



Behaviour Policy

BLEAN PRIMARY SCHOOL

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Blean Primary School.
- Outline the expectations, routines, rewards and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied fairly and equally to all pupils, while taking account of individual needs and circumstances.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn, develop and thrive.

It is the primary aim of Blean Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour ethos is built upon positive relationships between pupils and staff which are rooted in the Six Principles of Nurture (safety, transitions, learning, behaviour, language, wellbeing) and a restorative approach to resolving conflict.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) and other statutory guidance, including:

- Behaviour in schools: Advice for headteachers and school staff (current DfE guidance)
- Searching, screening and confiscation: advice for schools (2022).
- The Equality Act 2010 and associated advice for schools.
- Keeping Children Safe in Education (latest version).
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (effective from 26 July 2026).
- Use of reasonable force in schools (2013).
- Supporting pupils with medical conditions at school (latest version).
- SEND Code of Practice (0 to 25 years) and relevant duties under the Children and Families Act 2014.
- Sharing nudes and semi-nudes: advice for education settings (latest version).
- Education Act 2002 (section 175) safeguarding duty, and Education and Inspections Act 2006 (sections 88–94) behaviour, confiscation and discipline powers.

This policy should be read in conjunction with: our SEN Information Report, Anti-Bullying Policy/Strategy, PSHE Policy, Safeguarding/Child Protection Policy, Exclusions Policy, and Teaching and Learning Policy, as well as any relevant local authority guidance. All DfE statutory guidance can be located from their website: www.gov.uk/government/collections/statutory-guidance-schools

3. Definitions

To support consistent understanding, the following definitions are used in school and if pupils are off site :

Misbehaviour may include (this list is not exhaustive):

- Low-level disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude, rudeness or refusal to follow a reasonable instruction.
- Incorrect uniform or bringing prohibited items.

Serious misbehaviour may include (this list is not exhaustive):

- Repeated breaches of the school rules.
- Any form of bullying (including cyber-bullying).
- Sexual violence (including rape, assault by penetration, sexual assault) and sexual harassment (including online sexual harassment).
- Vandalism or damage to property.
- Theft.
- Fighting or physical aggression with peers or staff.
- Smoking/vaping.
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour, including derogatory language.
- Possession of any prohibited/banned items (see section 7.6).
- Any behaviour that poses a serious threat to the safety and welfare of pupils, staff or the wider community.

4. Bullying

Bullying is defined by the DfE as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated over time, and difficult to defend against.

Type of bullying	Definition / examples
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking belongings, any use of violence
Prejudice-based and discriminatory (racial, faith-based, sexist, homophobic/biphobic, transphobic, disability-based)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude/semi-nude images (including pseudo-images), inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying online via social media, messaging, gaming, devices, or AI-generated images/audio/video/written content

Details of our approach to preventing and addressing bullying are set out in the school's Anti-Bullying Policy/Strategy. Bullying, discrimination and derogatory language are always unacceptable and will be recorded and addressed.

Derogatory language (including racist, homophobic, biphobic and transphobic language) is always unacceptable. Staff will respond using agreed approaches and incidents will be recorded in the school log and reported in line with local authority requirements where applicable.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Setting and reviewing the written statement of behaviour principles (Appendix A).
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness and ensuring accountability for implementation.

5.2 The headteacher

The headteacher is responsible for:

- Implementing the school behaviour policy consistently throughout the school and reporting to governors on effectiveness when requested.
- Promoting good behaviour, self-discipline and respect.
- Supporting staff in implementation and ensuring the environment encourages positive behaviour.
- Keeping records of serious reported incidents of misbehaviour (with the deputy headteacher or SLT as appropriate).
- Ensuring staff understand expectations and receive induction and training.

- Ensuring this policy works alongside safeguarding so pupils receive both sanctions and support when necessary.
- Ensuring behaviour data is reviewed regularly to identify any disproportionate impact on groups of pupils.
- Authorising suspensions (fixed-term) and, where necessary, permanent exclusions in line with statutory guidance and local authority processes.

5.3 Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently and using affirmative language linked to “Be Ready, Be Respectful, Be Safe”.
- Communicating expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships; remaining calm, considered and controlled.
- Providing a personalised approach to the behavioural needs of particular pupils, including pupils with SEND.
- Recording significant behaviour incidents promptly (e.g., via CPOMS and/or the school behaviour log as appropriate).
- Challenging pupils to meet expectations, with public recognition and private reprimands.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

- Familiarise themselves with this policy and support the high expectations set by the school.
- Work collaboratively with the school so children receive consistent messages about required behaviour at school, on the journey to and from school, and when representing the school.
- Support implementation of sanctions or consequences issued by staff.
- Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss concerns promptly with the class teacher and engage in pastoral work where appropriate.
- Raise concerns about behaviour management directly with the school while continuing to work in partnership.

5.5 Pupils

- Follow the behaviour policy and demonstrate the school rules: Be Ready, Be Respectful, Be Safe.
- Engage with induction and teaching about routines and expectations.
- Understand the rewards for meeting expectations and the consequences if they do not.

- Use support available to help meet behaviour standards.
- Provide feedback on the behaviour culture where appropriate.

6. School behaviour curriculum

Our behaviour curriculum sets out the expected behaviours, habits and routines that help pupils to succeed socially and academically. At Blean Primary School, behaviour is taught, modelled and practised through a relational and restorative approach.

Our three rules (The “Blean Bees”) are:

- Be Ready
- Be Respectful
- Be Safe

These rules are not simply a system to enforce compliance; they are a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. Pupils are supported to meet these standards through consistent routines, positive reinforcement, explicit teaching of learning behaviours, and restorative conversations.

Key elements of the behaviour curriculum include:

- Six Principles of Nurture and relationship-based practice.
- Restorative approaches (respect, responsibility, repair, reintegration) and restorative questions.
- Zones of Regulation teaching to develop self-regulation and emotional literacy.
- Recognition boards and daily learning behaviour focus in each classroom.
- Relentless routines (meet and greet, positive public recognition, private reprimands) and a stepped response to low-level disruption.

6.1 Mobile phones

Blean Primary School’s approach to mobile phones and smart devices should be read alongside any separate mobile phone policy and the school rules. If pupils bring devices on site, expectations and any sanctions for misuse will be applied consistently, with consideration of safeguarding risks.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This includes expectations during recreation times. Staff will:

- Create and maintain a stimulating environment that encourages engagement.

- Develop positive relationships, including meet-and-greet routines and clear expectations.
- Use positive reinforcement and highlight expected behaviour.
- Use de-escalation strategies and pre-agreed scripts to restore calm.
- Address low-level disruption predictably, promptly and assertively in line with the stepped boundaries.

Blean stepped approach for inappropriate classroom behaviour:

1. Where appropriate, focus on positive behaviours and praise pupils who are meeting expectations and provide less attention on inappropriate behaviour.
2. Remind the pupil of the expectations: Be Ready, Be Respectful, Be Safe.
3. Issue a verbal warning followed by a clear direction stating the required behaviour.
4. If behaviour continues, carry out a private “2-minute intervention”.
5. If behaviour continues, use “Free parking” (short supervised time in the other class in the year group) as a thinking opportunity, followed by reintegration.

The 2-minute intervention

- Recognise: identify the pupil is not responding to low-level reminders.
- Separate: separate the pupil from the source of misbehaviour.
- Advocate: listen to the pupil and agree to support them; clarify expectations and provide help where work is the barrier.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Where misbehaviour may be linked to a pupil suffering, or being likely to suffer, significant harm, the school will follow the safeguarding/child protection policy and consider pastoral support, early help or referral to children’s social care as appropriate.

7.3 Responding to good behaviour (Rewards)

Excellent behaviour is encouraged through high expectations, clear routines and an ethos which fosters self-discipline and mutual respect. Rewards are used to reinforce positive behaviour and promote self-esteem. Rewards include:

- Verbal praise and positive reinforcement in the moment.
- Celebration Certificate (weekly) presented in celebration assemblies and acknowledged in newsletters.
- House Points awarded for exemplifying the Blean Bees and school values; weekly totals and celebration recognition.
- Class-based systems (age-appropriate), such as marbles in a jar or raffle tickets.
- Stickers/stars and other small acknowledgements.
- Sharing good learning with senior leaders or curriculum leaders.
- Recognition boards: pupils aim to be on the board by the end of the day; pupils are not removed for negative social behaviours.

- Positive Praise Postcards sent home for ‘over and above’ achievements or behaviours.

7.4 Responding to misbehaviour (Consequences and sanctions)

When a pupil’s behaviour falls below the expected standard, staff will respond to restore a calm and safe environment and prevent recurrence. Responses may have the purposes of deterrence, protection and improvement. Staff will respond consistently, fairly and proportionately, taking account of any contributing factors and pupil needs.

Before serious sanctions are imposed, pupils will normally be given an opportunity to explain their actions and share their views. Where appropriate, staff will take account of the pupil’s age, understanding, SEND, safeguarding needs and any relevant contextual information.

Possible sanctions (applied case-by-case and age-appropriately) may include:

- Verbal reprimand and reminder of expectations.
- Completion or repetition of unsatisfactory work until it meets the required standard.
- Loss of a proportion of recreational time (with supervision and access to toilet, drink and snack).
- Loss of privileges.
- Written reflection tasks and restorative conversations.
- Referral to a senior member of staff.
- Communication home (phone call/letter/meeting).
- Behaviour contracts e.g. Pastoral Support Plan (PSP) where appropriate.
- Removal from class (see section 8.2) in response to serious or persistent disruption.
- Suspension or permanent exclusion as a last resort (see section 8.3).

Consequences are kept confidential. They may be shared with parents/carers of the pupil who has broken a rule where necessary, but are not shared with other parents/carers including victims of such incidents.

7.5 Reasonable force

There are circumstances where it is appropriate for staff to use reasonable force to safeguard children. “Reasonable force” refers to actions involving a degree of physical contact to control or restrain pupils. It will only be used as a last resort, using the minimum force for the minimum time, never as punishment, and always in a way that maintains safety and dignity. Incidents will be recorded and reported to parents/carers.

Staff may use reasonable force to prevent a pupil from: causing disorder; hurting themselves or others; damaging property; committing an offence. Staff will consider any specific vulnerabilities, including SEND, mental health needs or medical conditions.

Examples include removing a disruptive pupil who refuses instruction, preventing disruption on trips, preventing a pupil leaving when it risks safety, stopping a fight, or restraining a pupil at risk

of harming themselves. The decision is based on professional judgement and individual circumstances, reflecting on risk, pupil age and impact.

In circumstances where a pupil becomes significantly dysregulated and the use of reasonable force is neither appropriate nor safe, the remaining pupils in the class may be temporarily relocated to an alternative learning space. This measure is taken to ensure the continuity of learning and to maintain a safe, calm environment for all pupils and staff. The decision to move the class will be made by the responsible staff member based on professional judgement and in line with safeguarding procedures.

7.6 Searching, screening and confiscation

School staff have powers to search and confiscate items in line with statutory guidance. A search may be conducted with consent, and staff may search without consent where there are reasonable grounds to suspect a pupil has a prohibited item. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause injury, or damage property

The headteacher may authorise additional items banned by school rules. Searches are conducted by authorised staff, normally with a witness and same-sex searching, subject to statutory exceptions where urgency and practicability require. Parents/carers will be informed of searches for prohibited items, and searches are recorded in the safeguarding system. Strip searches are only conducted by police in line with PACE Code C; the school will advocate for the pupil's wellbeing and maintain records.

7.7 Off-site misbehaviour

Staff may sanction pupils for misbehaviour outside school premises when the pupil is: taking part in a school-organised or related activity; travelling to or from school; wearing school uniform; or otherwise identifiable as a pupil.

Sanctions may also apply at any time where misbehaviour could affect orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the school's reputation. Sanctions are only issued when the pupil is under lawful control of staff.

7.8 Online misbehaviour

The school may issue sanctions for online misbehaviour when it poses a threat or causes harm to another pupil, could have repercussions for orderly running of the school, adversely affects the school's reputation, and/or the pupil is identifiable as a member of the school. As with off-site behaviour, sanctions are issued when the pupil is under lawful control of staff.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police, preserving evidence as appropriate. The school will not interfere with police action, but may continue its own investigations and apply sanctions where this does not conflict. Where appropriate, the DSL will make a tandem report to children's social care.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that incidents of sexual harassment and/or sexual violence are met with a suitable response and never ignored. Pupils are encouraged to report any behaviour that makes them uncomfortable. Responses will be proportionate, considered, supportive and decided case-by-case. Procedures include appropriate risk assessments and routes for early help, children's social care referral and/or reporting to police, in line with safeguarding policy.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff, or an allegation of sexual violence/harassment against another pupil, that is shown to be deliberately invented or malicious, the school will consider disciplinary action in line with this policy. Where allegations are unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation needs help, and will also consider pastoral needs of those accused.

8. Serious sanctions

8.1 Reflection and Repair

Reflection and repair time, typically during break or lunchtime, may be issued by staff authorised by the Senior Leadership Team. The school will consider the pupil's safety, medical needs, and practical arrangements. Parents/carers will be informed where the school considers it necessary or appropriate.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal is a serious sanction and is used only when other strategies have been attempted, unless behaviour is so extreme that immediate removal is necessary to maintain safety and order.

- Pupils removed from class will continue to receive education under supervision. This education will be meaningful, but may differ from the mainstream curriculum.
- Removal may be used to restore order, maintain safety, allow learning in a managed environment, or allow a pupil to regain calm in a safe space.
- Parents/carers will be informed on the same day that their child is removed from the classroom.
- All incidents of removal from class are recorded with details of the incident and any relevant characteristics needed for monitoring.

At Blean Primary School, this may include “Free parking” within the year group or a safe/sanctuary space under supervision (see section 7.1 and “Further strategies” below).

8.3 Separation for safeguarding purposes

In exceptional circumstances, the school may need to temporarily prevent a pupil from attending school premises for safeguarding reasons. This may occur where there is an allegation of harm between pupils and temporary separation is necessary whilst risk assessments, investigations and safeguarding arrangements are completed.

This is not a suspension or permanent exclusion and will not be recorded as such.

Decisions will be made on a case-by-case basis by the Headteacher and Designated Safeguarding Lead (or deputy), taking account of safeguarding obligations, equality duties and the welfare of all pupils involved.

Where a pupil cannot attend school premises for safeguarding reasons, the school will work with parents, the local authority and relevant agencies to ensure appropriate educational provision is made where required.

8.4 Suspension and permanent exclusion

Good discipline is essential so all pupils can benefit from learning. Suspension and permanent exclusion are sanctions of last resort. They may be used where behaviour threatens the welfare or safety of others, causes persistent disruption to teaching and learning, or where allowing a pupil to remain would seriously harm the education or welfare of pupils or others.

At Blean Primary School, suspension is extremely rare. In the event of a serious incident, the headteacher may impose an immediate suspension. Parents/carers are notified in writing of reasons. A return-to-school meeting will be held to agree strategies to support positive behaviour. Where needed, an individual learning and attendance schedule may be agreed to ensure a return to full-time attendance in the shortest possible time.

The school follows the procedures set out within the school's Suspension and Permanent Exclusion Policy. Suspension and permanent exclusion will only be used where lawful,

reasonable, proportionate and procedurally fair. Decisions will take account of safeguarding needs, SEND, equality duties, pupil vulnerability, pupil voice and any alternative strategies that may be available.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that a pupil's behaviour may be impacted by a special educational need or disability (SEND) or mental health need. Incidents will be considered in relation to a pupil's SEND on a case-by-case basis. The school will take its legal duties into account, including making reasonable adjustments under the Equality Act 2010 and using best endeavours to meet needs under the Children and Families Act 2014. Where a pupil has an Education, Health and Care (EHC) plan, provision set out in the plan must be secured.

Preventative measures may include: planned movement breaks; adjusted seating; reasonable uniform adjustments; staff training (e.g. autism); access to separation or nurture spaces; and emotional regulation support (Zones of Regulation).

9.2 Adapting sanctions for pupils with SEND

When considering sanctions for a pupil with SEND, the school will consider whether the pupil was able to understand the rule or instruction, or act differently at the time as a result of their SEND. Where necessary, reasonable adjustments will be made, and support offered to prevent recurrence.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether underlying needs are not currently being met. Support and advice may be sought from specialist teachers, educational psychologists, medical practitioners and other agencies. Where needs are identified, the school will work with parents/carers to create and review support plans.

9.4 Pupils with an EHC plan

The school will co-operate with the local authority and other bodies to secure EHC plan provision. Where behaviour concerns arise, the school may contact the local authority to discuss and, if appropriate, request an emergency review of the EHC plan.

Blean inclusion practice: For pupils with SEND, SEN Support or with an EHC plan, particularly where SEMH needs impact behaviour, the school will address underlying causes and may use an Individual Learning Passport, an Individual Behaviour Plan, and/or a Pastoral Support Plan (PSP). The school may seek external support (e.g. specialist teaching services) and may refer to Early

Help with parental consent. Vulnerable pupils may be supported through targeted pastoral intervention (e.g. Pupil/Parent Mentor).

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils understand how to improve behaviour and re-engage positively with learning. This may include:

- Restorative conversations using restorative questions.
- Reintegration meetings following removal from class or suspension.
- Daily check-ins with pastoral staff or senior leaders.
- Pastoral Support Plans (PSPs) or Individual Behaviour Plans.
- Access to regulation spaces or sanctuary provision at playtimes for pupils who find unstructured times challenging.

Further strategies and facilities

For children who find recreational sessions challenging, Blean Primary School provides a sanctuary (Cloud Zone, Drop and Draw, Clubs) during a portion of recreational sessions. A child may request or be directed to take advantage of this strategy for a fixed period of time. Children are supervised by support staff who facilitate constructive social interaction and collaborative activities. Children are always allowed time to eat and use the toilet.

11. Pupil transition

11.1 Inducting incoming pupils

The school supports incoming pupils by arranging a meeting with the parents/ carers and the pupil to explain the behaviour standards through an induction process to familiarise them with this policy and the wider school culture. Extra support and repeated induction sessions are provided where appropriate, including for mid-phase arrivals.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition, pupils have transition sessions with new teacher(s) and staff hold transition meetings. Where needed, information relating to behaviour and support plans may be transferred to relevant staff to ensure continuity.

12. Training

As part of induction and ongoing professional development, staff receive training on managing behaviour. This includes:

- The school's behaviour curriculum, routines and restorative approaches.
- De-escalation and relational practice.

- How SEND and mental health needs can impact behaviour.
- Safeguarding and how behaviour may indicate unmet needs.

Sharing of this policy is integral to induction for new staff. The SLT evaluates the effectiveness of this policy seasonally and the policy is reviewed annually at the beginning of each academic year with staff.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school collects and analyses data on:

- Incidents involving removal from class, use of safeguarding separation arrangements, suspensions and permanent exclusions through the school's systems (e.g. CPOMS).
- Attendance, suspensions and exclusions.
- Incidents of searching, screening and confiscation.
- Perceptions of the behaviour culture (where appropriate via surveys and feedback from pupils, staff and parents/carers).

Behaviour data is analysed regularly to ensure the policy is being applied fairly and to identify any trends or disparities between groups of pupils, in line with duties under the Equality Act 2010. Findings inform staff training, pastoral interventions and policy review.

13.2 Monitoring this policy

This behaviour policy and the written statement of behaviour principles are reviewed at least annually and more frequently if needed, to address findings from monitoring and evaluation. Governors hold the headteacher to account for implementation.

14. Links with other policies

This behaviour policy is linked to the following policies and documents:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy/Strategy
- SEN Information Report and SEND Policy
- PSHE/RSHE Policy
- Equality and Diversity Policy
- Searching, Screening and Confiscation procedures (where separate)
- Any Mobile Phone/Smart Device Policy (where separate)

There policies can be found on the school's website: www.bleanprimary.org.uk/about-us/policies

Appendix A: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between school and home.
- Violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board annually.

Appendix B: Restorative questions

- What's happened?
- What were you thinking at the time?
- Who has been affected by the actions and how?
- What needs to be done now to make things right?
- How can we do things differently in the future?

Appendix C: Blean Bee expectations (Be Ready, Be Respectful, Be Safe)

Be Ready	Be Respectful	Be Safe
Learning behaviours: attentive; focused; determined	Treat people with courtesy, politeness and kindness	Control your emotions; control your body; think clearly
Positivity: resilient – never give up; use the school values; make the right choices; believe in yourself	Display good manners: wait your turn; listen to others; say please and thank you; one voice	Be calm; get support; think positively
The right attitude: enjoy learning; do your best; be the best you can be; challenge yourself; work hard!	We value: others' opinions; others' beliefs; other cultures and faiths	Move around safely; keep hands and feet to yourself; think before you act
Show that you're listening		Take your time; predict outcomes; be sensible; follow instructions

Appendix D: Blean Primary School Behaviour Blueprint

Rules	Visible Consistencies	Over and Above Recognition
1. Be Safe	1. All adults at Blean are calm, considered and controlled at all times	1. Positive communication home
2. Be Ready	2. We are relentlessly positive (high expectations of all)	2. Celebration Assembly
3. Be Respectful	3. We build trusting relationships displayed in a professional manner	3. Recognition boards
Relentless Routines		
1. Meet and Greet with eye contact	2. Positive public recognition / Reprimand in private	3. Challenge any poor behaviour
Stepped Boundaries	Microscript and Mantras	Restorative Questions
1. Non-verbal reminders / support	1. Use name and correct body language	1. What happened?
2. Reminder of the school rules	2. I have noticed..... and highlight rule that hasn't been followed	2. What were you thinking at the time?
3. Use the Microscript approach	3. I need you to...	3. Who has been affected by the actions and how?
4. Immediate consequences	4. Do you remember when (think of a positive comment)...	4. What needs to be done now to make things right?
5. Repair / Restorative conversation	5. Believe they can turn it around, walk away and observe a positive	5. How can you do it differently in the future?

