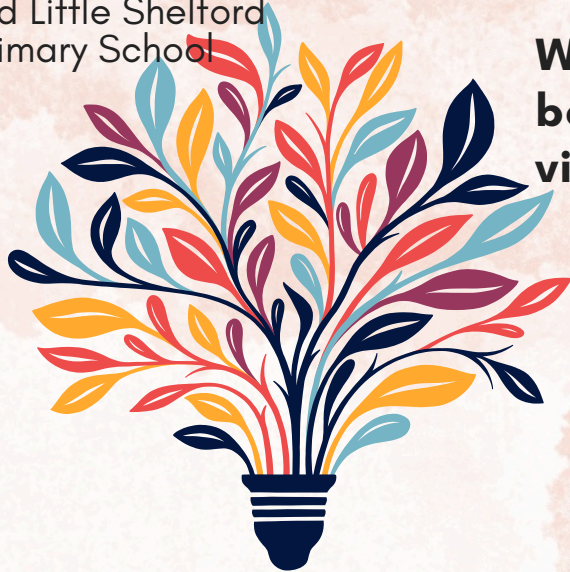
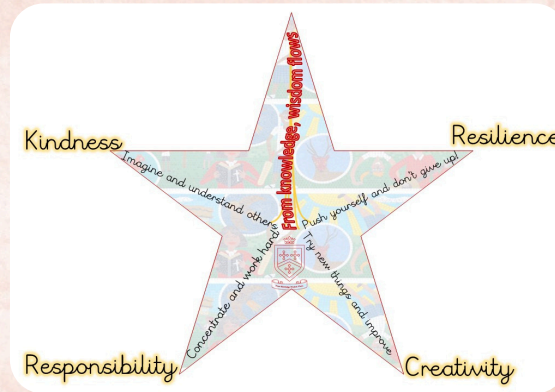


# Teaching Prosocial Behaviour

Great and Little Shelford CE (A) Primary School

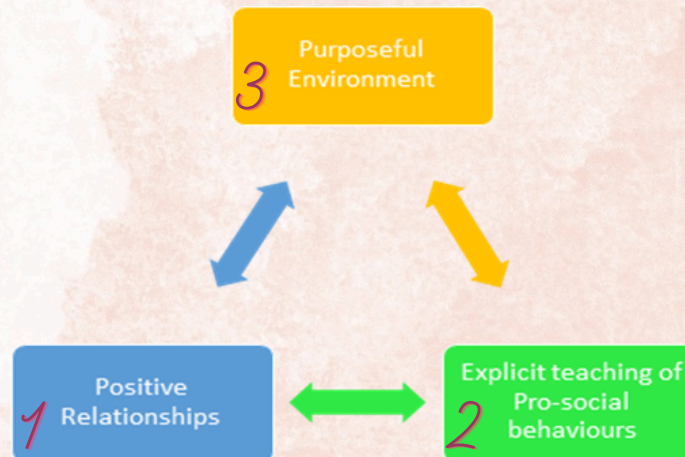


*We live and work in harmony with love for one another, so we can achieve our potential within a community of lifelong learners.*



**We teach prosocial behaviours through our vision and values**

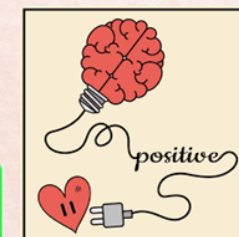
We use three key levers to teach prosocial behaviours at Great and Little Shelford CE (A) Primary School:



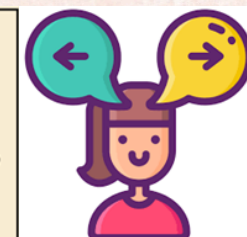
## 1. Positive Relationships

**We use a relational approach because we believe that strong, positive relationships and a sense of belonging underpin, positive prosocial behaviours.** We use a restorative approach to behaviour because it supports pupils to develop an understanding of how their own behaviour and actions impact upon other members of our community.

To enable children to develop the Shelford Star Values and model prosocial behaviours we will be **positive, consistent** and **compassionate**. These three adult behaviours underpin how we interact with pupils to support them. They stem from our school's vision and values and were decided by staff in March 2025.



**Positive**



**Consistent**



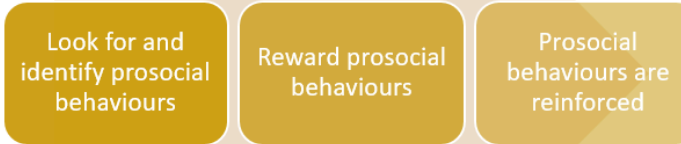
**Compassionate**

## 2. Explicit Teaching of Prosocial Behaviours

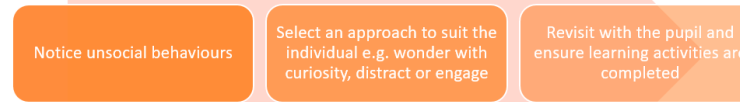


## 2.1 How Consequences Teach Prosocial Behaviour

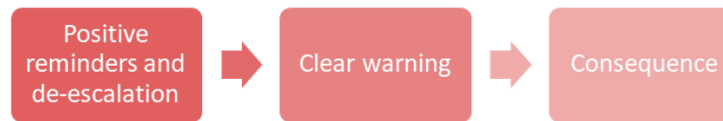
### Prosocial Behaviours



### Unsocial Behaviours



### Antisocial Behaviours



### Consequences are issued privately.

#### Protective

- **A separate playtime** in or outdoors with a small group/adult (or pause from specific activities);
- **Removal of independent access** to a space/part of school
- **A personalised timetable**

#### Educational

- **Time at free times** to complete unfinished work or hold a restorative conversation with an adult;
- **Reparation** - tidying mess or items that have been disturbed, repairing damage.
- **Individual Behaviour Ladder**

## 3. Purposeful Environments

All areas of the school need to feel purposeful and calm. The physical environment has an influence on the feelings and emotions of the staff and children. We aim to create a purposeful environment where distractions and sensory overload are minimised.



At Great and Little Shelford CE (A) Primary we aim to provide:

- well organised spaces where resources can be found easily;
- appropriate therapeutic spaces for emotional regulation;
- suitable group spaces for focused learning;
- well labelled spaces for pupils' belongings;
- consideration of acoustics;
- lighting which is appropriate for the use of the space.