



MILVERTON PRIMARY COMMUNITY AND PRE-SCHOOL

Positive Relationship and Behaviour Policy

Date of Current Policy	Author(s) of Current Policy	Review Date
September 2026	Nicola Stoddart	September 2027

Written In-line with research and evidence from the Pathfinder Project

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour"

Paul Dix

Vision & Values

Inspiring every child to achieve their full potential.

Nurturing our children to become resilient, respectful and responsible global citizens.

We care, we aspire, we belong.

Principles

Milverton Community Primary and Preschool is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Relationships with children and their families are key. Respectful communication is vital to these relationships. Our policy is based on the 'relational approach', which is evidence based, driven by research and was developed within the 'Pathfinder Project'.

Aims of the policy

- Create a culture of exceptionally good behaviour: for learning, for community and for life
- Ensure that all learners are treated fairly, are shown respect and promote good relationships
- Help learners take control of their behaviour, and be responsible for the consequences, developing compassion for others
- Build a community which values care & respect, aspiration, friendship and belonging
- Encourage skills of self-discipline in preparation for secondary school and for adulthood
- Help children know the difference between right and wrong thereby encouraging an increased awareness of responsibility and justice
- Recognise, reward and celebrate positive behaviour
- Help children to understand and respond to the boundaries of what is acceptable and respectful - using restorative justice to repair, forgive and develop resilience
- Encourage a culture of respect, inclusivity and belonging
- Create a positive environment to enable learning to take place successfully
- Ensure that children, parents, staff and volunteers know the school's rewards and consequences system
- Promote an understanding that whilst 'behaviour is communication', pupils are also aware that behaviour can be a choice

This policy and practice is for all pupils in our school and may be adapted according to the age and stage of the pupil's development and to support pupils with SEND as appropriate.

How will staff behave?

1. Staff will demonstrate relentless kindness and respect.
2. Staff will demonstrate relentless consistency.
3. Staff will demonstrate relentless clarity.

Our School Values: We care, we aspire, we belong.

Visible consistency in practice

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- **Consistent follow up:** Ensuring 'certainty' in the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- **Consistent consequences:** Defined, agreed and applied at classroom level as well as established structures for more serious or persistent behaviours
- **Consistent respect** from the adults
- **Consistent forgiveness:** Restorative work allows children to make amends and think about consequences of their behaviour and when needed to alter behaviour. Our stepped approach allows children to wipe the slate clean and 'turn their behaviour around.'
 - **Consistent models of emotional control:** Emotional regulation that is modelled and not just taught, all staff as role models for learning, teachers and support staff learning alongside learners
 - **Consistent culture of excellent behaviour management:** Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff

1. Meet and Greet/End and Send (with positive messaging).
2. Consistencies of language such as 'Fantastic walking.'
3. Consistencies of language such as: I like it when...
4. Use Milverton Values vocabulary.
5. Model positive behaviours and build relationships.
6. Plan lessons and activities that inspire and engage, challenge and support the needs of all learners.
7. Are calm and give 'take up time' when going through the steps.
8. Follow up every time and engage in reflective, restorative dialogue with learners.
9. Never ignore or walk past learners who are making the wrong choices.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet/end and send learners throughout the day.
2. Be a visible presence around the school throughout the day.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Use behaviour data to target and assess school wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies.
8. Take time to welcome learners and their families at the start of the day and say goodbye with positive messages at the end of the day.

Recognition and rewards for effort

We recognise and reward learners who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Key ways to recognise good behaviour & conduct

1. Positive praise and acknowledgement.
2. House points and positive recognition.
3. Sharing successes with other adults.

Key ways to recognise behaviour & conduct that is 'above and beyond'

1. Though public recognition at celebration assemblies and Outstanding Learners.
2. Through the use of positive conversations (which may include positive comments, messages home, positive postcards and comments in reading diaries, emails etc).

Practical steps in managing and modifying unacceptable behaviour

Engagement with learning is always the primary aim. For most learners, a gentle reminder is all that is needed. The stepped approach is worked through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. All learners are given 'take up time' in between steps. Learners are held responsible for their behaviour. Class staff will support behaviour without delegating. Staff will use the steps in dealing with inappropriate behaviour.

	Steps	Actions
1	A look	

2	Reminder	A reminder of class rules: Is this respectful? A reminder of the expectations delivered to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.
3	Caution	Privately – think carefully about your choices.
4	30 second script: 2 minutes thinking time	I can see that you are finding it difficult to ... You should be... (e.g. working quietly) You have chosen two minutes (at end of lesson) ... Do you remember when you were amazing at... this is who I need to see today. Thank you for listening.
5	Thinking time	Move within the classroom
Consequence	Consequence	A move beyond the classroom
Consequences	2-minute consequence	At end of session/day
Repair	Repair (later in the same day)	Restorative discussion: Do you understand why you had 2 minutes?

1)The look

2) The reminder

A reminder of the expectations delivered to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

3) The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

4) The behaviour script

An acknowledgement is made that the learner is finding it difficult to make the right choice: I can see that you are finding it difficult to ...

A reminder of expectations is given: You should be... (e.g. working quietly)

A reminder of consequence: You have chosen two minutes (at end of lesson)

A positive reminder of previous good choices and behaviour is given: Do you remember when you were amazing at... this is who I need to see today.

Thank you for listening.

5) A move within the classroom

If the learner has not responded positively following step 4:

A move within the classroom is made, along with a quiet word from the adult to reset boundaries.

Learner is asked to reflect on their next step and given a final opportunity to re-engage with the learning /follow instructions.

6) A move beyond the classroom

If the learner has not responded positively following step 5 the learner will be asked, discretely, to leave the room. Staff will always deliver sanctions calmly and with care.

At this point the learner may be referred internally to another class or to the Leadership Team (LT) for the set period of the lesson. All internal referrals must be reported to LT and parents, and the learning missed must be completed.

Consequence

Two minutes consequence will be given. In addition, a restorative conversation will be held.

Repair

Restorative conversations at Milverton Community Primary School form part of repairing relationships and respect between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. How can things be put right?

The conversation should finish with reaffirming commitment to building a respectful relationship. All staff will take responsibility for leading restorative conversations. 'Thinking time' at breaktime/lunchtime may form part of 'putting things right'.

7) Referral Partnership Stage (Individual Positive Strategies Plan)

The partnership stage will be implemented where there is a serious or persistent cause for concern. A child may require an individual Positive Strategies Plan. The learner will be given time with a member of the Leadership Team who will:

- Offer support and where necessary facilitate the reparation meeting between a family member, the member of staff and learner
- Develop an appropriate support plan with the learner
- Monitor, review and mentor using the support plan
- Discuss both the consequences for the learner if they are not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the support plan a verbal warning will be issued by the Head teacher or Senior Teacher. All of these matters will be confirmed in writing and recorded on pupil chronologies. The learner remains the responsibility of the class teacher

Clear breaches of the school rules will lead to a meeting with the child and a member of the Leadership Team. On this occasion parents/carers will be informed and an internal withdrawal for a fixed period of time

at break and lunch will be agreed. If the behaviour escalates this may progress to an internal withdrawal during class time.

If necessary, a suspension will be issued. Parents will be informed of the reasons for the suspension and will be advised as to the length of the suspension. After a suspension, a restorative conversation will take place with the learner and parents/ carers (This forms part of a reintegration meeting). There may be a staggered return to school, or a support plan established to ensure a successful return to school. Sometimes if behaviour continues to escalate a permanent exclusion may be unavoidable.

Support beyond the classroom

The graduated response to behaviour (See Appendix A), includes:

1. Involvement of ELSA (Emotional Literacy Support Assistant)
2. Referral to SENDCo
3. Referral to Leadership Team (LT)
4. Positive Strategies Plan (Success Plan) involving parents and other professionals

Alternatives to exclusion

- Use of reflection at break and lunchtimes (Thinking time)
- Use of short periods of internal withdrawal from class during the school day (Time-out)
- Access to Nurture Hub
- Use of longer internal withdrawal during the school day

Playground/Lunchtimes

If the behaviour expectations are not followed out on the playground, adults must follow the stepped sanctions above, adapting steps 3-5:

- Step 1- Reminder
- Step 2- Caution
- Step 3 – Have some thinking time to reflect on behaviour (stand next to adult)
- Step 4 – Sit on the bench (thinking time) / removal from play for a short period of time
- Step 5 – Restorative Justice conversation

It is important that once an incident is dealt with, the child has the opportunity to move on. They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child or other children.

It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual member of staff is to pass over responsibility to a 'higher power'.

At Milverton Community Primary School, we use Brom Com and pupil chronologies within MyConcern to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions.

Team Teach

"I care too much to let you be out of control."

Aim of Team Teach: an accredited training framework to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.

TEAM Teach promotes 95% de-escalation: 5% Physical intervention.

Some staff at Milverton Community Primary School are trained in TEAM TEACH de-escalation strategies and may use strategies in best interests of the child's or another's safety. Any physical intervention (restraint) will be recorded in the Bound Book and parents informed.

Monitoring and Evaluation

The school will undertake regular audits of behaviour to link in with the regular review of the policy. This will allow the school to measure the effectiveness of the policy and the strategies being used.

Linked Documents

Appendix A: Relational Approach to Behaviour - Graduated Response

Appendix B: Behaviour Principles

Suspension and Permanent Exclusion Policy

Child on Child Abuse Policy - Anti-bullying Policy

Physical Intervention Policy

Appendix A : Relational Approach to Behaviour - Graduated Response

STAGE	Stage 1: Universal	Stage 2: Concerns	Stage 3: Complex
PUPILS	Majority of Pupils	Minority of Pupils	Exceptional Pupils
PROVISION & SUPPORT	- Visible consistencies - Clearly stated expectations - Teach readiness for learning skills - Acknowledge positive behaviours - Many more positive than negative interactions - Recognition board / House points 1: 1 Discussions - Visual timetable/sharing change - Individual in-class provision Consequences: - A reminder/ redirection using symbols/ body language or words) of expected behaviour - Cautions - Behaviour 30 second script - Time out within/out of class - Time in (some loss of time such as break times, lunch time. Consult Leadership Team if considering longer periods of time) - A form of restorative justice such as writing a letter of apology.	- Phone conversation/ meeting with parent/carers - Regular home-school communication - Consider safeguarding and Social Emotional Mental Health - Consider the triggers- ABCC charts to analyse - Consider SEND need- Somerset Graduated response - Target card/Individual reward - Give responsibilities - Positive Strategies Plan with regular review (may form part of APDR) including targets - Emotional Literacy Support Assistant (ELSA) advice - Use of Wellbeing & sensory provision - Possible Boxall Assessment - Social skills intervention Consequences: - A verbal warning from the Head Teacher and a suitable consequence (e.g. the loss of some play). - More serious planned consequence - Parents/carers informed.	- Behaviour Support Plan with regular review - Regular home-school communication - Positive Handling Plan/Risk Assessment - Mentoring - Use of Wellbeing & sensory provision - Outside agency support - referral - EHCP - Nurture Hub Consequences: - Fixed Term Suspension may be considered - Permanent Exclusion may be considered

OTHER INFO	• All time-ins must be recorded to enable analysis by Leadership Team	• All persistent and serious behaviour incidents should be recorded on individual chronologies and copied to Leadership Team. • All types of bullying will be recorded on MyConcern & reported to the Leadership Team. • All On-Line Safety incidents must be reported as safeguarding concerns on MyConcern.	• Any physical intervention to be recorded in 'Bound Book'. Leadership Team and parents/carers must be informed. • All child-on-child discrimination must be recorded on MyConcern and reported to Head Teacher • Serious forms of unacceptable behaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistently disruptive behaviour.
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Appendix B: written statement of behaviour principles

- Our behaviour principles are rooted in the school's Vision & Values.
- Our behaviour principles are based on the 'relational approach', which is evidence based and driven by research.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Whole school community: pupils, staff, governors, volunteers and families set an excellent example to others at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The Positive Behaviour and Relationship Policy is understood by whole school community.
- The Suspensions and Permanent Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed term exclusions.
- Pupils are guided to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written Statement of Behaviour Principles is reviewed and approved by the full governing board every year. Next review autumn 2026