- Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff. The Headteacher will be informed, the incident will be logged and parents/carers will be notified. Refer to Stage 3 and Stage 4 above
- Staff always respect pupils’ privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to.
- If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.
- Support is given to both the victim and bully following any incidents, to ensure all bullying has stopped. Our pastoral care staff or outside agencies may be involved with this work.

Discriminatory Language

Blofield Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

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 tackled immediately and parents will usually 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 it can have on others.

Children with Additional Needs

During their time in school, many children will have social, emotional or mental health needs. The school has procedures in place to identify children who may need additional support and a range of interventions that can be offered to help them. These include:

- Nurture style provision, 1:1 or in small groups
- ELSA
- Speaking to a trusted adult
- Circle of Friends
- Sensory circuits
- Calm time or space
- Personalised provision (see below)

These interventions are designed to help children understand, process and manage their feelings. We know that children who are well regulated and emotionally literate are able to behave well and form positive relationships.

Where families need more support, the school can refer to our Parent Support advisor. Referrals can also be made to other outside agencies, including [Early Help](#).

More information can be found on our website: <https://www.blofieldprimary.co.uk/mental-health-and-wellbeing/>

There are a whole range of reasons why children may present with behaviour that challenges, perhaps because of SEND, neurodiversity or trauma. Whilst we aim for all children to behave in line with our school expectations, 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, based on the Norfolk Steps templates. 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 behaviour and positive relationships policy.

What about child on child sexual harassment, including online?

At Blofield Primary all staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. We recognise that children are vulnerable to physical, sexual and emotional abuse by other children or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff will never tolerate or dismiss concerns relating to child on child abuse and they will always challenge this. It must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. We also recognise that because child-on-child sexual harassment may not be reported, it does not mean that it is not happening. We offer as many ways as possible for children and their families to communicate with us.

If any harmful sexual behaviour is recorded, our school would follow arrangements as outlined in our safeguarding policy and harmful sexual behaviours training, including notifying the Local Authority's Harmful Behaviour Team, CADs or the Police if appropriate. Please refer to the [Safeguarding policy](#) for further information.

Exclusions

In exceptional circumstances it may be necessary to exclude a child from school. This is an extremely serious step. In most cases this will be when a child's behaviour endangers the safety or education of others within the school after the above strategies have been employed. Only the Head teacher (or the deputy head teacher in their absence) can exclude a child from school. They may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

All exclusions must follow the correct procedure and be recorded as exclusions. It is unlawful just to send a child home, even if parents and carers agree.

Exclusion can be internal or external. Internal means that this occurs inside school e.g. at break or lunchtimes, and/or outside the child's own classroom. External means at a place outside the school which the parent/carers deem safe for the child to be.

If the Head teacher externally excludes a pupil, parents/carers are informed as soon as possible, with reasons for the exclusion. The Head teacher informs the Local Authority and the Governing body about any permanent exclusion, and about any fixed-term exclusions. The Governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The school will use the standard letter templates for informing parents about exclusions. Further information about exclusions and the rights of parents and children can be found here: [School exclusions - Norfolk County Council](#)