Teaching Prosocial Behaviour

Great and Little Shelford CE (A) Primary School

We teach prosocial behaviours through our vision and values

Responsibility

We use three key levers to teach prosocial behaviours at Great and Little Shelford CE

(A) Primary School:

Purposeful Bnvironment



Positive Relationships

Explicit teaching of Pro-social behaviours



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

learners.

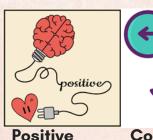
1. Positive Relationships

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

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.







sistent Compassionate

2. Explicit Teaching of Prosocial Behaviours

2.1 How Consequences Teach Prosocial Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

This is in-line with Cambridgeshire's Therapeutic Thinking approach. Pupils learn about good behaviour through teaching and applying the Shelford Home School Agreement school values and Whole School Rules.

During **RE** and **PSHCE** pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger.

Collective Worship covers stories, values and themes to further enhance and sustain a sense of community and a positive ethos, often using Jesus' examples and parables to guide and modify our behaviours.

Prosocial Behaviours

Look for and identify prosocial

Reward prosocial

Unsocial Behaviours

Antisocial Behaviours

Positive reminders and de-escalation



Clear warning



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 greas 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.