

We want to offer children exciting learning opportunities in an environment where they feel safe, secure and valued as unique individuals. We aim to:

- 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**.

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.

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

Educational Consequences:

- ✓ A restorative meeting
- ✓ A restorative letter
- ✓ Assisting with tidying /repairs
- ✓ Research (older children)

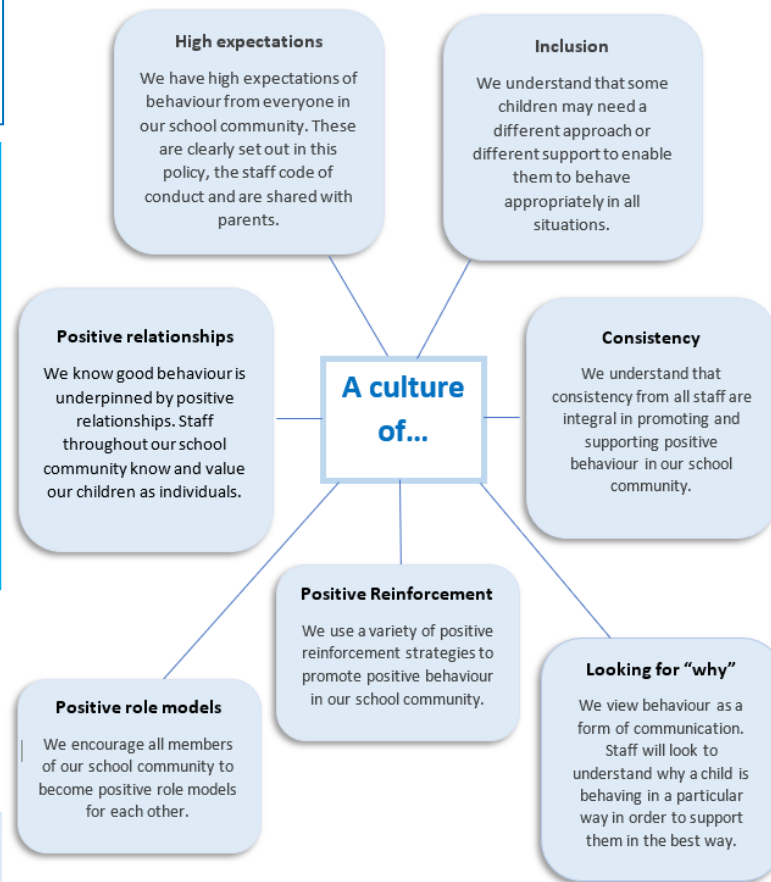
Protective Consequences:

- ✓ Removal from an area
- ✓ Limited access to an area
- ✓ Increased staff ratio
- ✓ Escorted in social situations
- ✓ Adapted teaching space



Blofield Primary School

Behaviour & Positive Relationships Policy Summary



“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)

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.

See the full policy for more details.