



Millbrook Primary School

Behaviour for Learning Policy

1. Rationale

- 1.1 All pupils have the right to learn and all teachers have the right to teach in an environment that is conducive to children's learning. We promote good behaviour by creating a happy, caring school environment where everyone feels valued and respected.
- 1.2 Our policy is not primarily concerned with 'rule enforcement'. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- 1.3 It also recognises within a climate of inclusion that there will be some children who need a more personalised approach to their specific behavioural needs. In some cases this means that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.
- 1.4 Our policy embodies the Behaviour Principles of Grove Learning Trust -
 - 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
 - Staff and volunteers always set an excellent example to pupils
 - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
 - The behaviour policy is understood by pupils, parents and staff
 - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspension and permanent exclusion
 - Pupils are helped 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

2. Aims and Objectives

The chief aims of our approach to behaviour are:

- To promote and encourage the best possible learning environment for all children so that we are '**Achieving Excellence, Fulfilling Potential**'.
- To ensure pupils have a safe and secure environment in which they feel valued to learn and develop.
- A praise based approach rather than sanction based.
- To 'catch children doing/being good'.
- A consistent, fair and firm approach across the whole school.
- To divert a pupil from inappropriate to appropriate behaviour.
- To teach pupils self control and subsequently to take responsibility and be held accountable for their choices and actions.
- To encourage a pupil to develop and demonstrate positive abilities and attitudes with increasing independence.
- To involve children in understanding the need for good behaviour through circle times, School Council, PSHE (Jigsaw) and class discussion and feedback.

- To involve parents at an early stage.
- To be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.

3. Promoting Good Behaviour

- 3.1 It is important that we have high expectations and remain as positive as possible at all times. We have a supportive, caring ethos where all children are praised, acknowledged, rewarded and celebrated for their good behaviour.
- 3.2 We do this in a variety of ways.

**** Please see Appendix 3 and 4 – our ‘Reward Pyramids’.**

4. Rules – Millbrook Values and Purple Promises

- 4.1 At Millbrook Primary School we promote British Values and endeavour to increase the cultural capital of our pupils. This encourages children to think for themselves, become independent, assists in developing right from wrong and understanding their place in society.

Democracy – *Our Voices Matter*

The Rule of Law – *We follow the Purple Promises*

Individual Liberty – *We own our choices and actions*

Mutual Respect – *We treat each other kindly*

Tolerance of those of different faiths and beliefs – *We celebrate differences*

- 4.2 We have our ‘Purple Promises’ instead of rules. These are:

I promise to ...

- *Be kind*
- *Listen and learn*
- *Show respect*
- *Fulfil my potential*

**** Please see Appendix 5**

Failure to follow these values and promises will result in a child being sanctioned. It is the joint responsibility of all members of staff to monitor children’s adherence to these. There will be reminders about The Purple Promises in and around school on a daily basis, recognising when children are keeping them. Positive behaviour will also be recognised during assembly, in class, through letters to parents and the home school agreement.

5. Sanctions

- 5.1 At Millbrook we employ a number of sanctions to enforce the 'Purple Promises' and to ensure a safe and positive learning environment. Inappropriate and unacceptable behaviour is not accepted at Millbrook.
- 5.2 Each child must clearly understand what is expected of them before they can be sanctioned for behaving in an unacceptable way. Staff must not presume that children will know what is expected unless it is made explicitly clear to them. Regular reminders and visual clues in the classroom are necessary to support the policy. The teacher and adults need to assert what behaviour they do want to observe.
- 5.3 It is expected that children apologise to the staff member or child that they have behaved unacceptably to. Restorative justice is seen as a necessary part of our behaviour policy.
- 5.4 A detailed order of sanctions and appropriate actions are listed in:-

****Appendix 1 and 2 – our 'Consequence Pyramids'.**

- 5.5 In most cases, difficulties with behaviour will be dealt with by the sanctions and process described above. However, in some cases children have a very low self-esteem or a Special Educational Need and find it difficult to find a place for themselves within the normal school routines and reward/sanction process. In these cases different approaches will be necessary and 'personalised' according to the needs of the child. (Please refer to our SEN and Inclusion Policy)
- 5.6 For 'time out' in class time children will be sent to the most appropriate member of SLT or a different class within the school.
- 5.7 The school operates zero tolerance towards any form of discrimination including racism, homophobia, child on child abuse and bullying (please refer to our Anti-Bullying, Disability and Equality policies, Health & Safety Policy, and the Relationships & Sex Education Policy). Bullying, homophobia and racism are totally unacceptable and are always treated most seriously. These incidents, and the actions taken as a result, are logged centrally by SLT on CPOMS.
- 5.8 There may be incidents of a more serious nature which require the use of positive handling. **See Appendix 6.** Should a pupil pose a significant risk of harm to themselves or others or significant risk of damage to property then positive handling may be used. At these times a member of staff who has received Team Teach or CPI training in de-escalation and positive handling should be called. Incidents where Team Teach/CPI positive handling or any type of restraint or seclusion has been used are recorded in an Incident Book for Physical Intervention (The Bound Book) and on CPOMS and the pupils' parents will be informed. In some cases and with agreement of parents, SENDCo and Headteacher there will also be an individual log.

6. Teacher and Class Responsibility

- 6.1 It is the responsibility of the class teacher and support staff to ensure that The Purple Promises are enforced in their classes and that the class behave in a responsible manner in and around the school.
- 6.2 The class teachers and support staff must have high expectations of the children with regard to their behaviour, and should strive to ensure that all children work and behave to the best of their ability.

- 6.3 The class teacher and support staff must treat each child fairly and enforce The Promises and class rules consistently. They must treat all children in the class with respect and understanding.
- 6.4 Teachers and support staff will use the reward and consequence pyramids and show this clearly to the children involved to ensure positive behaviour at Millbrook School.
- 6.4 The Class teacher will follow up with parents any informal/formal approach. The class teacher reports to parents the progress and behaviour of each child in their class in line with the whole- school policy.

7. Headteacher/Deputy Head Teacher/SLT Responsibility

- 7.1 Children will be referred to the Headteacher immediately, or Deputy Head teacher in her absence, if they reach or exceed Level 4 of the Reward or Consequence Pyramid.
- 7.2 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. She will also ensure the health, safety and welfare of all the children and adults in school.
- 7.3 The Headteacher, deputy head teacher and SLT support the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in their implementation of the policy.
- 7.4 The SLT keep records or log all reported serious incidents of misbehaviour in the Sanctuary file or on an individual log.
- 7.5 The Headteacher is responsible for internal exclusions and suspensions for serious acts of misbehaviour. For very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the Governors have been notified.

8. Management of Children at Playtime and Lunchtimes

- 8.1 At lunch time and playtime Millbrook expects the same standards of behaviour as during the rest of the day. Staff will follow exactly the same procedures as during lesson time. A 'time out' zone outside is designated and supervised by a member of staff.
- 8.2 There is also a lunch time sanction system where children miss sections of their lunch time in The Sanctuary. This is staffed by SLT members, behaviour is logged and monitored closely. Parents are usually informed by text when their child spends time in the Sanctuary as a result of their behaviour.

9. The Governors Role and Responsibility

- 9.1 The Full Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The FGB supports the Headteacher in adhering to and implementing these guidelines.
- 9.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this advice into account when making decisions about matters of behaviour. Governors will be involved in any Permanent Exclusions that take place at Millbrook School.

- 9.3 The Governors are responsible for monitoring the success of the policy and ensuring it is administered fairly and consistently. The Governors will pay particular attention to ensure that the school abides by the guidance documents The Duty to Promote Race Equality, Gender Equality and any other published guidelines or recommendations as published by the DfE.
- 9.4 The Governors will review this policy every two years. However, they may review earlier if the government introduces new regulations or legislation.

10. The Parents/Carers Responsibility

- 10.1 We value very highly the significant support we receive from parents. Support from parents is vital if this policy is to succeed. The school collaborates actively and in partnership with the parents so that the children receive consistent messages about how to behave at home and at school.
- 10.2 The 'Purple Promises' are explained in the prospectus and a full copy of the policy is available to parents upon request and we expect them to read and support it.
- 10.3 Parents are invited to discuss their child's behaviour with the class teacher at a mutually convenient time.
- 10.4 We expect parents to support their child's learning, and to cooperate with the school as set out in the home school agreement. We aim to build a supportive dialogue between the home and school and we will inform parents immediately if we have concerns about their child's welfare or behaviour.
- 10.5 We expect parents to model good behaviour and appropriate language to their children. They should always deal with and speak to members of school staff respectfully.
- 10.6 Concerns will always be considered and investigated. If we have made a mistake we will rectify it as quickly as possible and apologise sincerely to the child. Equally, if the sanction is found to be correct we hope parents will accept this judgement and support the school.
- 10.7 Any concerns over the policy itself should be addressed to the Headteacher or Governors.
- 10.8 Any concerns over the policy or its application should be made as soon as practicable after the concern is perceived.

11. Exclusions; Internal, Fixed- Term and Suspensions

- 11.1 The school will comply with local and national policies and procedures as set out in the most recent DfE Guidance.
- 11.2 An internal exclusion may be used to defuse situations that occur in school which requires a pupil to be removed from class but may not require removal from the school premises. It may also be used when a child or family could be put into a vulnerable position as the result of a Suspension. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review. The SEN Unit should not usually be used to provide internal exclusion.
- 11.3 All internal exclusions will be recorded and parents informed.
- 11.4 Suspensions will be used for serious incidents or when the use of Internal Exclusions has not corrected behaviour. The Suspension will be for the shortest time possible, and could cover a specific time e.g. lunchtimes, and increased depending on the number of Suspensions the pupil has had.

- 11.5 All Suspensions will be recorded and parents/SBC will be informed in writing. A re-integration meeting will take place with a Head Teacher or Deputy Head Teacher in her absence, the pupil and their parents before the pupil can return to school.
- 11.6 Permanent Exclusion will only take place in the most serious of situations and following significant support from outside agencies after a sustained period of time and/or after escalation of behaviour to an unmanageable degree.
- 11.7 Permanent Exclusion must be considered if any child is a consistent danger to other pupils or staff and the head teacher is no longer able to keep the child or others safe.

12. The need for consistency and fairness

- 12.1 It is very important that the children understand that the system is fair. Children and parents/carers need to be able to question a ruling which they consider unfair. This must be done politely and at an appropriate time. It is important that all staff make time to consider a child's complaint of fairness. It is also very important that all staff show a degree of professional judgement when considering issues that are in the grey area of possibly being outside of the expectations. It is, however, the right and responsibility of the headteacher to make the final decision as to whether the school has acted reasonably and appropriately.

13. The need for a positive attitude and environment

- 13.1 All staff must demonstrate a positive attitude towards all children at all times. Even the most challenging children must be spoken to with control and without loss of temper. This is particularly important when the children do not respond in the same manner. It is expected that all adults in school and at home are role models and must set very high standards.

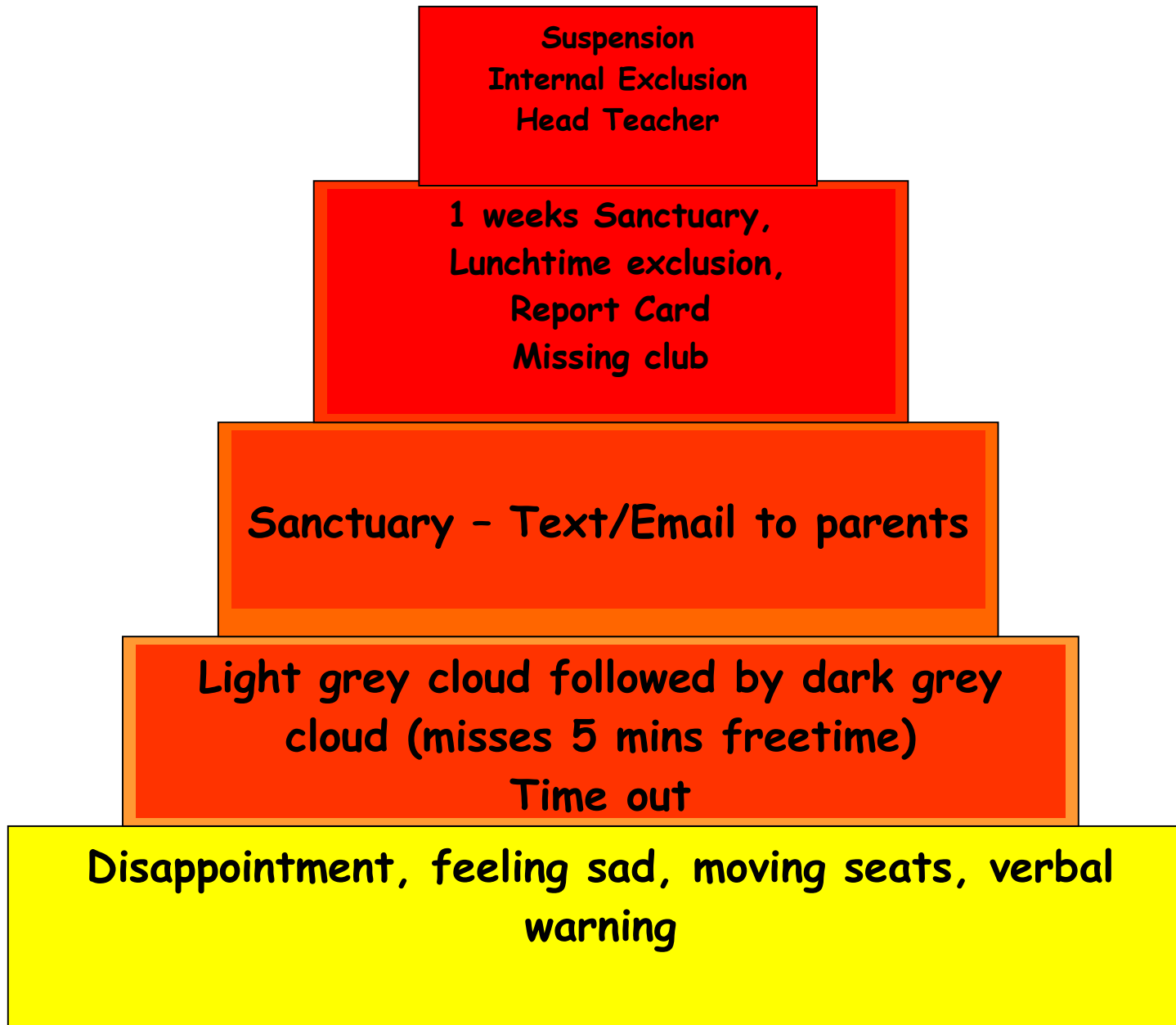
14. Success Criteria

The success of this policy will be judged according to:

- Comments from the children and parents
- Comments by the School Council
- Staff evaluation
- The number of minor and serious incidents recorded
- The number of playtime and lunchtime incidents recorded
- The total number of internal exclusions, suspensions and permanent exclusions
- The perception of the school within the wider community
- Comments from the wider community

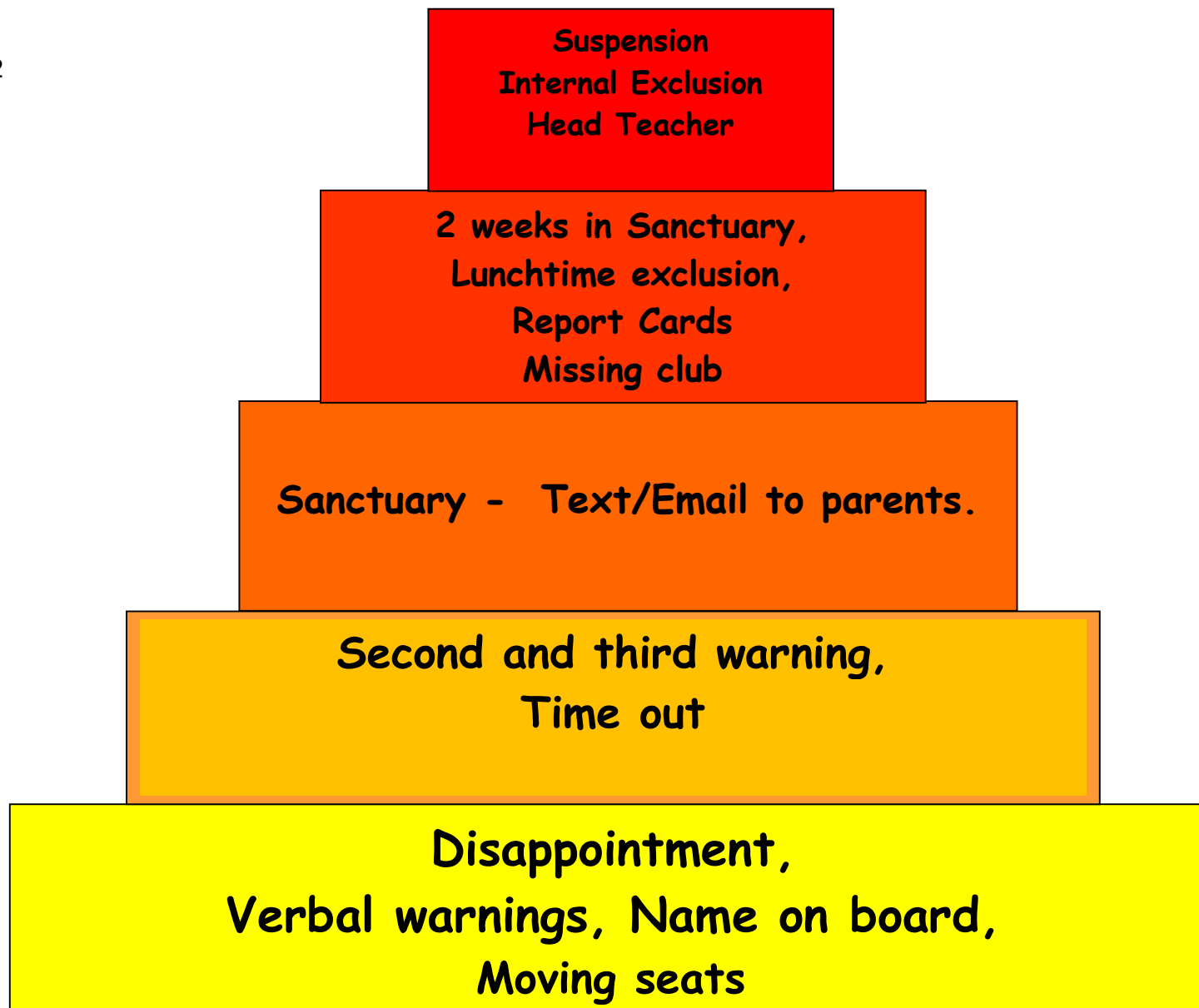
Millbrook Consequence Pyramid - KS1 and EYFS

Appendix 1



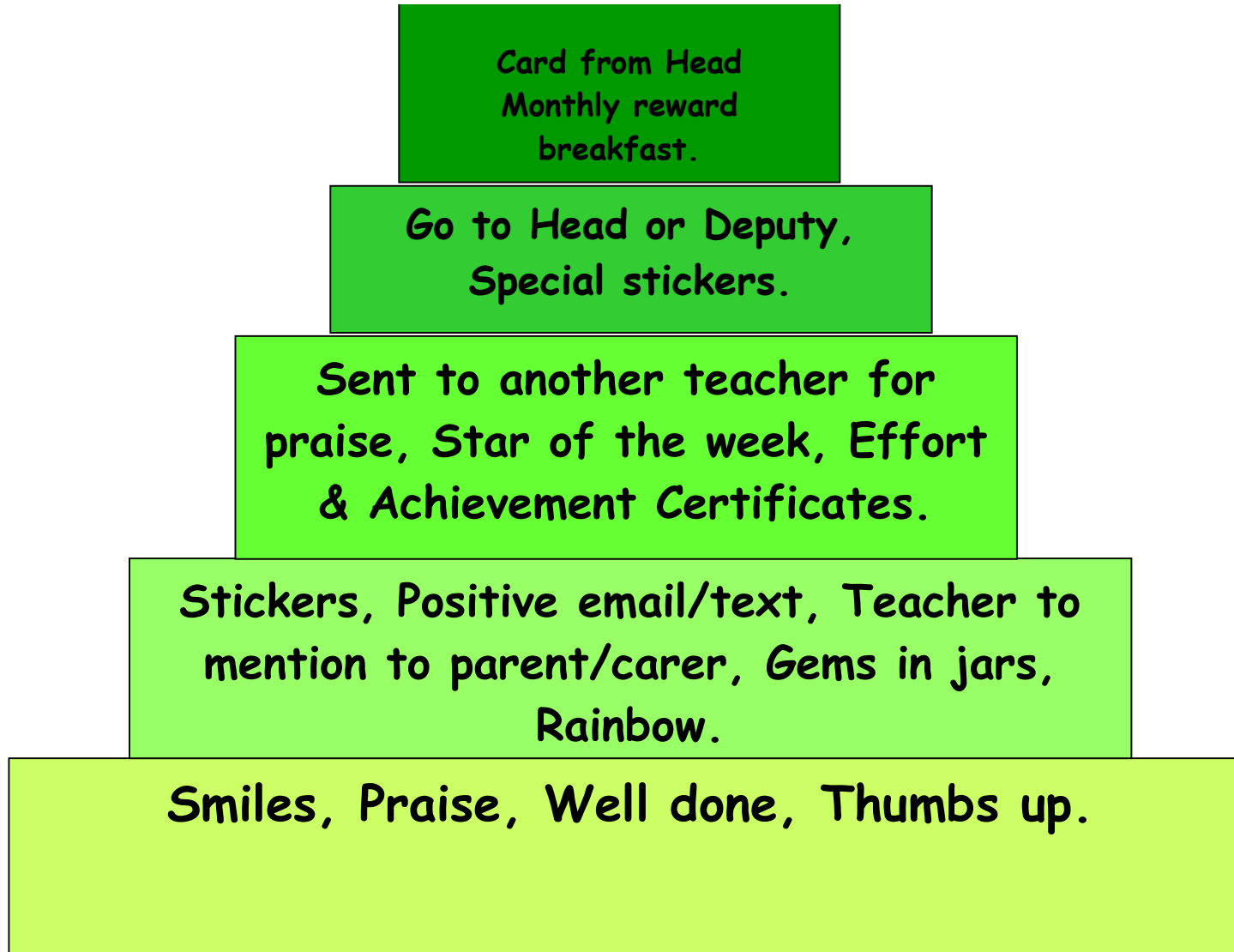
Millbrook Consequence Pyramid - KS2

Appendix 2



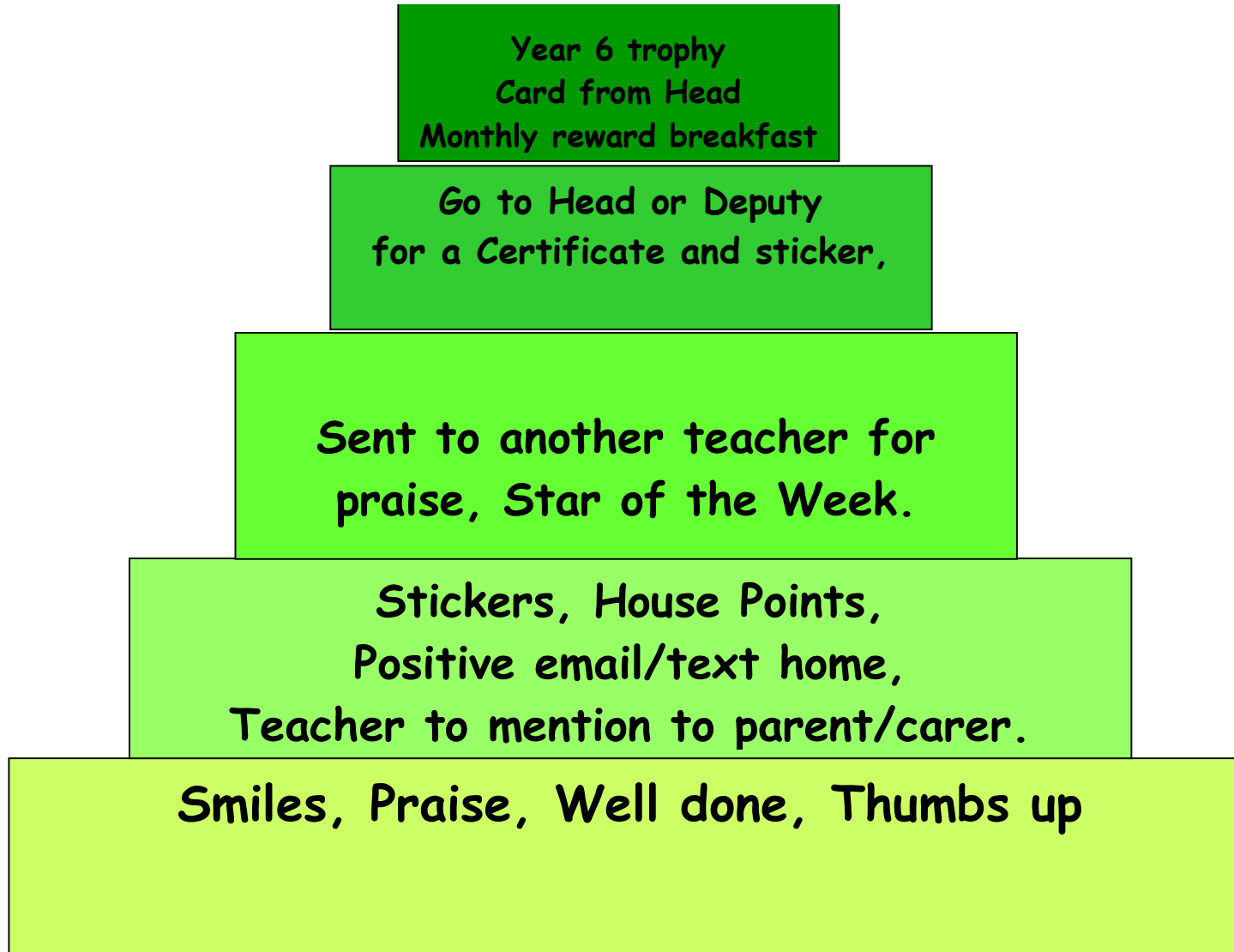
Millbrook Reward Pyramid - KS1 and EYFS

Appendix 3



Millbrook Reward Pyramid - KS2

Appendix 4





Restrictive interventions including use of reasonable force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. This power extends to times when staff are lawfully in charge of pupils but are off the school premises, e.g. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions.

Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,

- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. Each GLT School recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. Each School will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the Trust SEND policy that sets out the provision for SEND pupils and the Trust's approach generally, but in the context of restrictive interventions this might include:

- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

Each GLT school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

Whole-school measures include:

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

Individual approaches could include:

- Working closely with parents to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
- Giving pupils time, space and strategies to calm down before their behaviour escalates

Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.

A report will also be made to parents where there is a significant use of force, apart from where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

A report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps] (Apart from in the circumstances it appears to the staff member that doing so would be likely to result in serious harm to the pupil). Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedures set out at above will be used, with parents not needing to be informed twice.

Each school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the Trust's procedures and reported as appropriate to the Health and Safety Executive.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. Each school will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.