Shipbourne School

Positive Relationships Policy

Written by: Headteacher	Date: July 2026
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Version control	Date and formatting changes only

Aims

At Shipbourne School we strive to promote positive relationships and effective behaviour for learning by:

- Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued.
- Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school.
- Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices.

Principles

There are certain principles upon which our Positive Relationship Policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.
- Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day.
- We are dedicated to helping children to recognise, address and take responsibility for their choices.
- We believe it is our duty to promote, encourage and celebrate positive relationships and exemplary behaviour within the school.

Equal Opportunities

It is understood that children will be at different stages of their social development and that children who have disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case, these children will have a Personalised Provision Plan, Individual Support Plan or Positive Handling Plan, which will detail interventions as well as individual steps that will be taken to support positive behaviour and enable children to make good choices. These plans are drawn up by the SENCO, Headteacher and Class teacher, in consultation with parents and outside agencies.

British Values

British Values underpin all that we do at Shipbourne School. Children are encouraged to use these values to:

- Develop their self-knowledge, self-esteem and self-confidence.
- Distinguish between right and wrong and to respect the rules of the school and wider society.
- Accept responsibility for their behaviour, show initiative and contribute positively to other people's lives.
- Show an understanding and tolerance of different faiths and cultures.
- Respect other people and the need for democracy.

Positive Relationships through our school ethos and values

At Shipbourne School we endeavour to promote positive and effective learning, behaviour and relationships through our simple school motto: Nurturing life-long learners!

Our school values help us all to understand what our behaviour should look like:

- Kindness – we treat everyone with respect and show empathy and care for their feelings in the calm way we speak and behave;
- Ambition – we persevere to achieve our very best and learn from our mistakes;

- Unity – we work together as a team, include everyone fairly and communicate our thoughts and feelings carefully;

- Curiosity – we ask questions to find out about each other and always strive to learn more;

- Honesty – we always tell the truth about what we are doing and ask for the help we need;

- Appreciation – we show that we are grateful for the opportunities we have and the care others give us.

All staff know that children will not be able to progress or succeed to their full potential unless their basic and psychological needs are met. Therefore, positive relationships sit at the heart of our school ethos. The focus is to have open, secure and transparent relationships with children and their families, to ensure that they are safe, valued and happy. This, in turn, will ensure progress and success for all.

Positive Relationships Strategies

A range of strategies are employed to support all children in managing their relationships and consequent behaviours:

- All adults consistently follow the Behaviour Blueprint at all times.
- A range of teaching styles are used in class to meet the children's various learning styles.
- Work and resources are adapted to ensure that the children's individual needs are met.
- Children are given clear boundaries that are consistently enforced to keep them safe.
- Whenever possible, children are informed in advance of changes in routine.
- Timetables and expectations are shared daily.
- Staff work closely with parents and carers to establish positive relationships.
- Alternative arrangements are made for children struggling during break and lunchtimes.
- Positive relationships and behaviour for learning are acknowledged and encouraged consistently throughout the school day.
- Children are encouraged to take responsibility for their own behaviour and make the right choices.
- Each year children, parents and the school agree to an updated Home Partnership Agreement.
- Zones of Regulation are used across the school, embedding a common language to help children to recognise and accept their feelings and emotions; they encourage children to take responsibility for improving their mood or behaviour through strategies and toolkits.

Our Expectations

We expect all adults to:

- Consistently follow the Behaviour Blueprint and Positive Relationships Steps.
- Model correct behaviour.
- Build positive relationships.
- Help students learn how to behave.
- Recognise, praise and, if appropriate, reward correct behaviour.
- Support each other in adhering to this policy.
- Make learners feel valued, important and that they belong.
- Frequently refer to the school's agreed standards and Behaviour Blueprint.
- Avoid confrontation, be calm and give time for pupils to respond appropriately.
- Be a visible presence around the school and address all behaviour issues they witness.
- Meet and greet students at the start of the day.
- Be ready! Ensure key routines and lessons are well planned and executed for all students (resources, support, clear deadlines, clear expectations and success criteria, appropriate groupings, challenge, use of reflective questioning and reflection).

- Where possible, eg. first thing in the morning or after break, books and equipment will be ready on tables and lessons will always be well planned, prepared, resourced and challenging to avoid disruption.
- Start each lesson in a similar way and give instructions so that children know what to do and what learning to expect; ensure that expectations at the start of every lesson are clear, welcoming and consistent.
- Use non-verbal and visual cues to support ready responses and to limit the amount of spoken instructions for regular routines.
- Recognise positive behaviour by consistently awarding Dojo Points, keeping MCAS behaviour records updated and awarding class termly Star of the Term.
- Follow up incidents with restorative conversations and adhere to the Positive Relationships steps.
- Refuse to shout.
- Discuss concerns and individuals in private and not negatively as a group.
- Promote fantastic speaking, listening, walking, non-verbal indicators (body language) and wearing of school uniform.

Parents'/carers' responsibilities are to:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Be aware of and support the school rules and expectations
- Follow the Parent, Visitors and Carers Expectations Policy and Home Partnership Agreement.

Shipbourne School Behaviour Blueprint

At Shipbourne School, we have three core rules underpinned by one Golden Rule:

Treat others how you would like to be treated by:

Making good choices	Owning our behaviour	Being kind

We strive for all of our community to:

- Be proud to be a part of Shipbourne School.
- Be polite and act appropriately, wherever they are and whatever they are doing.
- Model respect and polite manners.
- Ensure body language and tone are positive.
- Look after their property and that of others.
- Remain fair and consistent.
- Take pride in their appearance, environment and learning.
- Communicate politely, kindly and calmly, taking time to listen to others.
- Respect others' beliefs and opinions.
- Be ready for every activity.

At Shipbourne School, we reward positive behaviours using the following systems:

1) A simple 'Well done' or smile is enough most of the time!
2) Each class will have one collaborative reward system in place which will be contribute towards whole school team Dojo points, with each child being a member of one of four school teams: Egyptians, Greeks, Mayans and Romans. Each term, the winning team will receive a team reward of their choosing.
3) Regular positive feedback to parents will be given verbally on the gate or via MCAS behaviour updates.
4) A weekly Celebration Assembly will celebrate individual success, both inside and outside of school, with a focus on achievements that demonstrate our values.
5) A Star of the Term will be awarded to at least one member of each class three times a year and presented at our family church service.

At Shipbourne School, we manage whole class behaviour by using the following strategies:

1) Hands up and fingers on lips.
2) Hold up a hand and non-verbal countdown.
3) Clapping a rhythm.
4) Playing a musical instrument.
5) Playing a song/ countdown.
6) Verbal responses .
7) Whispering- follow the adult's voice.

At Shipbourne School, we have consistent routines in place to ensure that all children feel safe, secure and valued.

Routines	Verbal Cues/Recognition	Non-Verbal Cues/Recognition
All children to walk through the school.	Thank you for walking beautifully. That is beautiful walking, well done!	Thumbs up Eye contact Smile
All children must stand up and line up quietly.	Line up quietly, thank you. Sit back down. Let's try again. Well done for lining up quickly and quietly.	Signalling children to stand up by moving palms in an upwards motion Standing visibly at front of line with finger on lips
All staff to have specific areas to greet the children in the morning and at the end of break times with genuine engagement.	Good morning! Welcome back to class. It's lovely to have you back.	Always a warm smile! Taking time to make personal conversation and engage in a short conversation / respond to conversations they initiate
All staff to monitor cloakrooms and toilets during transition times.	Thank you for hanging up your coat on your peg. Well done for remembering to put your book in the box. Well done for walking into the toilet quietly and sensibly.	Thumbs up Eye contact Smile
All children and staff must walk in and out of assembly in silence.	If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.	Hands up Fingers on lips Thumbs up
All staff and pupils should sit silently and 'smartly' in assembly whilst listening to the music.	Thank you for listening silently to our music. Well done for using this time to reflect and calm your thoughts.	Assembly lead standing visibly at front with fingers on lips Crossed fingers for sitting Point to ears for good listening and eyes for good looking
All staff and pupils to stand up/sit down silently and sensibly when requested during assembly.	Thank you. Let's try that again.	Raise hands upwards for standing up; lower for sitting down
During lesson times, only one child can visit each toilet at a time and only when vital as children reach older year groups.	If you are able to wait until break, that would be helpful. Please wait until your friend has come back.	
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice.	Please remember your indoor voice. Thank you for using your indoor voice. The other classes will appreciate you using your indoor voice. This will help them to learn.	Fingers on lips Sign language sign for little

	During playtimes, children should play calmly and kindly, without grabbing, play fighting or rolling around on the floor.	Thank you for choosing a calm game. Thank you for including everyone who wants to join in. Thank you for using gentle hands. Let's stop and talk about how we can make things better.	Smile Monitoring from a range of strategic positions on the playground Visible Taking time to make personal conversation and engage in a short conversation / respond to conversations they initiate
	At the end of break times, the bell is rung, and all children should stop and stand silently. When instructed they should walk quietly to their lines, tidying toys and belongings as they go. The children walk to class doors where their teacher will be waiting.	Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and try that again.	Bell Adult to stand at different points in the line each day
	At lunch time, pupils should be sent to the toilet/sink to quietly wash hands a table at a time then return to line up to be taken silently to the hall or dismissed calmly to go outside. Second sitting pupils should line up by the staff entrance door when the bell has rung, be given sanitiser by duty staff then led silently to the hall door.	Let's walk into the hall and show everyone our beautiful walking. Thank you for walking to your seat and using an indoor voice in the hall. Let's go back and try that again.	Raise hands to stand up Finger on lips for silence Staff visible at front of line
	Staff on duty in the hall to praise children for arriving calmly, using great table manners and indoor voices.	Well done for using your knife and fork. Thank you for lining up patiently Well done for eating all of your lunch Let me show you how to…	A warm smile Thumbs up Lunchtime reward stickers Hand up or clapping rhythm to gain attention
	At the end of the school day, staff to send one table/year group at a time to get their belongings. All children then return to their table and stand silently. Children to be released through classroom doors directly to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile!

Restorative Practice

Our staff will use restorative practice to support pupils when things go wrong.

- Restorative practice is not the same as restorative justice. Restorative practice seeks to modify rather than change behaviour.
- Restorative practice recognises that everyone makes mistakes but that these can be learnt from.
- Learning is the most important thing we do every day and learning to improve our behaviour is part of this process.

Conflict Resolution and Restoration

When conflict occurs, as it naturally will, we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision.

They need:

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour.
- An opportunity to accept responsibility for the harm caused.
- The space to identify what needs everyone has.
- The chance to come up with a plan to meet these needs moving forwards.

This restorative conversation will take a three-part structure and will include, but not be limited to, the following restorative language:

INCIDENT- What Happened?	
What happened next? What has brought us here today? What were your thoughts at the time? What were you thinking? What do you think about it now? How were you feeling? After that happened, what happened next? What else?	At that point what were you thinking/feeling? What was in your head? What was happening before? Can you tell us more about X? Can you tell us more about the issues that have brought us here today? And then?
IMPACT- Who has been affected?	
Who else had been affected? How have others been affected? How do you feel now? Can you tell us more about X? Has anyone else been affected by this? Anything else to add?	If there was, how were they left feeling? Was anyone else involved? What has been the hardest thing for you? Anyone else? How have you been affected?
RESOLUTION- How can we move forwards?	
Do you agree with that? What do you need in order to move on from this? Are you OK with that? What will help you to move on from this? Anything else to add? What will it look like when it's done? If you can't do that, what can you do?	What do you think about what has been suggested? How does that leave you feeling? When will it be done? What would that look like? Can you tell us more about X? What else needs to happen?

Positive Relationship Steps

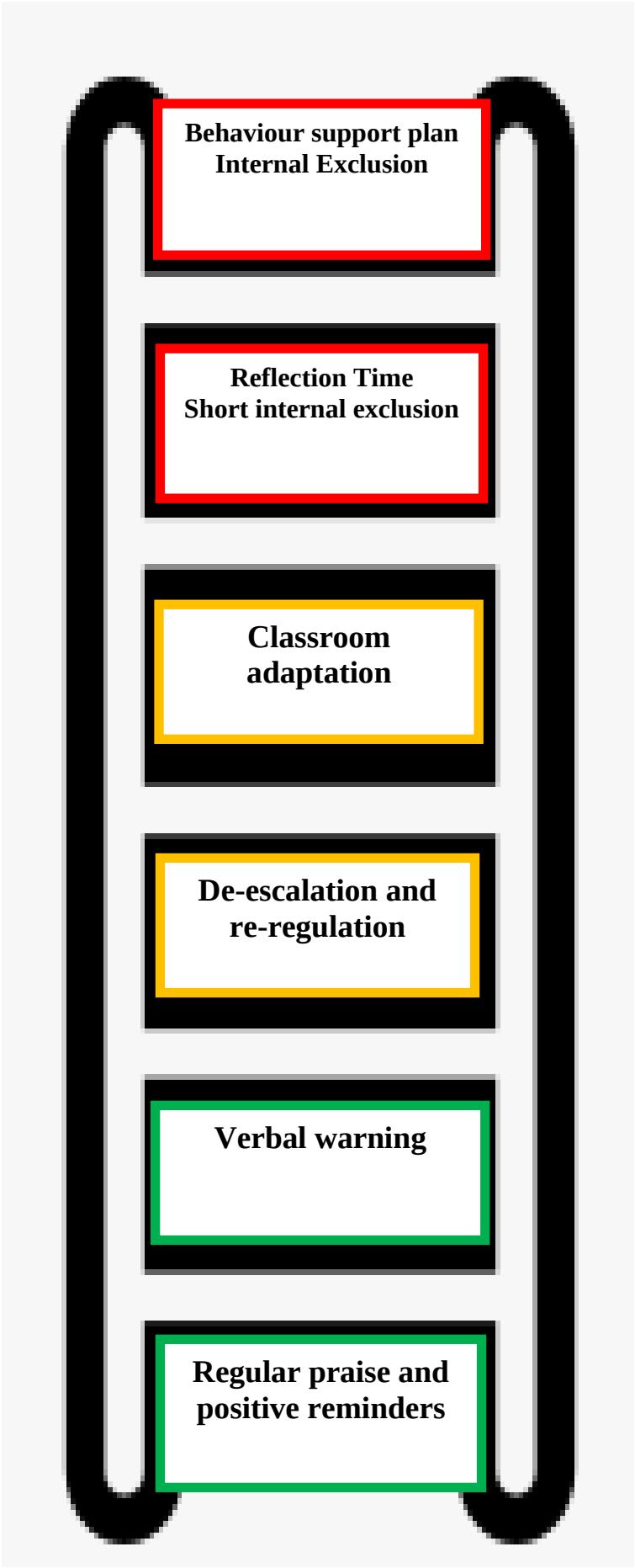
When things go wrong, the following support ladder will be implemented, using restorative practice to support all conversations:

Step 1	**Regular Praise** **Positive reinforcement**	Remind the child that you have faith in them and their abilities; smile at them; make them feel valued; thank them for making good choices/meeting our values.
Step 2	**Verbal warning**	Remind the child of expectations; provide a task board or clear verbal instructions with a warning of what will happen if the wrong choice is made.
Step 3	**De-escalation and re-regulation**	Sit and support the child; provide further challenge; swap their seat or learning space; give them a job to complete; provide sensory materials and space for self/co-regulation if required.
Step 4	**Classroom adaptation** Teacher communication with parents via MCAS communication log, phone call or at the end of the day if appropriate.	Take the child to one side where they are not shamed in front of the class; tell them that you care about them and their learning and you want to help them to do their best; discuss ways forward and provide space and resources for self/co-regulation and to complete the task without causing distraction; set a short-term target ahead of re-integration.
Step 5	**Reflection Time** **Short Internal exclusion** SLT involvement may be required at this step. Phone call to or face to face contact with parents must be made by class teacher or SLT.	Child to sit in a safe, private space away from the classroom and reflect on their behaviour (written reflection for KS2). Have you made good choices? Have you shown care and kindness? Have you taken responsibility for your actions? How have you made others feel? Set a clear time period for the child to remain out of class; provide clear task instructions and appropriate adult support and supervision; separate break and lunch arrangements may be put in place. **Record on Bromcom including reasons for decision**
Step 6	**Behaviour support plan** **Internal Exclusion** Headteacher involvement For serious offences, move straight here.	Arrange a face-to-face meeting with parents if the associated behaviour continues or if a serious offence occurs. Introduce a Personalised Behaviour Plan and set a review date. **Record on Bromcom including reasons for decision** **Following this, a consequence will be shared and discussed with parents. Meeting to be noted on Bromcom.**

If the Behaviour Blueprint and Support Ladder strategies are still not having sufficient impact, the following steps will be put in place. A fixed term suspension may also be issued.

Step 7	**Class Behaviour Report** Formal letter to parents	Class Behaviour Report introduced at a meeting with parent(s) and pupil. Behaviour monitored and recorded on Bromcom Behaviour Report over a period of 4- 6 weeks. Letter kept on pupil's file.
Step 8	**Headteacher Behaviour Report** Second formal letter to Parents	Headteacher Behaviour Report introduced at a meeting with parent(s) and pupil. Behaviour monitored over a period of 4- 6 weeks. Letter kept on pupil's file.
Step 9	**Reduced timetable**	The introduction of a reduced timetable for a six-week period (This may be reviewed with Kent Inclusion Officer and extended if required).
Step 10	**Alternative Setting**	Attending Hadlow Primary School for a two-week period, supported by a Shipbourne TA; referral to alternative provision
Step 11	**Off-site direction**	Pupil transferred to another local school or setting to be given the opportunity to make a fresh start with their behaviour.
Step 12	**Fixed term or permanent suspension**	

Shipbourne School Positive Relationships Support Ladder



Serious Offences

When a child commits a 'serious offence', following the Positive Relationship Steps may not be appropriate and a different sanction needed. 'Serious' offences have been agreed as but not limited to the following: -

- Abusive language
- Physical aggression, including spitting
- Peer on Peer Abuse (online or offline)
- Bullying including cyber bullying, prejudice based and discriminatory bullying
- Wilfully breaching specific health and safety measures
- Wilful and repeated refusal to accept adult requests
- Theft or vandalism of property
- Sexual harassment or harmful sexual behaviour such as inappropriate touching or 'upskirting'

Should a child commit one of the above offences, parents will be immediately contacted by telephone to notify them that an incident has occurred. A suitable meeting time will be arranged to discuss the incident and agree further actions. The meeting minutes will be taken by a member of the Senior Leadership Team. A personalised programme of support will be put in place for that child and will be reviewed regularly with the teaching team, child and family. Progress, next steps and adaptations to the programme of support will be recorded on Bromcom.

Suspension

- Suspension is the ultimate penalty for persistent uncooperative behaviour which is seen to be affecting the physical or emotional wellbeing or educational entitlement and progress of other children in the school. A very serious offence where harm is intentional and so considerable that medical treatment is required is also grounds for suspension. Parents will usually have prior warning that this step is to be taken. The decision to suspend is made by the Headteacher in consultation with the Chair of Governors and Kent Inclusion Service. Suspension can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. https://www.gov.uk/government/publications/school-exclusion
- In extreme cases the Suspension may be permanent.

The Chair of Governors is always kept fully informed of all cases of unacceptable behaviour where the possibility of suspension is being contemplated.

Bullying (see Anti Bullying Policy)

- Bullying is behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.
- The school does not tolerate bullying of any kind, if we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- The term bullying includes all forms including prejudice based and discriminatory bullying.
- Bullying can be face to face or online.
- All accounts of bullying will be logged on Bromcom and reported to Governors.
- Personalised support will be agreed with teaching teams, the DSL and families of the perpetrator and the victim of bullying.
- Bullying is considered a serious offence at all levels.

Monitoring and Review

This policy was written by the Headteacher, with agreement by the Full Governing Board. It will be continually monitored and will be reviewed fully at least annually.

National standard list of reasons for suspension

Suspension Code	Pupil Suspension Reason	Includes
OW	**Use or threat of use of an offensive weapon or prohibited item**	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	**Abuse against sexual orientation and gender identity**	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	**Abuse relating to disability**	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	**Inappropriate use of social media or online technology**	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	**Wilful and repeated transgression of protective measures in place to protect public health**	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate

Suspension Code	Pupil Suspension Reason	Includes
		breach of public health protective measures which the school has adopted.
PP	**Physical assault against pupil**	Fighting Violent behaviour Wounding Obstruction and jostling
PA	**Physical assault against adult**	Violent behaviour Wounding Obstruction and jostling
VP	**Verbal abuse / threatening behaviour against pupil**	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	**Verbal abuse / threatening behaviour against adult**	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	**Bullying**	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	**Racist abuse**	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti

Suspension Code	Pupil Suspension Reason	Includes
SM	**Sexual misconduct**	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	**Drug and alcohol related**	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	**Damage to property**	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	**Theft**	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	**Persistent or general disruptive behaviour**	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

Searching, Screening and Confiscation

The attached guidance applies fully to this summary information: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The law allows school staff to search a pupil and their belongings for any item if the pupil agrees. The Headteacher or other member of the leadership team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. They should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

A pupil that continues to refuse to co-operate with a search for a suspected banned item is a form of unacceptable behaviour, and in such circumstances, the school will respond in line with the Behaviour Blueprint.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or:
- To cause personal injury to, or damage the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules, which has been identified as an item which may be searched for. Currently, this applies to smart technology including phones and watches.

When a direct body search, including patting down, takes place, a member of staff must be the same sex as the pupil being searched, and there must be a witness (also a member of staff) who, if at all possible, should also be the same sex as the pupil being searched. Where this is not possible, the child and their belongings will be kept in a safe, enclosed space and a parent will be called to supervise a full search.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupils, for example on school trips.