

Milby Primary School

Relational behaviour policy

2025 – 2026



How to be ready, respectful and safe

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1. Statement of intent

At Milby Primary School, we believe that, in order to facilitate the best teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We want our children to become resilient and successful adults. In order for them to achieve this, we aim to provide a nurturing environment where children respect themselves and others. We believe that working with children, families and the wider school community through restorative practices, helps us to fulfil our vision and aims. In order for our children to inspire – learn – succeed, the school is committed to:

- creating a culture of exceptionally good behaviour: for learning, for community and for life;
- ensuring that all children are treated fairly, shown respect and good relationships are promoted at all levels;
- developing positive, trusted relationships with pupils to enable early intervention;
- promoting a culture of praise and encouragement in which all pupils can achieve;
- providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment;
- helping children to take control over their behaviour and be responsible for the consequences of it;
- encouraging positive, collaborative partnerships with parents; and
- building a community which values kindness, care, good humour and empathy for others.

This policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community. It is based on the work of Paul Dix and is underpinned by a restorative practice approach. Good behaviour is recognised sincerely rather than just rewarded; children are praised publicly and reminded in private.

Adopting a relational approach to behaviour will, in turn, build and strengthen community by promoting positive interactions and relationships, and managing conflict by supporting individuals to: take responsibility for their actions; empathise with others; and repair and strengthen relationships at all levels. Our approach recognises that positive behaviour should be celebrated, 'mistake' behaviour should be learned from, but that 'deliberate' unwanted behaviour may bring about a sanction.

Just as with academic subjects, behaviour is not something that children can just do. It is learned through effort, clear direction and support from caring adults and by accepting that mistakes are made and should be learned from to allow growth to occur. We teach behaviour as it underpins all other success that we aspire to.

We also teach children to recognise a variety of behaviours and ways to keep themselves safe across the whole curriculum. This includes Thrive which is our whole school approach to emotional health and mental wellbeing. Thrive small groups or 1:1 sessions run for identified children, who may require additional support with their emotional wellbeing and resilience.

We also deliver the Taking Care: Protective Behaviours Programme, which forms part of our PSHE curriculum. The aim of the programme is to teach our children about how to feel safe, how to talk about their feelings and how to recognise safe and unsafe feelings. This helps children to feel safe to have an adventurous approach to life that satisfies their desire for fun and excitement without living in fear. Protective Behaviours helps children to recognise and trust their intuitive feelings –

known as early warning signs – and to support them in developing a range of strategies for self-protection.

The programme focuses on two key themes:

- We all have a right to feel safe all of the time; and
- We can talk with someone about anything, even if it feels awful or small.

All children are expected to behave as role models for each other, but year 6 children are given extra positions of responsibility across the school. This includes being house captains, prefects and being lunchtime helpers for younger children.

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

We have considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, screening and confiscation'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Complaints procedures policy

- Special Educational Needs and Disabilities (SEND) policy
- Suspension and exclusion policy
- Physical intervention policy
- Child protection and safeguarding policy
- Anti-bullying statement

3. Roles and responsibilities

The governing board has overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds;
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity; and
- handling complaints regarding this policy, as outlined in the school's complaints procedures policy.

The headteacher is responsible for:

- the monitoring and implementation of this policy and of the behaviour procedures at the school;
- establishing the standard of behaviour expected by pupils at the school;
- determining the school rules and any disciplinary sanctions for breaking the rules;
- the day-to-day implementation of this policy;
- overseeing the whole-school approach to mental health;
- publishing this policy and making it available to stakeholders;
- reporting to the governing board on the implementation of this policy; and
- making decisions regarding exclusions and for all processes relating to exclusion.

The SENDCo is responsible for:

- collaborating with the governing body, headteacher and the mental health lead, as part of the senior leadership team, to determine the strategic development of behaviour and SEMH policies and provisions in the school;
- undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND; and
- supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves;
- aiming to teach all pupils the full curriculum, whatever their prior attainment;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum; and
- being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- adhering to this policy;
- supporting pupils in adhering to this policy;
- promoting a supportive and high-quality learning environment;
- modelling high levels of behaviour and professionalism;
- being aware of the signs of behavioural difficulties;
- setting high expectations for every pupil;
- being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs; and
- noticing changes in pupils and keeping the relevant figures of authority up-to-date.

Pupils are responsible for:

- their own behaviour both inside school and out in the wider community; and
- reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- supporting their child in adhering to the school rules; and
- informing the school of any changes in circumstances which may affect their child's behaviour.

We aim to work in close partnership with our parents and carers by informing them of any concerns that we have as early as possible. This may take place in the form of an informal discussion at either the beginning or end of the day, or a more formal notification when the child has displayed serious unacceptable behaviour.

4. Managing behaviour and relationships

The perception we have of another person and the language that we use about them directly affects the way we interact with them. This is true for both adults and children. If we think of a person as behaving badly we become more disposed to thinking in terms of punishment when they behave in certain ways. When we know a person, take the time to develop a relationship with them and try to understand what their behaviour is telling us about their emotions, we are more disposed to viewing that behaviour as someone trying to handle a difficult situation, making us more likely to support them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. Strong, trusting relationships between people, where all parties feel cared for, are vital. When supporting children's behaviour, staff should be fair and consistent, take individual needs into account and ensure that all children are treated equally, according to their needs. Children need to understand that the staff member is in control at all times enabling pupils to feel safe; equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having

difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents, carers and staff to understand our approaches to the management of behaviour in school (including rewards and sanctions).

It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach. All staff, on joining the school, should be made aware of the details of the policy, and it should be applied consistently throughout the school. The headteacher and senior leadership team will monitor the effectiveness of the policy, supported by stakeholders.

5. Teachers, support staff and volunteers

It is the responsibility of the teacher and support staff to ensure that the school rules are enforced in the class, and that children behave in a respectful and responsible manner during lesson time. All staff will show children that they respect and care about them. This will be done through:

- always using children's names, not pet names;
- positively welcoming children into class with a meet and greet at the door;
- referring to the ready, respectful, safe posters;
- challenging low standards of learning or effort, reminding children what they are capable of and praising good effort, standards of learning and social behaviour;
- taking responsibility for dealing with any incident they are involved with (staff should never abdicate responsibility or their authority by passing on incidents unless it is necessary to do so – senior staff should only be called upon if there is a serious safeguarding need, or if the behaviour is of a serious enough level that it is causing a disruption to learning following intervention from members of staff which have been unsuccessful);
- not shouting at another person (it may be appropriate for adults to use a controlled, louder voice for effect on occasions);
- taking the time to know the children in their care as people, understanding their strengths, worries, family circumstances etc;
- sharing any concerns about children with senior staff and parents and carers as soon as possible;
- utilising opportunities across the whole curriculum to weave developing understanding of behaviour (including bullying) into wider learning;
- never ignoring or walking past children who are not behaving well; and
- following through on rewards and sanctions.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. There may be times when, at the discretion of the class teacher or support staff, children will be requested to complete learning from lessons during break or lunchtimes. This will only occur when there has been sufficient encouragement, support and time allowed during the lesson to complete tasks, but the child has chosen not to undertake the requested learning.

Staff and volunteers will treat all children in their care with respect and understanding and they will be consistent and calm in their approach. In the first instance, the teacher or support staff will deal with the incident themselves in the agreed manner. All staff and volunteers must adhere to the school's code of conduct as required by statutory guidance: Keeping children safe in education (DfE 2025). This is a core component of the school's strategy to fulfil its statutory responsibilities to safeguard and promote the welfare of all children and stakeholders.

All staff and volunteers have personal and legal responsibilities that are wider than their safeguarding responsibilities, including treating others with dignity and respect; acting honestly; using public funds and school equipment appropriately; adhering to health and safety guidelines; and practising equal opportunities at all times. These expectations are also set out in the code of conduct and should be fully observed by all staff and volunteers, including the headteacher, senior leadership team and any volunteers permitted to work in the school. Employees and volunteers should ensure they are familiar with other specific policies that underpin these expectations, which are referred to as 'required reading' throughout the code of conduct. If any employee or volunteer has a concern regarding a fellow employee or volunteer, they should follow the guidelines outlined in the school's whistleblowing policy.

6. Expectations, routines and effective classroom management

At Milby Primary School, we aim to promote positive attitudes and respect through our three core values – ready, respectful and safe:

- We are **ready** to learn.
- We are **respectful** to each other and school property.
- We keep ourselves **safe in** and out of school and online.

Staff use these values to highlight the behaviour they want to see around school through the use of affective statements. These simple values ensure that rewards and sanctions are applied consistently. Expectations are reinforced through assemblies and in the way that staff and children interact throughout the school. The ready, respectful, safe poster is displayed in all classrooms and learning spaces and referred to in conversations.

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 to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals and their voices heard, they respect adults and accept their authority.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- start the year with clear sets of values and routines that are understood by all pupils;
- establish agreed rewards and positive reinforcements;
- establish sanctions for misbehaviour;
- establish clear responses for handling behavioural problems;
- encourage respect – in all its forms – and development of positive relationships;
- make effective use of the physical space available; and
- have well-planned lessons with a range of activities to keep pupils stimulated.

All staff should ensure there are good routines in place for their classroom and for when children are moving around the school. These expectations are reinforced through assemblies and interactions with the children. It is the responsibility of all to challenge children where these expectations are not met, and equally to comment positively when they are.

Good routines should be in place for:

- the start and end of the school day;
- transition times within lessons and the wider school day;
- lining up, entering and leaving assemblies;
- moving around the school site; and
- break and lunchtimes.

It is the responsibility of each lunchtime supervisor that the children behave in a responsible and respectful manner. This should be done through positive, respectful and consistent interactions with pupils. Each lunchtime supervisor is expected to treat each child fairly. Lunchtime supervisors should treat all children they supervise with respect and understanding. In the first instance, each supervisor deals with incidents him/herself.

7. Praise and rewards

When teaching and managing behaviour, our prime focus must always be on the positive that we see in ourselves and others: those behaviours we wish to promote and develop in children. We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, members of staff will ensure:

- they define the behaviour that is being rewarded;
- the praise is given immediately following the desired behaviour;
- the way in which the praise is given is varied;
- praise is related to effort, rather than only to learning outcomes produced; and
- perseverance and independence are encouraged.

Praise is given when a child's efforts, learning or behaviour need to be recognised, rather than continuously without reason. Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Members of staff will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards for good behaviour will include, but are not limited to:

- verbal and written praise;
- awarding of stickers and praise notes;
- communicating praise to parents;
- achievement of star award certificates (FS/KS1) and merit certificates and badges (KS2);
- headteacher and deputy headteacher awards;
- outstanding role model recognition celebrations;
- termly award assemblies; and
- positions of responsibility.

8. Sanctions

It is a vital part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained. The framework below indicates the usual process through which staff members will progress in the case of sustained issues; however, it is important to note that all staff are able to choose to skip earlier stages when they consider the conduct is sufficient to warrant a more serious sanction:

1. **Informal warning** – In the first instance, for low-level unacceptable behaviour, children will be given a verbal warning.
2. **Time sanction** – If a warning does not lead to an improvement in behaviour, then staff can issue a time sanction. This will result in a number of minutes of playtime being lost.
3. **Removal from class** – In some cases, it may be necessary to remove a child from the classroom to ensure that a clear message is given about expectations, both to the child involved and to others in the class. Children will be supervised to complete their learning in another class or learning space for a suitable period.
4. **SLT involvement** – Where earlier stages of the process have been ineffective in improving and modifying behaviour, children will be taken to a member of the SLT. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion, or in some cases, a fixed-term or permanent suspension may be required. In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to this stage. Any incidents at this stage will be recorded on the school's Child Protection Online Management System (CPOMS).

Where a child reaches stage 3 or 4 of this process, it will be appropriate for parents and carers to be informed directly about the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the school day, or by telephone call or in writing if necessary.

9. Restorative practice

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. The process promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability. It is an approach to conflict resolution that includes all of the parties involved. At Milby Primary School, it incorporates our work on developing children's growth mindset, Thrive and our PSHE curriculum, where children are taught the skills and vocabulary to discuss and handle their emotions which enables them to have ownership of their own behaviour.

Restorative practice is built upon quality conversations with all concerned parties to help them to understand 'why' an incident may have occurred and to help them agree a resolution and restore emotional balance. Restorative practice seeks to understand and adapt behaviour rather than to punish it, and seeks to help children to understand that they are responsible for their own behaviour. As such, behaviour can carry a sanction.

During a restorative conference, staff act as facilitators who focus attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. These conversations can only take place when everyone has had sufficient time and space to calm after an incident. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is the feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused, it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

The 4 R's of restorative practice are based on four key features:

- **Respect** – listening to other opinions and learning to value them;
- **Responsibility** – taking responsibility for your own actions;
- **Repair** – discussing how to repair harm; and
- **Re-integration** - working through a process that solves the problem but allows young people to remain in mainstream education.

Our aims for restorative practice at Milby Primary School:

- To better educate students towards self-directed correct behaviour.
- To better promote, nurture and protect healthy relationships among members of the community.
- To better hold pupils accountable for the real consequences of wrongdoing.

We operate restoratively at Milby Primary School by:

- having high expectations and insisting on high standards of behaviour;
- being firm but fair;
- providing high levels of support and care for individuals; and
- focusing on restoring any harm done.

10. Prevention and de-escalation strategies

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

Collated CPOMS records for an identified individual will highlight any child that is:

- persistently misbehaving;
- not improving their behaviour following low-level sanctions; or
- displaying a sudden change in behaviour from previous patterns of behaviour.

Positive behaviour will be taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like through the use of affective

statements. Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- attuning carefully to children using the vital relational functions (VRFs) from the Thrive Approach;
- adopting calm stances and postures;
- using simple, carefully chosen words;
- providing adequate personal space;
- using non-threatening facial expressions;
- low tone, volume and pace in communication;
- physical reassurance and prompts;
- providing safe and comfortable environments;
- identifying any points of agreement to build a rapport; and
- providing a diversion or distraction.

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

11. Special educational needs

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all children in the school, including children with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all children. The good behaviour culture ensures the school is a calm environment which will benefit pupils with SEND, enabling them to learn.

In individual cases, where a child requires extra support to manage their behaviour an individual behaviour plan may be set up. Parents would be closely involved and the child would have a say in its contents. The plan is reviewed regularly with both the child and parents along with the school's SENDCo.

It may be necessary to be flexible in our classroom arrangements and, in extreme cases, learning may need to be done in a smaller group with a high adult:child ratio.

12. Positive handling

If a child's behaviour is a danger to themselves, others or property, staff may be required to handle a child. This should only be done by staff who have completed positive behavioural management and de-escalation training (Safer Handling), and only as a last resort. Safe handling will be kept to a minimum period of time to ensure the child's safety. The school follows the DfE's

non-statutory advice 'Use of Reasonable Force' (July 2013); 'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006).

A detailed written report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions. Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and the child's parents or carers will be contacted. Where appropriate, the headteacher may decide to temporarily remove the child from the school via a suspension. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. The member(s) of staff will provide a comprehensive written record of the situation as soon as possible, using the physical intervention report form. The written report of the incident must outline what had happened before, during and after the incident, and the reasons why specific interventions were employed

The school may decide to remove a child from a classroom or learning space for a limited period. The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

13. Suspensions and exclusions

In extreme circumstances, where behaviour presents a threat to themselves or others; seriously disrupts the calm running of the school; presents continued deliberate unwanted behaviour; or causes damage to property, children may be suspended from school for a period of time. This time will be used to formulate a plan to support future positive behaviour or to allow children time to reflect on their behaviour.

Where incidents are referred to the headteacher, the headteacher will decide on the appropriate course of action, based on both the incident being considered and known prior incidents.

Only the headteacher has the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods for up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period and can also be for parts of the school day.

In exceptional circumstances, it may be appropriate to permanently suspend a child. This decision will be considered as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy, and where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school.

In all circumstances, the school will have regard to the guidance set out in the Government guidance at: <https://www.gov.uk/government/publications/school-exclusion>

14. Prohibited items, searching and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's physical intervention policy. The prohibited items where reasonable force may be used are:

- Knives and 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 any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfE guidance 'Searching, screening and confiscation' when conducting searches and confiscating items.

15. Incidents outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises, 'to such an extent as is reasonable' as defined by Section 90 of the Education and Inspections Act 2006. Teachers may discipline children for misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school without a parent or carer.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the complaints procedures policy.

16. Equal opportunities

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability, and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

17. Monitoring and review

This policy is reviewed and updated on an annual basis. The school's senior leadership team will conduct systematic reviews of the policy's effectiveness. This will include data collected from the following sources:

- Analysis of incident data and perceived impact of the consequent actions;
- Attendance, permanent exclusion and suspension data;
- Analysis of the perceived impact of the rewards system;
- Feedback from staff on the manageability and impact of the policy;
- Feedback from the school council on the fairness and motivation that the policy generates;
- Opinions of parents and carers about the accessibility and impact of the policy and its implementation.

The next scheduled review date for this policy is September 2026.

At Milby Primary School:



We are *ready* to learn.

We are *respectful* to each other and school property.

We keep ourselves *safe* in and out of school and online.



Reflective think sheet



Name: _____ Class: _____ Date: _____

What happened?

How were you feeling? Take a look at the colour pictures.

RED

ORANGE

YELLOW

GREEN

BLUE

How are you feeling now? Take a look at the colour pictures.

RED

ORANGE

YELLOW

GREEN

BLUE

How did your behaviour make others feel? Take a look at the colour pictures.

RED

ORANGE

YELLOW

GREEN

BLUE

What can you do to make things better?

You were guided through this and supported by: _____





Reflective think sheet



Name: _____ Class: _____ Date: _____

How were you feeling?



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

Tell us more

Who else has been affected?

How might they be feeling?

							
bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
							
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What could you have done differently?

Talk to an adult	Move away	Star breathing	Self-talk
Go to safe space	Time out	Counting to 10	Other

What can you do to repair the problem?

A conversation	Say sorry	A kind deed	Tidy up
Finish learning	Make a plan	A fresh start	Other

You were guided through this and supported by: _____



Reflective think sheet



Name: _____ Class: _____ Date: _____

What happened?



wasn't following instructions



talking



wasn't on task



was disrespectful/
silly



had a negative attitude



distracted others



wasn't ready/
late



made a mess



was dangerous



bullying



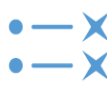
was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

How were you feeling?



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

Who else has been affected?

How might they be feeling?

							
bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
							
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What could you have done differently?

Talk to an adult	Move away	Star breathing	Self-talk
Go to safe space	Time out	Counting to 10	Other

What can you do to repair the problem?

A conversation	Say sorry	A kind deed	Tidy up
Finish learning	Make a plan	A fresh start	Other

You were guided through this and supported by:



Reflective think sheet



Name: _____ Class: _____ Date: _____

What happened?

Who has been affected by what you did?

How were they affected?

What was on your mind and what were you feeling at the time?

What are you feeling about the situation now?

What do you think needs to happen next?

You were guided through this and supported by:
