



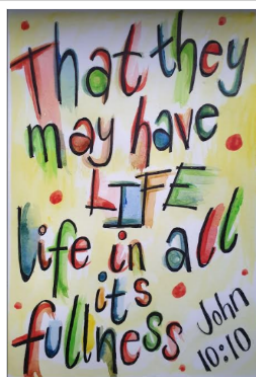
That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School and Nursery

BEHAVIOUR AND RELATIONSHIPS POLICY 2025/26

Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future.



Contents

1. Introduction	2
2. Purpose	3
3. Aims of This Policy	3
4. Responsibilities and Expectations	3
4.1 Responsibilities for All Staff	3
4.1.1 Teaching Behaviour	4
4.1.2 Daily Routines	4
4.1.3 The FIVE STEPS TO SUCCESS (outlined further in the policy)	4
4.2 Responsibilities for Parents and Carers	4
4.3 Responsibilities for Governors	5
4.4 Responsibilities for Children	5
5. High Standards	5
6. The Teaching of Behaviour and Relationships	5
6.1 Class Contract	6
6.2 Zones of Regulation	6
6.3 Healthy Relationships	6
7. The Language of Ready, Respectful, Safe	6
7.1 The Language of 'Ready to Learn'	6

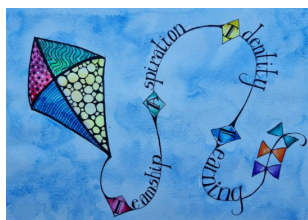


That they may have life; life in all its fullness - John 10:10

7.2 The Language of Respect	6
7.3 The Language of Safe	6
8. Positive Behaviour Management	6
9. Responding to Behaviour - Our Behaviour STEPS TO SUCCESS	7
10. Responding to Unwanted Behaviour	8
11. Reflection Time	8
11.1 Early Years Reflection Time	8
11.2 Key Stage One Reflection Time	9
11.3 Key Stage Two Reflection Time	9
12. Consequences	9
13. Serious Behaviour Breaches	10
14. Use of Inappropriate Language	10
15. Bullying	10
16. Child-on-Child Abuse	11
17. Pupil Support	11
18. Mental Health and Well-being	11
19. Banned Objects	11
20. Linked Policies	11

1. Introduction

We firmly believe that when children feel safe and secure they are able to live life; life in all its fullness. It is therefore, through our core Christian values of Teamship, Aspiration, Identity and Learning that we aim to teach our children how to behave, equipping them with strategies that will enable them to regulate their behaviours on their life-long learning journey. Fundamentally, we believe that in order to achieve this, we must first build relationships, rooted in love and kindness. It is the culture of kindness that will ensure our children grow up to have a strong sense of identity, high aspirations and to recognise that they can make a positive contribution to the wider community.



We recognise that clear and consistent structures have a positive impact on behaviour both within and beyond the classroom. Inspired by Paul Dix's 'When the adults change, everything changes', our Behaviour and Relationships Policy has been created to ensure that we teach behaviour with mentoring, coaching and kindness. Dignity lies at the heart of our approach with reminders about expectations made in private.

'Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy. In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way the adults behave.'

Paul Dix - When the adults change, everything changes.



That they may have life; life in all its fullness - John 10:10

2. Purpose

The purpose of this policy is to:

- Develop clear and consistent strategies for the promotion and recognition of good behaviour;
- Develop clear and consistent strategies for the prevention and response to unwanted behaviour;
- Develop the skills of both adults and pupils in managing behaviour that will benefit both themselves and the wider community;

3. Aims of This Policy

- To create a culture that promotes excellent behaviour for learning and for life;
- To ensure all learners are treated fairly and shown respect through the development of positive relationships with adults;
- To ensure all stakeholders are clear of our behaviour expectations and are provided with guidance about how to support learners and self-regulate so they can manage their behaviour and show they are ready to learn;
- For everyone to know and practise our systems and routines;
- To clearly define what we consider to be unacceptable behaviour and outline how this will be addressed;
- To promote the expectation that children will be rewarded with an emotional response for good behaviour;
- To help learners take responsibility for their behaviours and to be accountable for the consequences of any negative behaviour;
- To build a community which values dignity, kindness, care, obedience and empathy for others;
- To create a safe, positive learning environment for all where behaviour is addressed in a calm and consistent manner.

4. Responsibilities and Expectations

At Hordle CE Primary School and Nursery, we firmly believe that excellent behaviour is underpinned by strong, trusting relationships, the high quality teaching of behaviour and positive recognition. When children feel safe and secure, when the expectations are made clear and consistent, children have the ability to thrive in a nurturing environment. In order to achieve this, we have set high expectations for all of our community and their behaviours.

At Hordle CE Primary School and Nursery, all staff are to show an understanding that:

All behaviour is a form of communication.

***What YOU do is more important than what the children do.
We can always start again.***

4.1 Responsibilities for All Staff

All staff are expected to:

- Follow the school's Behaviour and Relationships Policy and Anti-Bullying Policy;
- Model our behaviour expectations through our Christian values of Teamship, Aspiration, Identity and Learning;
- Promote the school behaviour rules: READY, RESPECTFUL and SAFE.
- Be positive role models and have high expectations of behaviour;
- Model how to treat everyone with respect, regardless of background, gender, sexuality or race, etc;
- Work in collaboration with colleagues, parents, carers and children;
- Be proactive and attend CPD to support their understanding of behaviours and barriers;
- Use CPOMS to record escalating behaviour incidents which are symptomatic of external factors or where a safeguarding incident has taken place;
- Make referrals to a keyworker or ELSA using the Mental Health and Wellbeing Pathway to support children's emotional health and well-being, where appropriate;

Follow the Five Pillars of Pivotal Practice from 'When the Adults Change, Everything Changes.'



That they may have life; life in all its fullness - John 10:10

FIVE PILLARS OF PIVOTAL PRACTICE				
CALM, CONSISTENT ADULTS	FIRST ATTENTION FOR BEST CONDUCT	RELENTLESS ROUTINES	SCRIPTING DIFFICULT INTERVENTIONS	RESTORATIVE FOLLOW UP

4.1.1 Teaching Behaviour

Teach children to self-regulate and build resilience using the Zones of Regulation curriculum;
Consult with the SENDCO regarding children who need additional support to be successful, e.g. risk assessments or individual behaviour management plans.

4.1.2 Daily Routines

- Meet and greet children at the beginning of every day by name or personal greeting;
- Staff will be mindful to praise in public (for most) and reprimand in private;
- Use the language of wonderful walking and facing forward when lining up and moving around the school;
- To respond to behaviour calmly and consistently;
- Use visual timetables to make the day as predictable as possible;
- Use models and scaffolds to support pupils with self-regulation skills;
- Create a safe, calm learning environment with clear and consistent expectations of behaviour and routines;
- Use the House Points system to reward positive learning behaviours.
- Be specific when giving praise;
- Phrase expectations positively, e.g. 'We walk around the school' instead of saying, 'Don't run'.

4.1.3 The FIVE STEPS TO SUCCESS (*outlined further in the policy*)

- To address unwanted behaviour using the 'Five Steps To Success' approach;
- Allow for opportunities to resolve a situation using restorative practice;
- Use the CPOMS recording system to track ongoing amber behaviours or red behaviours and Restorative Conversations.

4.2 Responsibilities for Parents and Carers

Promoting positive behaviour is most successful when parents work in collaboration with the school.

'This is how we do it here: parents need to teach their child these behaviours at home to help them become a successful learner in our school.' Paul Dix, 2017

Parent/carers responsibilities:

- Parents will support their child in understanding the expectations of behaviour as outlined in the home school agreement;
- Inform the school of any changes in circumstances that may affect their child in school;
- Speak to the child's class teacher, in the first instance, if they are concerned about their child;
- Support the school's Behaviour and Relationships Policy and Anti-Bullying Policy;
- Engage in discussions and meetings to support their child's behaviour and attend promptly if called to the school;
- Understand that no child's behaviour should prevent other children from learning or from feeling safe;
- Model treating everyone equally and fairly, regardless of their age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, gender or sexual orientation (the Protected Characteristics);



That they may have life; life in all its fullness - John 10:10

- Be positive towards their child and their efforts and achievements.

4.3 Responsibilities for Governors

- Involvement in developing a Behaviour and Relationships Policy and monitoring the implementation against the school's vision;
- Attend training to increase their own knowledge and support the leadership of personal development, behaviour, PSHE and mental health and well-being;
- Monitor the policy strategically and systematically against the school's vision;
- Have the legal responsibilities for exclusions and suspensions;
- Support the school with the implementation of this policy;
- Be responsible for the wellbeing of all children and staff, including the Senior Leadership Team and Headteacher.

4.4 Responsibilities for Children

- To follow the school rules of **Ready, Respectful and Safe**;
- To be respectful and kind and behave in a way that keeps myself and others safe;
- To treat everyone with respect, regardless of background, gender, sexuality, age, disability, religion, faith or race;
- To learn strategies to deal with a range of situations positively and to avoid dysregulation;
- To resolve conflict and build and maintain positive relationships by engaging in the restorative practice model;
- To use the 'Hordle Stay Safe' code to express when behaviour is causing upset;
- To accept the consequences for my actions and engage with reflection time and a restorative conversation;
- To behave in a way that does not stop others learning;
- To behave in a way that is safe and makes others feel safe;
- To understand that if an adult gives me a choice, they are trying to help me.

5. High Standards

We pride ourselves on the highest standards of behaviour and therefore make it clear to our pupils what we deem to be desirable behaviours, which will support our pupils in leading happy and successful lives in the future.

We aim to ensure that all pupils will develop the following:

Trust
Self-control
Patience
Emotional Intelligence
Respect
Independence
Compassion
Tolerance
Honesty
Integrity
Good manners
Altruism

6. The Teaching of Behaviour and Relationships

Our school behaviour rules are **READY, RESPECTFUL and SAFE**. Our FIT curriculum has been carefully designed to ensure that all pupils will develop their understanding of and ability to engage in healthy relationships, manage their emotions and understand the emotions of others (The Mind and Body workout).



That they may have life; life in all its fullness - John 10:10

Our TAIL values (Teamship, Aspiration, Identity and Learning) are essential to the development of our spiritual, moral, social and cultural understanding. The following is an example of how the TAIL values are both taught and lived out in school:

6.1 Class Contract

Every September, all classes review the school rules and create a collaborative class contract, outlining the Ready, Respectful, Safe behaviours expected in school.

6.2 Zones of Regulation

Every year, in Early Years, children are taught to recognise their emotions through the use of the Colour Monster story. Across the rest of the school, children are taught the Zones of Regulation in order to recognise their feelings and learn to manage their emotions. A ZOR toolkit is shared with the children to teach an explicit range of self-regulatory strategies.

6.3 Healthy Relationships

Children will be taught about having healthy relationships throughout their time at Hordle using the Jigsaw PSHE / RSE programme. Children will be explicitly taught that friendships should make us feel good about ourselves and are mutually rewarding. The issue of 'consent' will be taught from an early age - enabling children to learn to compromise until everyone feels happy and comfortable. Tolerance and respect for others who are different is an explicit part of the programme.

7. The Language of Ready, Respectful, Safe

7.1 The Language of 'Ready to Learn'

Children's appearance and their demeanour in the classroom will be dealt with using the language of 'ready to learn'. For example;

- Could you please tuck your shirt in and show me that you are ready for learning.
- Please sit up straight and show me that you are ready for learning.
- Eyes on me; we're ready to learn.

7.2 The Language of Respect

Children's use of manners will be encouraged and praised by reminding children of our STEP manners.

- Sorry
- Thank you
- Excuse me
- Please

All staff will expect these to be used routinely. Children should be taught to expect them from one another.

7.3 The Language of Safe

All children are taught to use the Hordle Stay Safe Code to help manage their interactions without over-reliance on an adult.

- "Please stop it; I don't like it."
- If it happens again, tell an adult.

All children will be taught to safely transition around the school using Wonderful Walking.

8. Positive Behaviour Management

- Praise in public (for the majority of pupils);
- Distribute House Points for positive behaviour;
- Celebrate children's work or behaviour with another staff member, including the Headteacher for a golden sticker;
- Engage in Celebration Hall of Fame Worship and award school colours for going above and beyond in a particular subject;
- Engage in Phase Celebration worships;



That they may have life; life in all its fullness - John 10:10

- Create opportunities to be school council representatives, Junior Road Safety Team, Eco Warriors, etc;
- Send home Well Done Postcards to acknowledge positive efforts with learning and/or behaviour;
- Celebrate children using the Recognition Board as they demonstrate the focussed learning behaviour of the week;
- Celebrate manners and respectful behaviour through our STEP workshops.

We recognise that relationships are the foundation of establishing a culture of high expectations of behaviour through our values in action. Adults will establish positive relationships built on trust through:

- Daily meet and greet at the door;
- Reprimand in private, praise in public (for most);
- Positive and approachable teaching styles alongside the use of non-verbal cues;
- Specific and explicit class praise: "You have shown such teamship by taking turns in your group."
- The teaching of self-regulation techniques through the Zones of Regulation;

9. Responding to Behaviour - Our Behaviour STEPS TO SUCCESS

STEPS TO SUCCESS	
Reminder	<ul style="list-style-type: none"> • A discreet reminder of the school rules: ready, respectful, safe. • The adult makes the learner conscious of their behaviour.
Caution	<ul style="list-style-type: none"> • A clear verbal caution delivered discreetly to the learner with a positive flashback. • "I have noticed that you are finding it hard to..." • "It's the rule about ready/respectful/safe that you are not showing me." • "Do you remember last week when you..." <i>Positive flashback.</i> "That is what I would like to see today."
Last Chance	<ul style="list-style-type: none"> • The learner is offered a clear choice to turn the moment around. • "You need to understand that every choice has a consequence. If you choose to do your work, this will happen... If you choose not to do your work, this will happen... I am going to leave you to make your decision." • "Do you remember when you helped to tidy up yesterday? This is the choice I would like to see today." • "I care about you. I know you can make the right choice and turn this around." • Microscripts for some individuals; • Restate the behaviour you are observing and what rule that is breaking; • Explain the choice to the learner and make sure they know how to be successful; • Walk away and allow the learner to have the space to make a decision and/or correct behaviour.
Time In (classteacher)	<ul style="list-style-type: none"> • The learner engages in a private discussion to aid reflection. • The learner speaks to the adult away from the rest of the class; • The school rules are restated; • Learners are asked to reflect on their next step. They are again reminded of their previous good choices; • The learner is given a final opportunity to re-engage/follow instructions.
Time In (SLT)	<ul style="list-style-type: none"> • If a learner refuses time in, then they are spoken to with an SLT member alongside the classteacher.



That they may have life; life in all its fullness - John 10:10

Reparation	<ul style="list-style-type: none"> • The learner engages in a Restorative Conversation. • Learners who reach step five will require a Restorative Conversation; • These are always delivered in a calm way.
-------------------	--

10. Responding to Unwanted Behaviour

Very rarely, there may be incidents which require immediate intervention. In these cases, it may not have been possible to deliver a reminder, caution or last chance using the **STEPS TO SUCCESS**. If the incident is deemed to have been 'Highly Inappropriate' then the child will be directed to a member of the Senior Leadership Team.

This is not an exhaustive list but rather an example of some of the behaviours that we will either promote or address with our pupils.

SCHOOL RULES:	READY	RESPECTFUL	SAFE
Desirable Behaviours	<ul style="list-style-type: none"> • Super sitting • Eyes on me • Focussed on learning • Equipment ready • Following class routines 	<ul style="list-style-type: none"> • STEP manners • Kind words • Indoor voices • Honesty 	<ul style="list-style-type: none"> • Kind hands • Kind feet • Wonderful walking • Using equipment for purpose
Addressed Behaviours	<ul style="list-style-type: none"> • Non-compliance with school uniform • Distracting others • Calling out • Refusal to work 	<ul style="list-style-type: none"> • Not following instructions • Talking during worship/transitions • Breaking equipment 	<ul style="list-style-type: none"> • Swinging on your chair • Running in school • Rough play
Highly Inappropriate behaviours	<ul style="list-style-type: none"> • Repeatedly not showing 'Ready to Learn' behaviours despite the Steps to Success cycle 	<ul style="list-style-type: none"> • Direct or intentional swearing • Stealing • Intentionally hurtful comment/s 	<ul style="list-style-type: none"> • Hurting another child with intent

11. Reflection Time

'What works is the immediacy of the response not the weight of the sanction (2017)'.

Reflection Time is used by the school to support children with an opportunity to reflect on an event and think about how they may avoid repeating that behaviour in future. This may be during the start of a child's playtime.

11.1 Early Years Reflection Time

To support children with their thinking, Early Years pupils will have some time in with a familiar adult to engage in simple Reflection Time at the earliest possible convenience. They will use simple tools, in a quiet space, to reflect on their feelings and actions, before exploring possible solutions.

Early Years Restorative Conversation Prompts include:

- What happened?
- How did you feel at the time?



That they may have life; life in all its fullness - John 10:10

- How are you feeling now?
- Is there anything we need to do now?

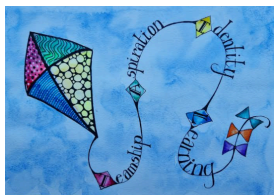
11.2 Key Stage One Reflection Time

To support children with their thinking, Key Stage One pupils will engage in Reflection Time at the earliest possible convenience. This may be during the start of a child's playtime. They will be given a quiet space, preferably in their phase team area, where a familiar adult can support them in using a range of reflection tools to support them in exploring reasons for the behaviour, their feelings and any actions or next steps.

KS1 Restorative Conversation Prompts include:

- What happened?
- How did you feel at the time?
- How are you feeling now?
- What could you have done differently?
- Is there anything we need to do now?

Tools to aid this conversation include TAILS;



11.3 Key Stage Two Reflection Time

Children in Key Stage Two will engage in reflection at the earliest possible convenience. This may be during the start of a child's playtime. Children will use a range of reflection tools to support them in processing their emotions, the behaviours they have displayed and the alternative options.

KS2 Restorative Conversation Prompts include:

- What happened?
- What were you thinking at the time?
- What have you been thinking/feeling since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What can you do to put things right?
- How can we do things differently in the future?

Tools to aid this conversation include TAILS;



12. Consequences

At Hordle CE Primary School and Nursery, there are a range of consequences that can be used when children do not behave in accordance with the Behaviour and Relationships Policy. We understand that punitive consequences do not motivate children and we aspire to build trust with our pupils through using Restorative Conversations and Reflection



That they may have life; life in all its fullness - John 10:10

Time. Through discussion with an adult, children will be encouraged to reflect on their actions and discuss the consequences of their behaviour. They will work with an adult to identify an appropriate consequence and any actions required for resolution.

Examples of consequences may include but not limited to:

- Apologising to a child
- Apologising to an adult
- Engaging in a Restorative Conversation for the first two minutes of break

Examples of more formal consequences may include but not limited to:

- Loss of x minutes from break or lunchtime
- Agreed loss of representation at a school event
- Agreed loss of responsibility for a set time

13. Serious Behaviour Breaches

A serious behaviour breach is treated as highly serious as it undermines others, impacts on learning and can affect the well-being of others.

This is not an exhaustive list but rather a few examples of serious behaviour breaches:

- Bullying
- Persistent defiance
- Persistent refusal to follow instructions
- Repeated physical aggression towards others
- Discriminatory behaviour, including racist or homophobic behaviour
- Intentional damage to property

If these behaviours occur, a member of the Senior Leadership Team will liaise with the Headteacher to agree a sanction, following Reflection Time. Staff are expected to use their professional judgement when an incident is considered sufficiently serious to escalate directly to the Headteacher.

Sanctions may include:

- A meeting with parents to agree an action plan moving forward;
- A change to break and lunchtimes;
- An agreed Managed Behaviour Plan/Risk Assessment;
- Removal of responsibility/privileges for a set time;
- Fixed Period or Permanent Exclusion in line with Hampshire Guidance;

14. Use of Inappropriate Language

Inappropriate language is not tolerated at Hordle CE Primary School and Nursery. We recognise that children sometimes acquire language from the wider world and there may be words they have picked up which they do not always understand the meaning of. Research also shows that inappropriate language (such as swearing) can be an automatic reaction that can help to regulate the right side of the brain and be used to release emotions and/or protect themselves. However, children will engage in a discussion with an adult around the use of any inappropriate language and parents will be informed.

15. Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying is not tolerated at Hordle CE Primary School and Nursery. Please refer to our Anti-Bullying Policy [HERE](#).



That they may have life; life in all its fullness - John 10:10

16. Child-on-Child Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our Child Protection Policy and in line with KCSiE (2025). Please refer to our Child Protection Policy [HERE](#).

17. Pupil Support

We recognise that some behaviours are likely to be associated with particular types of SEND need. Behaviour will be considered in relation to a pupil's individual needs although we are mindful that not every incident of behaviour will be connected to SEND needs. For those who require additional, more personalised support for managing behaviour, the following will be considered:

- Behaviour Risk Assessment;
- Behaviour Success Plan;
- Planned Sensory breaks between learning;
- Considered seating arrangements;
- Outreach support from more specialised services, such as PBS;
- Relevant, ongoing CPD for staff members;
- Reasonable adjustments such as alternative drop off and pick up times and/or uniform amendments where necessary;

18. Mental Health and Well-being

Where pupils are experiencing difficulties with their emotional and social well-being, staff in school will deploy strategies from the Mental Health and Well-being Pathway in order to support. More tailored intervention, such as ELSA, Sand Tray Therapy or Drawing and Talking, will be considered on an individual, case-by-case basis and deployed where appropriate.

19. Banned Objects

Banned objects include but are not limited to;

- Sharp objects
- Undeclared medicines
- Mobile phones (must be in the office)
- Watches with camera/recording facilities
- Laser pens
- Lighters/Matches
- Cigarettes, vapes or other banned substances
- Fizzy/energy drinks

20. Linked Policies

- Teaching and Learning Policy
- RPI Policy
- Child Protection Policy
- Anti-Bullying Policy

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2025/26	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	Academic Year 2026/27				