



Behaviour and Relational Support Policy	Date: September 2025
	Signed: <i>Wendy Chant, Jill Taylor and Deanna Mears</i>
	Review Date: September 2026

School Values and Ethos

At Milford Infants' School, we implement a whole school approach to behaviour and relational support with a nurturing ethos at the heart of our practice. We believe that consistent relational practice and positive reinforcement is more powerful than negativity. We aim to nurture a culture based on positive relationships, an understanding that behaviour is communication and that behaviour can be indicative of an emotional need. We believe that to be most effective in achieving a high standard of work, it is essential to have a positive atmosphere in our shared place of work, based on a strong sense of community, positive and supporting relationships and the shared values of our Golden Rules.

Our Golden Rules:

- Look after our school
- Be polite
- Be kind to everyone
- Do your best work
- Fantastic Walking!
- Listen to adults and do as they say the first time

Aims

- Promote positive relationships and high standards of behaviour.
- Provide a safe, calm and caring atmosphere in the school where children feel a sense of belonging.
- Support the social, emotional and mental health (SEMH) needs of all children.
- Understand that individual SEMH needs may require additional and/or different provision.
- Ensure consistency and understanding of behaviour as communication.
- Enable pupils to understand their emotions, develop social skills and the ability to build positive relationships with their peers and staff.

Relational Approaches in the Classroom: A Graduated Response to Behaviour

Universal Provision and Relational Approaches for all Children in the Classroom

The universal promotion of positive relationships between everyone in our school community is integral to the relational approach to supporting behaviour. It is the first step in our graduated response for all children. In addition to our shared values and Golden Rules, staff have agreed the 'Visible Consistencies' (see Appendix A) that support the development of positive relationships with all children. These support 'a culture that promotes excellent behaviour' (Dix, 2015).

Alongside our 'Visible Consistencies', Emotion Coaching is embedded as a whole school approach to supporting sustainable emotional health and wellbeing (Rose et al, 2015). All adults in school have been trained to look for indicators of low-level negative emotions (often reflected through a child's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour (see Appendix B)

Targeted Relational Approaches

Some children will require relational support that is additional to the universal provision above. They may present with behaviour that is consistent with a social, emotional and/or mental health need and at this point the Graduated Response for SEMH (see Appendix C) will be used to support the child's need. The Class Teacher will be supported to plan their provision by the Lead for Behaviour and Relational Support (Deanna Mears) and SENCO (Jill Taylor) to provide targeted relational approaches, which can include, but is not limited to, classroom ELSA support, safe spaces, planned individualised strategies and nurture.

Identification of a Social, Emotional and/or Mental Health Special Educational Need

Sometimes additional and/or different provision to support a child's need may be required to support the universal and targeted relational approaches already in place. At this point, a meeting will be arranged with the SENCO and Lead for Behaviour and Relational Support to discuss the identification of a social, emotional and/or mental health special educational need. A Behaviour Support Plan may be written as part of the SEMH Pathway once a special educational need has been identified.

The involvement of outside agencies e.g. the South Somerset Partnership School, Educational Psychologist, may be of benefit in certain circumstances when a child is identified as needing special educational provision for social, emotional and/or mental health difficulties. Parental permission will be required for this level of external involvement. However, throughout this process children, staff, parents/carers and external agencies work in partnership together. Please refer to the Special Educational Needs and Disability Policy for further information regarding the identification of, and provision for, children with special educational needs

Roles and Responsibilities of Designated Staff

All staff are responsible for promoting the relational approach across the school. The leadership of this approach and policy is the responsibility of the Headteacher (Wendy Chant), Lead for Behaviour and Relational Support (Deanna Mears) and SENCO (Jill Taylor).

Supporting Staff Wellbeing and Professional Development

The teachers and support staff are trained in Team-Teach and effective preventative strategies. These involve the Responding and Calming strategies, in addition to de-escalation strategies for more challenging behaviours.

The professional development of staff is considered through the School Development Plan, including whole school development, but also on an individual level through cycles of continuous professional development e.g. supervision, coaching, mentoring and induction. Behaviour and relational support training for staff is delivered by senior leaders and teachers, in addition to specialists from county services. This policy has been a collaborative process with all staff.

Rewards and Consequences

Rewards

Throughout the school day, children are verbally and non-verbally praised by all school staff for following our Golden Rules (see above). This acknowledges the achievement of expected behaviours and promotes the relational culture of our school. Children can achieve individual and class rewards (see Appendix A) and these are celebrated during class reflection times and assemblies.

Consequences

For consistency, the staff have agreed to the following sanctions, so the children have the security of knowing what acceptable or unacceptable behaviour is:

- Non-verbal signs e.g. facial expressions, gestures or visual signs.
- Verbal warnings (with pictures and symbols if needed)
- Time in the classroom or a quiet area, within sight of the teacher or outside playtimes holding an adult's hand or in a designated calm area
- Forfeiting playtime – in terms of minutes (inside the school building)
- Forfeiting Golden Time minutes
- Referral to another teacher
- Referral to a senior member of staff (Team Leaders, Lead for Behaviour or SENCO)
- Referral to the Headteacher
- Informing Parents
- Suspension or Permanent Exclusion

Our graduated response to behaviour acknowledges that some children will require a personalised approach to their individual needs and different behavioural strategies may need to be implemented in addition to, or in place of, those stated above.

Exceptional Circumstances and Serious Incidents of Challenging Behaviour

The Use of Reasonable Force

Serious incidents of behaviour where 'the use of reasonable force' e.g. restraint or removal has been used, a report of incident of unacceptable behaviour form must be completed. The forms will be completed by an adult who was involved with the incident on the day of the incident. These must be filed in the behaviour log in the office and a copy of the report of incident of unacceptable behaviour given to the Headteacher and Business Manager to complete an electronic copy on the EEC website. Parents must be informed by the Headteacher or a member of the Senior Leadership Team of all serious incidents of challenging behaviour where 'use of reasonable force' has been used.

Suspension and Permanent Exclusion

Suspensions and permanent exclusions are both types of exclusion. Suspension 'is used to refer to what legislation calls an exclusion for a fixed period' where 'a pupil is temporarily removed from a school' (DfE, May 2023).

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

At Milford Infants' School, exclusion is a rare and extreme sanction and is only administered by the Headteacher. Please see Appendix D for further details.

Child-on-Child Abuse and Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.

What Is Child-on-Child Abuse?

Children can abuse other children and this is often referred to as child-on-child abuse. As stated in Keeping Children Safe in Education (DfE, 2023), this can include, but is not limited to:

- Bullying (see below)
- Abuse in intimate personal relationships between children
- Physical Abuse
- Sexual Violence, sexual harassment or causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude or semi-nude images
- Upskirting
- Initiation/hazing type violence or rituals

All staff are aware that child-on-child abuse can happen inside or outside of school and that if they have any concerns they should report these to the Designated Safeguarding Lead (Wendy Chant).

What Is Bullying?

In *Preventing and Tackling Bullying (DfE, 2017)*, bullying is defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Therefore, bullying is the persistent use of aggression with the intention of hurting another person verbally or physically. Bullying results in pain and distress to the victim and can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of the internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities (see E-Safety Policy)

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Why is it Important to Respond to Child-on-Child Abuse and Bullying?

Child-on-child abuse and bullying hurts. No one deserves to be a victim of child-on-child abuse and/or bullying. Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. All governors, teaching staff and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported. This policy is available on our website and hard copies are printed on request from parents, so they are aware of what to do if bullying arises. Therefore, pupils and parents should be assured that we take bullying seriously and they will be supported if bullying is reported.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other needs or difficulties, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to support changes in behaviour.

Outcomes

- 1) The child/children who have been engaging in bullying behaviours may be asked to apologise and make amends.
- 2) Other consequences may take place (see Consequences, p.3)
- 3) In serious cases, suspension and/or permanent exclusion will be considered
- 4) If possible, the pupils will be reconciled.
- 5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention of Child-on-Child Abuse and Bullying

Our whole school approach to relational support for behaviour is foundational to the prevention of child-on-child abuse and bullying. However, in addition to this approach, we will use a number of strategies to prevent bullying and to encourage self-help strategies for pupils. As and when appropriate, these may include, but are not limited to:

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or in assembly
- using role-play
- having discussions about bullying and why it matters

- dedicating a week's focus on anti-bullying (Anti-Bullying Week)
- teaching of e-safety and implementing the e-safety policy

Support for Staff who are Bullied

Bullying of staff by either pupils or parents is unacceptable. Staff will respond as stated below to incidences of bullying towards them:

- Incidents will be reported to a senior member of staff.
- In incidences of cyberbullying, evidence of the abuse will be saved through screenshots.
- If the perpetrator of the bullying is an adult, they will be invited to a meeting with a senior member of staff.
- Online harassment is a crime. Therefore, if the comments are abusive, sexist or constitute a hate crime, the school will consider contacting the police.

Policy Links

This policy is also linked to and supported by the Safeguarding and Child Protection Policy, SEND Policy and the Equality Policy. DfE and LEA guidelines on restraint of pupils by staff are also followed (see Appendix E)

Appendix A: Milford Infants' School Visible Consistencies and Rewards



Milford Infant's School – Visible Consistencies



The following three visible consistencies were identified and agreed during the INSET (1.9.22) and reviewed (February 2023 and January 2024)

+	Meet and Greet – Teachers to Greet children at Classroom Doors/ Gates
	<ul style="list-style-type: none"> Each morning the class teacher will greet the children by saying 'hello' or 'good morning' as they enter the classroom. TAs to be inside the classroom to greet the children as they come in and direct them to the task they will be doing, as identified by the class teacher. An additional member of staff will open the gates and remain on the playground. They will provide extra support to those children who need it during the transitions into the classroom. Teachers to go into their classroom at 8:50am and register the children. Parents will be able to approach teachers in the morning to speak to them. Teachers will ensure that they continue to greet the children as they come in if this happens. There will be a comment on the newsletter to inform parents that teachers are aiming to greet children as they enter the classroom. All gates to the playground to be shut promptly at 8:50am parents and children to be directed to the School Office.
	<p style="text-align: center;">Fantastic Walking – Children will be taught 'fantastic walking' and praised for their fantastic walking as they transition around the school.</p> <ul style="list-style-type: none"> Fantastic Walking means – Walking slowly, shoulders back, head up, hands by our side, quiet voices. Teachers will teach the children fantastic walking making it clear what they are looking for. Teachers will revisit this regularly, reminding the children of the key things they are looking for. All staff will model fantastic walking as they transition around the school. Teachers will recognise and praise individual children, groups of children and whole classes who are doing fantastic walking around the school. Staff will praise the children using the vocabulary 'fantastic walking' and reinforce what they are doing well by referencing the key things we are looking for. 'Quiet voices' has been chosen to ensure that adults are able to praise the children and to give the children the opportunity to thank the member of staff who has praised them. This also enables the children to say hello to members of staff they have/ are building relationships with.
	<p style="text-align: center;">Reflection Time – Building in time to reflect on the day and say goodbye</p> <ul style="list-style-type: none"> Each class will have reflection time at the end of each day. During this time classes will: <ul style="list-style-type: none"> ➤ Reflect on the day – Children will be encouraged to share what has gone well/ what they have enjoyed and things they might have found tricky. ➤ Goodbye – This will give teachers the opportunity to say goodbye to the children, remind them, and share that we are looking forward to seeing them again the next day / after the weekend.



Milford Infant's School – Rewards



The following rewards were identified during the INSET (1.9.22) and reviewed in September 2025.

Only the rewards listed below should be used in classes.

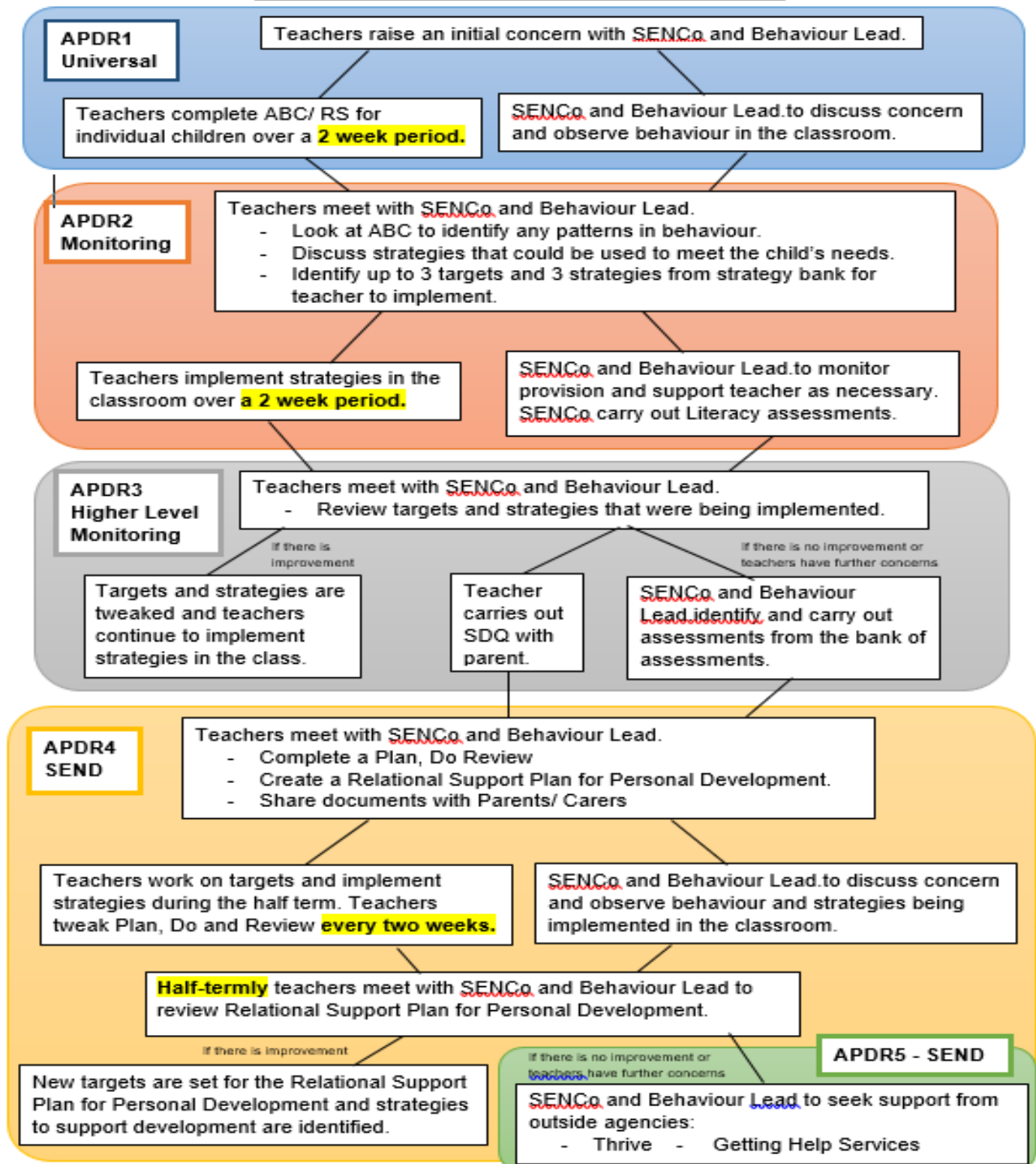
Type of Reward	What is the Reward?	How the reward will be used?
Celebration Card – Individual Reward	<ul style="list-style-type: none"> Grid with space for 20 stickers Children can choose the colour of the celebration card (red, green, orange, yellow, blue) 	<ul style="list-style-type: none"> Staff will give stickers to individual children who are following the Golden Rules. Once the celebration card is full, staff will acknowledge and celebrate this during the reflection time at the end of each day by clapping/ giving three cheers etc. Once celebration cards are full children will take them home to share and celebrate with their parents/ carers. Reception children will take a balloon home with their celebration cards.
Celebration bags – Individual Reward	<ul style="list-style-type: none"> Each class to have celebration bags in their classroom. 	<ul style="list-style-type: none"> If children have done some fantastic work in class, teachers will put the work in the 'celebration bag'. The children will take this piece of work home and share it with their adults. Teachers will keep a record of who has taken the celebration bag home.

Appendix B Emotion Coaching

Current theory, research and evidence-based approaches are 'based around the principle that all behaviour is a form of communication' (Babcock, 2020). Emotion coaching encourages all adults in a school to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. Emotion coaching follows these four steps:

- Step 1 **Recognising feelings and empathising with them**
- Step 2 **Validating the feelings and labelling them**
- Step 3 **Establish / restore a safe environment (if needed)**
- Step 4 **Problem-solve**

Graduated Response for SEMH



Appendix D Suspension and Exclusion

Exclusion, whether fixed term or permanent may be used for the following, (usually a persistent accumulation) all of which constitutes examples of unacceptable conduct and is an infringement of the school's behaviour policy. This is not an exhaustive list and there may be situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

- Verbal Abuse to staff
- Verbal abuse to pupil(s)
- Physical abuse to/attack on staff
- Physical abuse to /attack on pupil(s)
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported but school sanctions and other interventions have not been successful in modifying.

Exclusion Procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days)
- The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination
- The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents are contacted immediately. A letter will be given with details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term exclusion. If necessary re-integration will be planned and a Pastoral Support Plan (PSP) completed if there is not one in place already. This will be implemented by a senior member of staff, usually the Headteacher, the SENCO and, when necessary, our PFSA.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.
- School work will be provided to be completed at home during the exclusion period.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Carrying an offensive weapon *.
 - Arson.

The school will consider police involvement for any of the above offences.

*Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.”

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome. Exercise of discretion in reaching a decision, the Headteacher will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and b) the effect that the pupil remaining in the school would have on the education and welfare of other pupils and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion. In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's school record, witness statements and the strategies used by the school to support the pupil prior to exclusion.

Lunchtime Exclusions Pupils who are disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Appendix E: Publications which have supported the development of this policy

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Dunnett, C. and Jones, M. (2020) *Guidance for Developing Relational Practice and Policy*. Devon: Devon County Council and Babcock Learning and Development Partnership.
- Dix, P. (2017) *When the Adults Change, Everything Changes*. Carmarthen, Wales: Independent Thinking Press.
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Suspension and Permanent Exclusion guidance July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk)