

Last Review	November 2021
Next Review	September 2022
Frequency	Annually

Behaviour for Learning Policy

Aims

To enable pupils to be active and achieving members of society, staff at Milton School will support all pupils follow the behaviour expectations to be

- **Respectful all users of Milton School**
- **Take pride in their school environment**
- **Treat themselves and others with kindness**
- **Understanding of all ages, abilities and needs**
- **Communicate in a positive way**

Milton School will

- Promote throughout school that all behaviour is communication, and not all pupils will have the skills to communicate appropriately when they are anxious or unable to regulate their emotions and/or feelings
- Strive to provide a consistent approach when supporting behaviour: calm, positive, reassuring, caring, and showing empathy. However, needs and circumstances will always be considered, resulting in flexible consistency.
- Aim to understand and enquire the reason behind a pupil's behaviour to enable to provide the appropriate support and/or sanction
- Work with pupils to reflect and repair relationships, and ensure pupils know that each day is the chance to start again without judgement
- Model positive behaviour expectations, reminding pupils what desired positive behaviours looks like and not being told 'what not to do'. All staff and pupils are encouraged to display positive behaviours daily.
- Quality First Teaching & Learning are at the utmost importance at Milton School, providing opportunities for all our pupils and young people, which are appropriately differentiated to meet the needs of the individual. Thoroughly planned and engaging learning (academic and social) provide positive experiences and in turn has a positive impact on behaviour.

At Milton School we recognise all our pupils communicate their needs differently and as such our behaviour policy offers a personalised approach whilst maintaining consistency and fairness for all pupils. Milton School's approach is one of setting clear expectations and boundaries which has the same approach from our EYFS to our Y11 pupils. To achieve this, we work together to ensure everyone knows their roles, rights and responsibilities and to enable all pupils to access their learning, in a safe and supportive environment.

Milton School Behaviour for Learning Expectations

Pupil's behaviour process -

Communicate – Remind verbally / facial-body gestures the appropriate behaviour expectations

Check – Is there a reason for this behaviour? Do they have the equipment they need? A call home to see how their morning was? Do they need to take a break to regulate?

Choice – A reminder of the behaviour expectations and agreements in place to move towards making the right behaviour choices

Consequence – A consequence, applying flexible consistency in line with the needs of the pupil

All staff will be –

Clear – Ensure the instructions/directions are understandable for the need/ability of the pupil

Concise – Be short to allow for understanding and processing

Consistent – Staff will be flexibly consistent to enable pupils to understand expectations and boundaries.

Behaviour for Learning

Milton School understands that all of our pupils come from different backgrounds. Some may have secure attachments, some insecure and some who have experienced trauma. Pupils from any background may struggle to understand and follow positive behaviour expectations but establishing firm and consistent boundaries is important for all pupils to feel safe. Building positive relationships between pupils and staff members is vital for pupils to learn to keep within the boundaries over time. Behaviour expectations are more effective when they are positively framed from adults who have positive relationships with pupils and used to reinforce and develop desired behaviour.

To ensure consistency across school and to help pupils understand the behaviour expectations the same behaviour expectations will be the same from our youngest to our oldest pupils, taking into account needs and levels of understanding. All behaviour expectations support our pupils in accessing their learning in a safe, secure and supportive environment.

Milton School aims to provide a safe and predictable learning environment, where all staff, visitors and volunteers act as positive role models. It is paramount to provide clear and regular routines that support the implementation of the school's behaviour expectations, and to ensure the needs of the pupils are met. Pupils need to be familiar with the behaviour expectations of staff over their behaviour in every classroom, corridor and learning environment within the school grounds. Therefore, consistency and the regular expectations of high standards is highly important for pupils to feel safe. Structures and routines are expected to be in place for pupils from when they arrive at school and throughout the entire school day – including lunch and until the pupils leave the school site. For pupils travelling on school transport, this also include travel to and from school.

Uniform

Milton School encourages the wearing of a school uniform to create a successful, purposeful school learning community. Wearing uniform encourages pupils to be proud of themselves and be proud of their school, bringing together the community feeling of belonging and togetherness.

Our uniform is practical and at minimal cost to parents and carers. We do understand that some of our pupils can be sensitive to different materials, textures, colours etc so therefore uniform is not compulsory, but it is encouraged where possible. To support parents and carers in our ethos, school will provide the first Milton jumper, Milton polo shirt and house round neck free of charge.

Rewards, sanctions and consequences

Milton School believes that a combination of intrinsic and extrinsic rewards helps to motivate, encourage and enhance the learning outcomes of every pupil. Intrinsic rewards, those directly related to the task at hand, motivate a child to want to learn and contribute to a growth mindset, development of self-esteem and self-worth.

Intrinsic rewards may include

- Recognition of achievement
- Specific and targeted praise and encouragement
- Sharing good work and behaviour with peers or adults
- A feeling of achievement and accomplishment
- Epraise message home

Extrinsic rewards are often tangible and are given to a child because of achieving a particular objective. It is recognised that extrinsic rewards can promote a child or young person to want to repeat a desired behaviour. Extrinsic rewards should be used in a structured, age appropriate and planned manner so as not to build over reliance on tangible rewards.

Pupils can speak to their school council reps, who will take the suggestions to the school council and feedback to the house co-ordinator Miss R McCabe. Pupils can use their earned house points to purchase items from the house shop.

Extrinsic rewards may include

Stickers

Certificates

Points

Reward Trips

Milton School does not believe in punishments but logical consequences which support pupils in changing their behaviour to ensure a safe, secure and supportive learning environment for all. A logical consequence is one which directly relates to the non-desired behaviour, taking into account the level of the pupils understanding and supports the pupil to learn from a behaviour incident not punishing them for it. Using the logical consequence as a chance to repair and reflect on their actions or behaviour. Any consequence or sanction used at Milton School will not induce shame or loss of dignity for the child.

Communication with parents and carers is vital and school will keep all parties informed and updated of their pupil's behaviour. There may be occasions where pupils stay after normal school day hours, for an agreed period to enable time for repair and reflect on relationships, using restorative practices and to catch up on any missed learning so pupils do not fall behind on their educational learning.

ATLAS Team

Since September 2021 Milton School has introduced the ATLAS Team (Access to Learning and Support) their responsibility is to enable pupils to access their learning and provide additional support to pupils, staff and parents/carers as and when required.

The ATLAS Team will:

Support pupils who are struggling to access their learning

Fulfil their roles as Deputy Designated Safeguarding Leads

Provide additional support to staff in enabling pupils to access their learning

Work with staff to develop strategies to support challenging behaviours

Liaise with parents and carers to build positive relationships in supporting the behaviour journey pupils are on

Understand and provide authentic care for all pupils, taking into account individual pupil needs, disabilities and vulnerabilities

Ensure all records and reporting are done accurately and in line with school policies and procedures

Analyse data for patterns of behaviour and incidents and develop strategies to reduce the frequency
Attend meetings where required to support pupils and their families

Support for Pupils

We encourage and promote positive behaviour throughout the school day, and work with families to ensure good attendance for all pupils. Milton School as a collective, want to understand the behaviours pupils can display when in crisis or in need of additional support.

Milton School provides the following support to pupils

Early Help Assessment process to identify and support emerging unmet needs
Liaison with parents/carers, previous schools, outside agencies and services
Regular reviews with the class teacher and/or ATLAS Team to identify pupils most at risk
Delivery of an appropriate curriculum
Access to specialist interventions e.g. CAMHS, MIND, Ed Psych etc
Regular contact with parents/carers to inform them of progress and regarding the celebration of achievements and behavioural achievements
Early contact with parents when an issue becomes present, to help put in strategies to reduce undesired behaviours or following a trauma outside/inside of school.
Peer mentors, pupil ambassadors and buddy schemes

This list is not exhaustive and Milton School we provide the best support to the different needs our pupils require.

Support for Parents and Carers

Milton School involves parents and carers at all stages in their child's education journey and in particular working collaboratively to support positive behaviour expectations to enable their child to access their learning in a safe, supportive and secure environment. Parents and carers may benefit from

Support from the ATLAS Team
Access to the National Safety Online resource
Access to Creative Education, webinars, courses and support for parents and carers in a range of topics
Parent and Carers in-house training session e.g. Sleep training, emergency first aid, online safety etc
Parent and Carer house days
Open days

Support for Staff

Milton School staff share and discuss ideas in a professional, positive, supportive and developmental atmosphere. This can be through a range of mediums

BIGS Meetings (Behaviour & Intervention Group Strategy Meetings)

Ensuring all interventions focus on trying to modify the undesired behaviour and/or work with the pupil to recognise alternative ways of behaving or responding to a situation

Work with each other to develop and share ideas, analyse behaviour to produce, implement and review behaviour plans to ensure relevance

Working towards the aims and objective of the whole school behaviour for learning plan

Positive Handling

Milton School is committed to its responsibilities to keep all pupils and staff safe from harm. Positive Handling is a term used to describe a range of approaches including distraction, re-direction and de-escalation and the creation of a safe, secure and supportive learning environment and routine. Milton School will use physical intervention as a last resort to ensure pupils, staff and visitors are safe. We will endeavour to use our knowledge and skills to use de-escalation techniques and strategies and interventions, to reduce the requirement for physical intervention however if physical intervention is required it will be reasonable, proportionate and necessary to maintain safety, maintain good order to prevent a criminal act.

In line with DfE guidance 'Use of Reasonable Force' all members of staff have a legal power to use reasonable force. It is, however, imperative that this happens only when necessary and that where reasonable force is used it is the least restrictive method and for the shortest possible time. Physical intervention or force will never be used as a punishment.

Any pupil who is identified as being at risk of requiring physical intervention will have a behaviour plan which includes strategies to reduce or eliminate the requirement for physical intervention. All pupil behaviour plans will be a collaborative approach between parents and carers, professionals and pupils. These will be reviewed on a regular basis, and any new behaviour will be added, as if a behaviour happens once it could happen again.

Staff at Milton School are trained in 'Team Teach' level 2, new starters we aim to get qualified within 8 weeks of their start date. Team Teach is a holistic approach to managing behaviour which focuses primarily on distraction and de-escalation alongside (when required) physical intervention techniques. Any incident of a child in crisis, becoming dysregulated or displaying challenging behaviour, or un-desirable behaviour is recorded on CPOMS and/or Epraise. Any use of physical intervention is recorded on CPOMS and

the Red Book (currently being transferred digitally) and parents and carers will be informed.

To monitor the use of physical intervention and if applicable reduce the requirement for physical interventions, regular analysis is conducted by the ATLAS Team and discussed with SLT. The analysis enables staff to critically evaluate the effectiveness of behaviour plans and provide additional support to pupils and families if required.

Calm rooms and ATLAS rooms may be used to support pupils in crisis or in need of a change of scenery to help support their emotional and behavioural regulation. When pupils access these rooms, they are supervised by a member of staff. To ensure pupils have the opportunity to regulate and reduce sensory stimulus, staff may step back or monitor from an appropriate distance in line with the pupil's behaviour plan.

Alternative Learning / Support Environments

Milton School has several additional learning environments to support the needs of our pupils, which are named after continents.

EYFS – Australia

KS1 – Europe

Mood Room – Antarctica

Former ICT – South America

Former Science – North America

Former BIGS – Africa

Former LFL - ASIA

These are calm environments which pupils can request to access or by guided to be staff. Pupils will not be unattended in a supportive learning room; however, staff will use their knowledge from the pupil's behaviour plan to inform decisions if required. These rooms are not to be used as a consequence or punishment but for an alternative learning environment or self-regulation space for the pupil. In-line with DfE guidance pupils can leave the room of their own free will, however in circumstances where the risk to the pupil or to others would be increased by the pupil leaving, staff will encourage and support the pupil to stay inside the room in line with the school's Behaviour for Learning policy.

Mobile Phones/Electronic Devices

Communications throughout the school day between parents and carers, and pupils should only occur through the school's official communication channels. Any parent or carer who wishes to contact their child must go through the school office and pupils wishing to contact a parent or carer must in the first instance speak to their class teacher.

Milton School allows pupils to bring their mobile phones into school, however these must be handed in to the class teacher. Any pupil seen using (use in this case means seeing the phone) will result in the phone being confiscated. Confiscated phones or electronic devices will be stored by the class teacher for the first offence and returned at the end of the day, any subsequent violations parents and carers will be asked to come into school to collect the device. The phones will be stored in the Business Managers office, and Milton School accepts no responsibility for loss, theft or damage of any phone or electronic device brought into school.

It is forbidden to record photographic images, video or sound recordings of other pupils or staff. It is also forbidden to post or share any images taken within the school grounds or on any school visit or experience. Any pupils who are caught filming another person and/or uploading media to the internet which have their device confiscated. If this action is repeated or of a serious nature, the matter will be treated as a serious safeguarding issue and the pupils' parents/carers will be contacted and the police may be notified.

Smoking

For the health, safety and wellbeing of all the Milton School Community, smoking or vaping are not permitted within or around the school premises. Smoking or vaping products and paraphernalia are not permitted in or around the school site.

In line with the DfE guidance on 'Search Screening and Confiscation'. Where it is known or suspected that a pupil is in possession of any item banned under the school rules staff may undertake a search of the pupil or their belongings, with their consent. If the pupil does not consent to the search, the Head of School may authorise a search to be conducted without the pupil's consent.

Any prohibited item found during a search will either be retained for collection by an appropriate adult or disposed of in line with the judgement of the Head of School. The school does not accept any liability for loss or damage of property whilst on the school site.

Any illegal or controlled item found will be brought to the immediate attention of the police.

Bullying

Bullying or harassment of any form will not be tolerated at Milton School. All members of our school community have the right to come to school without fear or worry. To ensure we continue to provide a safe, secure and supportive learning environment that is free from bullying, hate and harassment Milton School has a separate Anti-Bullying policy. Specific sexual abuse, harm or

harassment procedures are detailed within Milton Schools, Safeguarding and Child Protection Policy. Mrs Roberts is our lead on Anti-Bullying within school.

Swearing/ Verbal Abuse

At Milton School, we want to enable a safe and supportive learning environment for all pupils, and we do not allow swearing from any pupil. Any pupil swearing will be given a reminder about the way in which we speak to each other at Milton School to ensure positive communication for all school users. If a pupil persists to swear after reminders about the correct positive language, a member of the ATLAS team will invite parents in to discuss the language and steps moving forward. Pupils and staff at Milton School will not tolerate verbal abuse and swearing and parents will be informed.

Damage to the School Environment

Milton School will not tolerate any pupil purposely damaging the school environment. Any pupil found to purposely damage the school environment will have parents/carers called and they may be charged for the damage. Milton School wants to ensure that funding that comes into school are used on enhancing life outcomes and preparation for adulthood for our pupils, and not be replacing intentionally damaged items.

Serious incidents

An incident will be deemed as serious if:

There is injury to the pupil, another pupil, staff member or other person.

There is serious damage to property or the environment

The incident warrants exclusion

In the case of a serious incident the matter will be dealt with in line with the school, trust, local authority policies and procedures and if sufficiently serious the police.

Complaints or concerns

If any pupil, parent or carer feels that the behaviour for learning policy is unfair, we first encourage them to engage with the school to try and resolve the issue. If working with the school does not provide the parent or carer with the desired outcome, then they can place a complaint through the schools' complaints procedure. If a staff member has a complaint or concern regarding the school's behaviour for learning policy, they are encouraged to engage with all parties at the development of the policies, raise concerns with their line managers, provide feedback via wellbeing surveys, approach a member of SLT and/or the Chair of Governors. If these steps do not resolve the issue, then please refer to the Trusts Whistleblowing Policy.

Behaviour for Learning

	Be Respectful (looking after people and property)	Be Safe (protecting yourself and others)	Be Responsible (behaving sensibly and making good choices)
All Settings	<ul style="list-style-type: none"> We say please and thank you We listen to staff and other pupils We take turns We share school property We only use other people's property with permission We use a calm and quiet voice when communicating with others 	<ul style="list-style-type: none"> We keep our body parts to ourselves We use equipment for the correct purpose We stay in designated areas We ask a teacher before entering any out of bounds areas We report any hazards to an adult We stay in school grounds until we have been dismissed We give people personal space 	<ul style="list-style-type: none"> We wear appropriate clothing for school We accept the consequences of our actions We use appropriate language We are truthful and honest We follow the teacher's instructions We return equipment to its rightful place or owner
Classrooms	<ul style="list-style-type: none"> We complete our work We stay on task We respect everyone's right to learn We are on time We try our best 	<ul style="list-style-type: none"> We walk inside We keep all chair legs on the floor We wait for an adult to be in a room before entering We ask permission before leaving class 	<ul style="list-style-type: none"> We try our best to have a go at any task We put rubbish in the correct bin We clean up and pack resources away We should leave the classroom as we find it
Outdoors	<ul style="list-style-type: none"> We keep plants and flowers where they are growing We leave animals in their environment We keep sand in the sandpit 	<ul style="list-style-type: none"> We leave rocks on the ground We walk around the school buildings We wait for a teacher before entering the yard We use gates and fences for their intended purpose 	<ul style="list-style-type: none"> We go to the toilet at correct timings We line up sensibly at the end of breaks and dinner
Out of School	<ul style="list-style-type: none"> We follow the bus rules We listen to the staff on the bus 	<ul style="list-style-type: none"> We always stay with an adult We stay with our group We stay in our seat We wear our seatbelt 	<ul style="list-style-type: none"> We carry our own belongings We pack up our own belongings We put rubbish in the bin
Using Technology	<ul style="list-style-type: none"> We handle and use devices carefully We return equipment correctly We communicate respectfully online We report any damages to the teacher We gain permission before recording or sharing any information, photos, or videos of others 	<ul style="list-style-type: none"> We keep personal information to ourselves We report cyber bullying We report any websites website that worries us to the teacher We carry equipment safely while moving around school 	<ul style="list-style-type: none"> We hand in any personal devices as soon as we arrive at school We use the internet as a learning resource We check with our teacher before using a digital device We keep our passwords private

This list is not exhaustive, and staff will use positive reinforcements to keep all school users safe, respectful and responsible

This is a live document and staff will regularly review the policy to reflect any behaviour for learning changes and/or needs of our pupils. The Milton School community will be informed of any changed to the policy.