



# Milford School

## RELATIONSHIPS AND BEHAVIOUR POLICY

### 2025-2026

Reviewed: October 2025

Policy Type: Statutory

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Ratified by: Children and Standards Committee

Reviewed by: Emma Ward

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Next Review date: October 2026

## MILFORD SCHOOL RELATIONSHIPS AND BEHAVIOUR POLICY

At Milford School, we are committed to fostering a positive, inclusive, and respectful environment where every child feels safe, valued, and supported. Our approach is rooted in Restorative Practice, inspired by Mark Finnis, which emphasises connection, belonging, and repairing relationships when harm occurs.

We set out the routines and behaviours we expect from everyone in school, based on being Ready, Respectful, and Safe. Children help shape these expectations in their classrooms and around the school. Strong relationships between staff and children are central to our approach, and we create regular opportunities to connect and build trust. When things go wrong, we focus on forgiveness and learning. We use restorative practices and structured conversations that help children reflect, repair harm and rebuild relationships.

**‘Relationships aren’t built in a day, they’re built daily’ Mark Finnis**

This approach helps create a caring and safe school environment, supports learning, and encourages children to take responsibility for their actions. It also helps children understand and express their emotions. As part of this, we teach the Zones of Regulation, helping children recognise how they feel using colours and choose strategies to help themselves feel calm and ready to learn.

We make reasonable adjustments for children with SEND to ensure fairness and support for all.

### Our Key Aims – Relationships and Behaviour

#### 1. Show Respect

- We treat ourselves, others, and our environment with kindness and care. Everyone is valued and included.

#### 2. Build Resilience

- We help children face challenges, learn from mistakes, and keep going with support from trusted adults and friends.

#### 3. Raise Aspirations

- We encourage children to believe in themselves, aim high, and enjoy learning so they can reach their full potential.

#### 4. Create Trusting Relationships

- We build strong, honest relationships where children feel safe, heard, and supported.

#### 5. Be Fair and Consistent

- We use clear expectations and fair consequences to help children make positive choices.

#### 6. Support a Calm and Safe Environment

- We create spaces where children feel secure, ready to learn, and able to thrive.

#### 7. Encourage Responsibility

- We help children understand their actions, reflect, and take ownership of their behaviour.

### Roles and Responsibilities

- All Staff: Model positive relationships and behaviour, apply expectations consistently, and support children’s emotional and behavioural needs.

- Headteacher: Oversees policy implementation, staff training, and ensures alignment with safeguarding.
- Governors: Review and approve the policy and monitor its effectiveness.
- Parents/Carers: Build positive relationships with school, support the policy at home, communicate with staff, and engage with the school community.

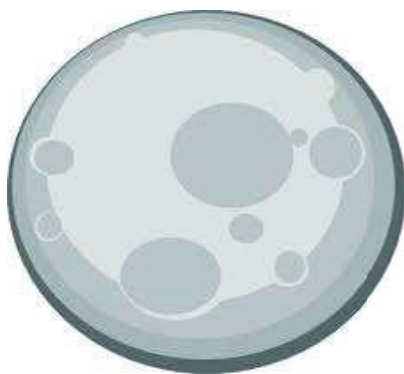
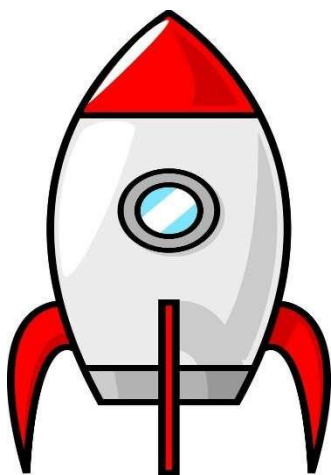
The school will work closely with parents and carers to build strong, positive relationships. We will keep them informed about their child's behaviour and any changes to our behaviour policy. We believe that working together helps us support children more effectively. We ask parents and carers to support the school by encouraging their child to follow school rules and values.

**‘No significant learning occurs without a significant relationship.’ Dr James Comer**

### Behaviour and Rewards

Children will be introduced to the school's behaviour expectations and the key rules: Ready, Respectful and Safe. They will learn about rewards, consequences, and the support available to help them succeed. Children will also be encouraged to share their views to help improve our behaviour approach.

We use a Rocket, Moon, and Stars reward system to encourage positive behaviour. All children start on the Rocket and can move up to the Moon and Stars for showing great and exceptional behaviour, earning 1, 2, or 3 points. Points are added daily to a class chart, and Year 2 pupils help present whole-school totals during our Star of the Week assembly. Achievements are celebrated on a Star Display in the hall, helping to consistently recognise and reinforce positive choices.



At Milford, we focus on building positive relationships and recognising good behaviour. Staff are encouraged to notice and praise children who follow our values: Ready, Safe, Respectful, using verbal and non-verbal cues like 'High Five' or 'Thumbs Up', as well as rewards such as stickers, certificates, postcards home, and class-wide incentives. We also use restorative conversations to help children reflect, repair, and learn from mistakes. When things go wrong, logical consequences are used where possible, helping children understand the impact of their actions and take responsibility. Staff use professional judgement to ensure responses are fair and supportive, with additional help provided where needed to remove barriers and promote success.

## Recording Behaviour Incidents

When behaviour concerns are ongoing or involve senior staff, parents, or outside professionals, incidents will be recorded and reviewed using our electronic system, My Concern. Staff may also use ABC forms (Antecedent, Behaviour, Consequence) to help understand what might be affecting a child's behaviour.

## Anti-Bullying

At Milford School, we are committed to making sure every child feels safe and happy. We take bullying very seriously and follow clear procedures outlined in our Anti-Bullying Policy. We also teach children how to stay safe online through our E-Safety Policy. If bullying does occur, children will be supported to take responsibility and face logical consequences, helping them learn and move forward in a positive way.

## Children Needing Extra Support

At Milford School, we understand that some children may need extra help to meet behaviour expectations. Any staff member can identify a child who may need support. Help may come from the class teacher, SENCO, or ELSA-trained staff, and may be recorded in an Individual Proactive Plan. We may also work with outside professionals or consider alternative provision if needed. Support is regularly reviewed to make sure each child's needs are being met.

## Use of Reasonable Force

We aim to create a calm and supportive environment. Sometimes, staff may use light physical contact to guide or reassure a child. In rare cases, physical restraint may be needed to keep children safe and to prevent harm. Any serious incident will be recorded, and parents will be informed, usually on the same day. Staff are trained in positive touch, and if a child's plan shows that restraint may be needed, we will arrange specialist training and follow local and national guidance.

## Suspensions and Exclusions

Suspensions and exclusions are only used when all other options have been tried or a serious level 4 incident has arisen. Permanent exclusions are extremely rare. We believe that sending a child home should not be seen as a reward, so fixed-term suspensions are used only when absolutely necessary and always follow Local Authority and DfE guidance.

If a child has a fixed term exclusion for fewer than five days, school learning will be provided, and it is the parent or carer's responsibility to ensure it is completed. Children must not be in public places during this time, or parents may face a fine.

If a permanent exclusion occurs, the Local Authority will arrange education from Day 6. A reintegration meeting will be held when the child returns to school to reflect on what happened and plan support. If parents do not attend, the school will take steps to ensure they are involved.

Where possible, we will work with other schools to arrange a Managed Move or refer to alternative provision to avoid permanent exclusion.

## Restorative Pathway

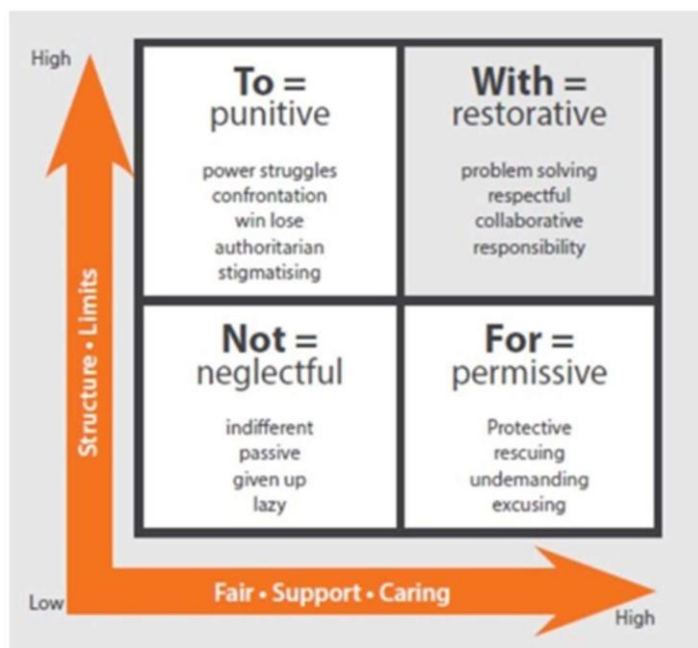


At Milford School, all staff are trained in restorative approaches. We use visual aids (Sort it out books and the Zones of Regulation) to help all children communicate what has gone wrong and work closely with the child to repair and understand the situation.

Below details behaviour and what may happen at each stage.

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| <b>Level 1</b> <ul style="list-style-type: none"> <li>• Child is engaged ready, respectful and safe.</li> <li>• For example: following the class rules and or school charters</li> <li>• Being kind and helpful</li> <li>• Following the adults' instructions</li> </ul>            | <ul style="list-style-type: none"> <li>☐ Use of positive praise and moon, stars and rocket.</li> <li>☐ Adults connect with children about their learning and children know they are doing well.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 2</b> <ul style="list-style-type: none"> <li>• Child is not on task</li> <li>• Child is disrupting others, calling out</li> <li>• Not following instructions</li> <li>• Not taking care of property</li> <li>• Child is unkind to others in class or playground</li> </ul> | <ul style="list-style-type: none"> <li>☐ Child is made aware that this behaviour is not following the school rules of being ready, respectful and safe.</li> <li>☐ The adult should seek to 'connect' with the child before they 'correct'.</li> <li>☐ Child may need space to think about what has happened. This is always done in a non-shaming way close to a member of staff.</li> <li>☐ Class teacher or LSA uses restorative communication (sort it out book) or Zone of regulation to discuss with child.</li> <li>☐ Class teacher reflects on provision for child and if something needs to be changed. Child is reminded of support strategies e.g. fiddle and think equipment, individual reward charts, visual prompts and task planners.</li> </ul> |
|                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>☐ If this stage is repeated then a 'cause for concern meeting' will need to be scheduled with parent and support requested from SENCO.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• If the unwanted behaviour continues and despite support been put in place</li> <li>• Refusing to follow an adults request</li> <li>• If an incident occurs involving hitting, pushing, kicking, biting and swearing (minimal injury)</li> </ul>         | <ul style="list-style-type: none"> <li>☐ Recorded on My Concern.</li> <li>☐ Start an individual ABC form (antecedent, behaviour, consequence).</li> <li>☐ Year group partner supports.</li> <li>☐ Child stays close to adult for support.</li> <li>☐ Restorative conversation with 'sort it out booklet'.</li> <li>☐ Class teacher to discuss with parent</li> <li>☐ Speak to SLT and SENCO.</li> <li>☐ Proactive Plan.</li> </ul>                                                                  |
| <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• High level incident or unsafe behaviour e.g causing significant injury to others</li> <li>• Running away and not following an adult request.</li> <li>• Destroying large amounts of school equipment.</li> <li>• Leaving the school grounds.</li> </ul> | <ul style="list-style-type: none"> <li>☐ Child is supported to de-escalate.</li> <li>☐ SLT are informed and lead restorative conversations.</li> <li>☐ Recorded on My concern.</li> <li>☐ Create or review proactive plan.</li> <li>☐ Staff members post incident discussion and support.</li> <li>☐ SLT meeting with parents.</li> <li>☐ Outside agencies contacted.</li> <li>☐ SLT meeting to consider if the behaviour has met the threshold for a fixed term or permanent exclusion.</li> </ul> |



At Milford school, we use the Mark Finnis “to, with, not and for” framework to guide our approach to behaviour. This helps adults reflect on how they respond to children: we aim to work with children to help them understand and manage their feelings, rather than doing things to them or for them, and we avoid responses that are not supportive or respectful. By focusing on with, we build positive relationships, support emotional development, and help children learn to make good choices in a safe and nurturing environment.

‘Relationships are the intervention.’ Mark Finnis

Our policy takes into account the following legislation and principles outlined in the following statutory guidance

- Behaviour in schools: Advice for headteachers and school staff 2024 [2] The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024