



SHIPTON BELLINGER PRIMARY SCHOOL INCLUSIVE AND RELATIONAL BEHAVIOUR POLICY SPRING 2026

Introduction

At Shipton Bellinger Primary School our school STAR values of Safe, Together, Achieve and Respect show all that we do and enable us to fulfill our core purpose of "to provide a safe and respectful learning environment where everyone can grow and achieve together". We support our children to become happy, confident individuals who build positive relationships with others. We help them to understand and make a positive contribution to our diverse and rapidly changing society.

This policy has been built around a 5R principle: Recognition, Regulation, Relationship, Reflection and Response. It is about understanding the needs of every child and developing a sense of belonging within our school community.

Rationale/ Ethos/ Principles

- To support the friendly and nurturing ethos of the school which underpins its' drive for successful learning
- To develop in children an awareness of their human rights and their responsibility to respect the rights of others
- To create the conditions so effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a well-organised, fair and calm atmosphere, in which children are encouraged to try their best, both in the classroom and in extra-curricular activities. Behaviour is always a form of communication and we work hard to interpret the message that a child is sharing. We support this with our 5R approach to understanding behaviour, responding to it and ensuring the unmet need is met.

Recognition: through highlighting and rewarding positive behaviour we aim to create a positive caring and secure environment that promotes high self-esteem in everyone and encourages children to respect others and develop a sense of self responsibility. We model and celebrate success as well as recognise when an individual requires something additional or different to support their learning.

Regulation: Time to pause and reset is critical for some of our most vulnerable pupils. Settling activities can support transitions within and beyond the school day while others require regulated time for movement or brain breaks.

Relationships: The power of an effective relationship means trust and respect can be built. Without this, we believe

children are less likely to develop intrinsic motivation. It is our intention that all children feel safe and know they can take risks in their learning. In building relationships with adults and peers, we build trust.

Reflection: We recognise that everyone makes mistakes and it is important to have time to reflect on undesirable behaviours so that we can learn from them. We use the language of wondering to unpick and understand the behaviour so we can establish what can be done differently next time. Reflection is also a time for children to note their low level behaviour and pause to think about what needs to change.

Response: At Shipton Bellinger Primary School, we believe in logical, natural consequences for behaviour. We use a restorative approach where children are part of the discussion around consequences and recognise how their behaviour has an impact on themselves and others.

Our expectations are that children will:

- Show respect for each other and their environment
- Be polite and considerate
- Care for others
- Think about their actions and reactions
- Work cooperatively
- Listen to adults and each others
- Have regard for the safety of themselves and others.

2. Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school Inclusive and Relational behaviour Policy. All adults are expected to model the positive behaviour we expect from children.

Guidance for ALL Staff:

1. Positive reinforcement of positive behaviour is more effective than negative punishments. When issuing a consequence for negative/ inappropriate behaviour, this should be in a manner in which the child learns how to correct their behaviour, this should be in a manner in which the child learns how to correct their behaviour and not in a punitive way. Staff should remain calm yet assertive at all times. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Censure should focus on the behaviour not the child. It should focus on the restorative. Remaining CONSISTENT, PERSISTENT, INSISTENT is imperative.
2. Although there are agreed consequences for children who are not demonstrating the behaviours being asked of them, it is the encouragement of positive behaviour, which is far more important than punishment. Staff should praise children who respect the rights of others by behaving politely, kindly, sensibly etc. Ensuring children maintain a good level of self-esteem is a priority in our school.

Fairness, tolerance and respectful behaviour and positive attitudes should be discussed in P.S.H.E lessons (SCARF), circle times and in school assemblies. We need to teach behaviour as we teach other aspects of the curriculum.

Staff may use recognition, stickers, certificates, Book of Brilliance, celebrating with other staff, informing parents at the end of the school day and phone calls home to acknowledge and reinforce positive behaviour as well as academic achievement. Praise should outweigh censure by at least 3:1 but should be handled in a way that the child feels comfortable.

3. A well-managed environment decreases potential for problems. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. Well-prepared lessons that take into account the range of abilities within the class tend to have few discipline problems. A calm, controlled learning environment is conducive to positive learning as well as positive behaviour.
4. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to show care and respect for everyone and for all property.
5. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc. Children should be listened to and spoken to calmly. They should never be belittled.
6. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered (see anti-bullying statement below).
7. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances and will result in disciplinary action being taken. However, reasonable force may be used to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Please see the school's Restrictive Physical Intervention Policy.
8. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to suspension or exclusion. Staff should consult the Head Teacher when behaviour causes concern and this should always be recorded on CPOMs clearly detailing the consequences that were issued as a result of the concerning behaviour. Staff need to complete ABCC sections on the CPOMs incident form. These can be shared with outside agencies where appropriate to support the child in reducing unwanted behaviour.
9. Every adult will meet and greet everyone in the morning in a warm and positive way. We will endeavour to make this the class teacher in the classroom with additional adults providing in class support to settle and prepare for the day. In classes where the children enter from an external classroom door, the class teacher should endeavour to be present on the door each morning.

The following steps should be taken to reduce unwanted low-level behaviour:

- Remind the child of our school STAR values and explain what behaviour you expect them to display.
- Give the child a warning if the unwanted behaviour continues. Explain what the consequences will be if the

behaviour continues: the child will miss 5 minutes of play/ complete the task during break time.

- If the behaviour continues, it may be beneficial for the child to have some time-out. There may be a natural consequence to the behaviour such as completing the task or tidying up. Their parents will be informed at the end of the school day either in person or by a telephone conversation.
- Every child should start a new day with a 'fresh start'

The same language of Reminder, Warning and Consequence will be used at all unstructured times of the day such as playtimes and lunchtimes. Reminders are never recorded publicly in the classroom and can be recorded secretly by the adult.

If a child is issued with time-out, a visual prompt such as stopwatch or time should be provided. As soon as the time-out has been completed the child should be welcomed back to the group and a 'fresh start' will commence.

Those children who are on IBMPs or Therapeutic Timetable may be given three reminders (again recorded discreetly) and as a consequence, need to wait 1 minute (for every three reminders) off their 'choosing time'.

Positive behaviour will be prompted by:

- Ensure an appropriate learning environment is provided which meets the needs of the individual
- All adults in the school need to be a positive role model
- Having a CONSISTENT, PERSISTENT, INSISTENT approach towards appropriate and inappropriate/distressed behaviour.
- Noticing and praising positive behaviour, particularly those children who demonstrate our STAR values.
- Developing the children's interpersonal skills through PSHE (SCARF) curriculum
- Encouraging children to have a regard for and an understanding of the feelings of others.
- Helping children develop the ability to solve their own problems by reasoning with others and developing their understanding of fairness by example.
- Giving the children a sense of responsibility, involving them in the formulation of the class charters and understanding the reasons for them
- Encouraging children to share concerns and anxieties
- Individual children with specific behaviour difficulties will have an individual behaviour management plan (IBMP), with targets. This will be organised in conjunction and after discussion with parents.

Recognition Strategies:

- Each class has a picture of the class animal (Fox, Hedgehog, Butterfly, Lion, Owl or Robin) and the STAR values. When children achieve a value, it is verbalised by the adults and their name moves to the corresponding value - e.g. "You have made [insert adult, child or me] happy with the way you have....." "Thank you for keeping our learning environment safe, I have noticed that....." "You've achieved some great work in maths today, move your name to achieve" "I like how you have done....." "I really like the way you are....." This display is refreshed daily.
- Children who end the day on a value receive an 'I show our school values today!' sticker to recognise their achievements.
- Stickers and certificates will be used to highlight examples of positive behaviour.

- Each week one child from each class will be selected to receive a STAR Value award in our STAR Celebration Assembly if they have present specific competencies in one or more of the STAR values.
- Wider learning is also celebrated through certificates for individual clubs and wraparound care.

3. Unacceptable behaviour

Any behaviour will be dealt with by the appropriate adult generally by talking with the child giving reasons why the behaviour is unacceptable or validating the feeling for the distressed behaviour.

At Shipton Bellinger Primary School, we operate a restorative approach to managing inappropriate and distressed behaviour and adults working with specific children use planned scripts.

The language used with inappropriate/ distressed behaviour is very important.

Examples of language:

- Show me you Shipton Walking - Thank you (Not saying please_
- Use a command rather than an instruction
- How can I help you?
- I'm wondering if I can.....
- I am noticing that you are.....
- Non verbal cues - It looks like you're hungry
- When you have done.....then we can do.....
- Now we are going to do.....then we will.....
- Your choices are x or Y

For incidents of low level unacceptable behaviour the following procedure is applied:

1. All children begin their day on the class picture which represents that they are ready to learn.
2. A child will be given a warning for low level, undesirable behaviour often in the form of thanking others for the right choice and reminder of acceptable choices e.g. when a child is not sat on their bottom during a class input, a reminder of "thank you for showing your Shipton sitting" will be used.
3. If this behaviour is repeated, a reminder is given alongside what behaviour should be displayed
4. If the teacher feels it would help the child to have some time out to think about their behaviour, the child may be asked to sit in a quiet spot to reflect on their behaviour.
5. If the behaviour is repeated again then the headteacher or another member of SLT would talk to the child, explain why the behaviour is not acceptable, liaise with the class teacher regarding a suitable consequence and their parents informed by the teacher of the events that have happened. This will need to be recorded on CPOMs.

Appropriate consequences will also be applied to a child for inappropriate behaviour based on the behaviour, what would the natural consequence be and the child's needs. These will vary from child to child depending on the inappropriate behaviour/ distressed/ negative behaviour demonstrated and may include:

- The loss of some playtime or time out
- Moving the child within the class in order that they may reflect on their actions.

At Break time and lunchtime, when an incident occurs the children will be asked to explain what has happened to an adult who will assess the situation and, if appropriate, ensure that the children understand which STAR value has not been followed and how they could avoid this in the future. If incidents do occur at break/ lunch times, the class teacher will be informed when the sessions is over/ or before if appropriate and the children return to class. The consequence will then be discussed.

Problems which are considered to be serious and persistent will be dealt with in consultation with parents. Incident records may be kept for children who frequently exhibit unacceptable behaviour. Programmes for improving behaviour will be set up, where appropriate with the involvement of the Primary behaviour Support Service or ELSA or Thrive.

There may be occasions when children need to de-escalate using our calm down room. This is a space for children to regulate their behaviour, be supported to regulate with an adult or complete sensory activities to alert, organise or calm. Examples of these activities can be found in each classroom and in the calm down room. This is also a space where children can go to be safe and ensure that their behaviour is not putting themselves or others at risk or in unsafe situations.

4. Bullying

We want to ensure children feel safe in school and therefore all staff will adopt this policy to ensure there is a CONSISTENT, PERSISTENT, INSISTENT approach to behaviour management across the school. We have a zero tolerance approach to any behaviour which may cause segregation of groups or individuals. Please see our separate Anti-bullying and Aggressive behaviour Policy. The aim of the policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. This should be read in conjunction with Keeping Children SAFe in Education 2024.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviours, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist, homophobic or any other discriminatory remarks)
- Indirect (e.g. spreading rumours, excluding someone from social groups)
- Cyber bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional, psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence

and secrecy nurture bullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may also be evidence of changes in work patterns. Pupils must be encouraged to report bullying.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMs and the Headteacher, Assistant Headteacher or member of the Senior Leadership Team
- The Headteacher, Assistant Headteacher or member of SLT will interview all concerned and will add an action to the CPOMs record
- Teachers will be kept informed
- Parents will be kept informed
- Actions and consequences will be used as appropriate and in consultation with all parties concerned.

Pupils

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE (SCARF), check-ins, assemblies and subject areas, as appropriate, in an attempt to raise awareness and eradicate such behaviour. The school will also take part in National Anti-Bullying week, annually.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Offering ELSA/ Pastoral support
- Offering THRIVE, if appropriate

Pupils who have been bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents/ carers in order to help to change the attitude of the pupil
- Offering ELSA/ Pastoral support to try and establish the root of the problem

Where appropriate the following steps can be taken:

- Official warning to cease offending
 - Make alternative arrangements for the perpetrator during vulnerable times of the day (e.g. not on the main playground during break/lunchtimes)
 - Suspension
 - Exclusion
- (Exclusions in line with Government Guidelines 2022)

5. Roles and Responsibilities

The Headteacher:

- Determines and makes known within the school measures which will promote self discipline, encourage good behaviour and respect for others and secure an acceptable standard of behaviour.
- Ensures that the agreed guidelines are fairly and consistently applied
- Acts in accordance with any particular guidance offered by the governing body

In Practice:

- The Headteacher will consistently promote the aims of the policy and, in particular, awards certificates/ golden stars for exceptional positive behaviour in assembly.
- The Headteacher will also deal with significant incidents of unacceptable behaviour and inform and involve parents as described above.

Teachers and Support Staff:

- Maintain good order and discipline among the pupils and safeguard their health and safety
- Ensure the efficient conduct of the education process
- Use CONSISTENT, PERSISTENT, INSISTENT language
- Use de-escalation, deflection and distraction with inappropriate behaviour or when a child is becoming heightened/ demonstrating distressed behaviour
- Understanding when to 'tap out', change of face, needing extra support through the red card system

In Practice:

- Teachers will CONSISTENTLY, PERSISTENTLY, and INSISTENTLY promote the aims and procedures of the policy with particular regard to their own classes but also within the school as a whole.

6. Working with Parents

We wish to work with parents as partners in promoting the aims of this policy. Parents will be informed of positive behaviour through comments on half termly progress reports, parents evenings, recognition certificates and annual reports.

In cases of significant or persistent unacceptable behaviour, parents will be contacted by the class teacher or

Headteacher. PArents will be informed of and involved in any improvement programmes devised for individual children. The school is committed to supporting parents and working together to improve pupil;s behaviour. Therefore, the school may refer parents to Primary behaviour Support (PBS), if it is felt specialist advice is sought for more complex behavioural needs.

Although the school has an inclusive approach to supporting behaviour, there may be times when it is necessary to suspend a child from school for a fixed period of time. If this is ever the case, the school will follow Hampshire County Council's procedure for suspensions and exclusions. Please see the separate policy relating to this.

7. SEND

In some cases children will have social, emotional and mental health difficulties. These difficulties should be managed and viewed in the same way as a child with learning or physical difficulties. As such, specialist resources, equipment and strategies will be required and advice will be sought from outside agencies (PBS, Educational Psychologist Service, CAMHS). Where relevant, these children will have a detailed Individual behaviour Management Plan (IBMP) which will be written by the class teacher, SENDCo and parents and will take account of the child's views. The plan will be reviewed regularly and will clearly set out how all members of staff will respond to unwanted behaviours and how to de-escalated such behaviours. The plan will be shared with all members of staff to ensure consistency.

Each class will have a behaviour overview, which will summarise the behaviour needs in the class, systems in place and how to respond to inappropriate behaviour.

As part of an inclusive approach to learning, we develop strong relationships with pupils to personalise learning and tailor additional support. We invest time through THRIVE approaches, 1:1 support, and small group learning to unpick the needs of individuals. Modification can be made in task design, support resources or visual timetables that meet the needs of individuals.

Therapeutic Timetables

Based on the children's needs, for them to be successful with their learning and behaviour in school, the approach to the daily timetable may look different. For example, movement breaks, sensory activities, regulation time, THRIVE tasks and snack breaks will need to be planned for. It might also take account for the period of time a child can sustain an activity for and therefore need shorter bursts to enable them to be successful. For all transition times, a 3 minute visual timer will be given.

8. Guidance for Playtimes

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. All staff should maintain high expectations for positive behaviour, apply the school policy CONSISTENTLY,

PERSISTENTLY and INSISTENTLY and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict. It is essential that children are approached justly and fairly.

4. Any incidents should be logged on CPOMs and a member of SLT should be informed. Parents/ Carers of all the children involved should always be informed.

9. Pastoral Care

This is the responsibility of all staff, but especially the class teacher of the child concerned. Efforts should be made to build up an understanding of the child and grown-ups should have a positive relationship with every child. It should also provide an awareness of any underlying problems/ unmet needs the child may have.

Children can access pastoral care from any member of staff either in class or out of class time. All staff have the support of the Headteacher and Assistant Headteacher in matters of pastoral care and also have access to other members of the SLT. Additional services within Hampshire County can also be accessed.

10. Damage to property

Damage to school property through inappropriate behaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and where appropriate, with a request for the voluntary contribution towards the cost of repair or replacement.

11. Monitoring

The school will review this policy annually and assess its implementation. The policy will be monitored by the SLT.

12. Other Policies.

This policy should be read in conjunction with other Shipton Bellinger Primary School Policies. These include but are not limited to:

- Restrictive Physical Intervention Policy
- Collective Worship Policy
- Anti-bullying and Aggressive behaviour policy
- Suspensions and Exclusions Policy

