



Millhouse

Primary School and Nursery

Behaviour Policy

To be reviewed: Summer 2025

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Introduction

At Millhouse Primary School and Nursery, we use a therapeutic approach to manage behaviour. This is also trauma informed practice.

We classify behaviour into two types: valued / pro-social and detrimental

Valued / pro-social behaviour is defined as:

- Behaviour that is positive, helpful and intended to promote social acceptance.
- Creates helpful feelings in others.
- It is characterised by a concern for the rights, feelings and welfare of other people.

Detrimental behaviour is defined as:

- Creates unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others

This policy outlines how we manage detrimental behaviours and support children who may have additional needs in managing their own emotions and behaviour.

A Therapeutic Approach

A therapeutic approach works with a child and their emotions to understand what their behaviour is communicating (the reasons behind it). At Millhouse Primary School & Nursery, we recognise that ***negative experiences create negative feelings and that negative feelings lead to negative behaviours***, whilst ***positive experiences create positive feelings and that positive feelings lead to positive behaviours***.

It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting problematic or complex behaviour and identify the experiences and emotions driving the behaviour so that we can address it accordingly.

We recognise that a child's emotions will always be the driver for their behaviour and as such, we aim to support the child in identifying, naming and managing these feelings and emotions. Where there are more negative experiences, we must make sure we provide more positive experiences so that the balance is addressed. **This means children who display detrimental behaviours MUST still have access to and opportunities for positive experiences in and out of school.**

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour, not just suppress and control the behaviour.

Training

All staff working with our children receive training in behaviour support. This training is called 'Therapeutic Thinking' training. We have three members of staff who are accredited Therapeutic Thinking tutors. Annual refresher training is provided for all staff.

Training updates are provided throughout the year to address any specific areas.

All child-facing staff receive annual refresher training on how to use safe physical non-restrictive intervention.

Staff working with any child with high-level need are provided with appropriate training to support the child's development and needs.

Vocabulary

It is important that all staff use the correct and appropriate vocabulary. Being consistent will ensure children know where they stand, and strategies will be more effective.

Valued or pro-social behaviour – expected /accepted behaviour

Detrimental behaviour – negative behaviour

Helpful Feelings

Unhelpful feelings

Positive experiences

Negative experiences

Emotional regulation / Regulated emotions

Dysregulated – where unhelpful emotions are controlling or driving the behaviour

Emotional crisis – when a child has gone beyond dysregulation

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum. To support staff and pupils with this, we have a 'Millhouse Behaviour Curriculum' which outlines how we teach behaviour and support children with Emotional Literacy. Our core values of Respect, Resilience, Self-Belief, Perseverance, Creativity and Independence underpin our teaching of valued / valued / pro-social behaviour, alongside our three core behaviours of:

- **Be responsible**
- **Be respectful**
- **Be safe**

Managing detrimental behaviours

The following are detrimental behaviours we see in school and how adults will respond, including a consequence if necessary:

Where detrimental behaviours occur, staff will promote and explain the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See graduated response flowchart at the end of the policy).

Staff will give a warning and a reminder of the expected behaviour for any low level behaviours.

Behaviour	Example Adult Response
Running in the corridor	<i>"Walking in the corridor, thank you."</i>
Climbing on furniture or on fences	<i>Use of de-escalation script</i>
Swearing at children	<i>"NAME, kind words, thank you". Education consequence around swearing</i>
Swearing at adults	<i>Use of de-escalation script Logical consequence</i>

Punching or kicking (towards adult or child)	<i>Use of de-escalation script. Use of steering, guiding, escorting away. Logical consequence</i>
Rough play	<i>"NAME, safe play, thank you" Logical consequence</i>
Refusing to complete work	<i>Remind child that any unfinished work will need to be completed. Support the child in any way to ensure unmet needs are catered for.</i>
Refusing to listen to adults	<i>Use of de-escalation script. NB Lack of eye contact may not be evidence of not listening. Follow up when child is regulated.</i>
Using unkind words	<i>"NAME, kind words please. We want our friends to feel respected"</i>
Walking out of class	<i>"NAME, it is safer for you to be in the class." Use of dis-empowering language</i>
Shouting / calling out	<i>Tactical ignoring "NAME, wait for your turn to speak, thank you"</i>
Disrupting learning through distracting behaviours	<i>"NAME, our class want to learn. I'd like you to listen and learn too, thank you"</i>

De-Escalation Script (always start with the child's name and choose appropriate phrases from below)

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

Use of Physical Intervention

Sometimes it is necessary to use physical intervention. This may be to support, guide or escort a child. Please see our ***Physical Intervention and Safe Touch policy*** for how this should be carried out.

Consequences – Protective and Educational

Following the above, if there is a need for further action then this would take the form of consequences.

Pupils who show repeated detrimental behaviour or behaviour that is dangerous, must have a consequence. It is the class teacher's responsibility to ensure this happens. Consequences must be recorded on CPOMS with the related incident or as a separate incident afterwards. Consequences must be logged using the 'Behaviour Consequence' category.

Consequences are something that logically or naturally follows from an action. If you can add the word 'obviously' to a consequence and it makes sense, it is usually appropriate: e.g. *You didn't play fairly in football so **obviously** you can't play again today / You were rude to So **obviously** you will need to write a letter of apology in your own time.*

The use of consequences serves two purposes: to protect the rights of others and/or to teach and support the child to behave differently next time. At Millhouse Primary School & Nursery, we use consequences rather than punishments as we believe a child needs to learn and understand what causes their behaviour and how to change it in the long term.

We do not use 'blanket consequences' (such as keeping a whole class in at break time) as these only serve to create negative feelings for children who have not displayed the detrimental behaviour.

Protective Consequences

These protect the rights of others and remove a freedom to manage any harm and could include:

- An increased staff ratio
- Change of timetable
- Missing part of a break or lunch time
- A different working space (e.g. working outside the class or in a different room)
- Removal of a specific linked activity (e.g. missing a football session if the behaviour was linked to this)
- Exclusion (see Appendices)

Protective consequences must always be accompanied / followed by an educational consequence so that the child can work towards regaining the freedom that has been removed.

Educational Consequences

These are required to motivate and support the child to behave differently next time and to teach the child the valued / pro-social behaviour needed. They could include:

- Ensuring the child completes the task (providing it was achievable in the first place)
- Writing a letter of apology
- Rehearsing / modelling situation through the intentional teaching of valued / pro-social behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical to do so)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours.
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Lunch Time Behaviour

To enable the lunch time staff to manage behaviour effectively, we use a red / yellow card system.

1. If a child behaves detrimentally and they have already been reminded of the expected valued / pro-social behaviour, they will receive a yellow card.
2. Child will go to a lead Midday Assistant and talk through the situation and try to rectify it.
3. If a lead MDA feels the child needs time away from the playground (red card), they will take them to the time out room where a member of senior staff will ensure an educational consequence is given and start the restorative process with the child.
4. If a child is in the time out room 3 times during a half term, a letter will be sent home to their parents.

5. If a child is in the time out room 6 times during a half term, they may receive a lunchtime suspension (to be agreed by the Head of School) or the school may start the planned approach to support lunchtime behaviour. A meeting with their parents will be arranged to discuss next steps.

This process is the same for informal football games ('kick about') however, where a Sports Coach is leading a football match, they will use red and yellow cards using formal football rules, ensuring the children are taught what these are.

A Planned Approach (see appendix 4 Flow Chart and appendix 5 Graduated Response)

Where a child has not responded to the strategies outlined above, a planned approach needs to be started. At this point, staff should seek advice from the Inclusion Team, Miss Bridge or Mrs Haken who will support the member of staff in completing the relevant plan.

Plans should follow the 'Assess, Plan, Do, review' format. It is important that plans are **reviewed and updated** at least every 6 weeks and that there is a clear understanding of what needs to happen to support the child to come off the plan, i.e. if a child requires additional support to behave in a valued / pro-social manner, how will this support be lessened so they can eventually do without any support.

Blank plans are available on the shared 'Behaviour' Google Drive and completed plans **MUST** be shared with all staff who may work with a child and uploaded onto CPOMS (SEND information – Behaviour Plan). Once read, staff must sign to say they have read and understood the plan.

Inclusion Circles

These should be used to support staff to identify children who may need additional support. Their purpose is to decide if a child is an 'internaliser' or 'externaliser' and to what extent.

Early Prognosis

This helps to build a picture of what the behaviours are, why they are happening and any outside influences that may be affecting the child's behaviour.

Predict & Prevent

This identifies what might be triggering a child's anxiety and therefore affecting their behaviour and putting differentiated measures in place to support the child with these.

Staff should use the anxiety maps and conscious / subconscious checklists to identify behaviours and emotions.

Risk Reduction

This delves deeper into the child's experiences at home and school and outlines how individual difficult or dangerous behaviours will be responded to and how adults can support the child to behave valued / pro-socially.

Staff can use a therapeutic tree to support the identification of behaviours and what is driving these.

Self-Regulation Plans

Alongside a risk reduction plan, children will have a self-regulation plan which outlines how they and adults can support the child to regulate their emotions. This enables the child to be more confident and independent with managing their own emotions and behaviour.

Reflect, Repair and Restore

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. It is important that this is completed with any child who has had a

protective or educational consequence (for lower-level behaviours, this may be a five minute conversation but could be a longer process for more serious incidents).

An adult in school will re-visit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what we have learnt so we are able to respond differently next time.

Some examples of restoration questions may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you put this right?
- How can we make it ok for the next time something happens?

Reporting on CPOMS

We use CPOMS to report all safeguarding concerns as well as significant behaviour concerns. Every member of staff has access to CPOMS and must complete a CPOMS incident report for the following:

- Any dangerous or harmful behaviour
- Where there have already been at least 4 lower-level detrimental behaviour incidents
- Where the learning was **significantly** disrupted
- Where behaviour was **significantly** disrespectful or rude.
- Where a child has needed a protective consequence (including red cards at lunchtime)
- Where there are concerns that behaviour was unusual for a child.

Staff must also record consequences that were given after difficult or dangerous behaviours using the 'behaviour consequence' category and the relevant sub-category.

Bullying

Please see our Anti-Bullying policy.

Inclusion

We acknowledge and understand that there are some groups of children who may need additional support in managing their emotions. There may be circumstances beyond their control which influence their emotions and behaviours. These include children in care or those who have a social worker, children with SEND and Young Carers. If needed, we will work with parents / carers and support workers to help provide a safe and secure environment where that can be supported to manage their circumstances. We may also make referrals to other support agencies or arrange a Team Around the Family meeting.

For the most part, the strategies above will work for most children; however, we recognise that sometimes a child will behave in a manner that is difficult, dangerous or harmful and we must ensure that we plan for this and support the child to change their behaviour. As an inclusive school, we will ensure we plan to meet the needs of these children

using the 'Assess, Plan, Do, Review' format. This process will be overseen by Mrs Haken and the Inclusion Leaders (Mrs Jones and Miss Durdle). A flow chart to support this is included in the appendices.

Where a child has a specific social or emotional need, it may be appropriate to complete a one plan and /or behaviour plan (predict and prevent or risk reduction).

Pupil Support Panel

If staff are concerned about a child's behaviour, or their behaviour is not improving, they can make a referral via CPOMS to our school 'Pupil Support Panel'. The panel includes: Head of School, Safeguarding Team, Inclusion Leaders, Pastoral Team, Attendance Lead. The panel meets fortnightly to discuss any referrals, allocate appropriate support, add any actions or to review current cases / plans.

Involvement of Outside Agencies

In certain situations, it may be appropriate for the school to ask for the support or intervention from another agency. If an outside agency is contacted then parents will be informed and where necessary, permission sought for the agency's involvement.

Monitoring

It is the responsibility of the Head of School, or any other delegated staff member, to monitor the use of the agreed behaviour system. Systems will be monitored on a regular basis and updated as necessary.

A checklist is used to record the names of any children who may need a planned approach to support their needs. This includes what has been done previously to support the child. This is reviewed every 6 weeks to ensure plans are updated and children progress off any plan.

Behaviour incidents will be analysed every half term by the Head of School and any patterns or issues addressed. These are reported to the governing board each term.

It is the responsibility of the Head of School to report any suspension or permanent exclusion to the appropriate authorities, including the local authority and Governing Board.

Complaints or Issues

If there is an issue with a child's behaviour, parents should in the first instance, speak to their child's teacher or Year Group Leader. If the matter is not resolved, an appointment can be made with a member of the Senior Management Team or Head of School. Where necessary, the involvement of our Learning Mentor or Emotional Wellbeing Coach can be used to help resolve any issues between pupils and/or parents

Review

This policy will be reviewed annually.

Appendix 1

Suspension & Exclusion Procedure

As an alternative to exclusion, pupils may be offered a changed school day. This means they will be required to attend at different times to the rest of the school and educated separately from their class for a period of 1-3 days.

If a suspension is issued the school will follow the statutory guidance from the DfE.

The following behaviour could lead to suspension:

- Continuing refusal to follow reasonable adult requests.
- Fighting in or around the school.
- Verbal, physical, sexual or emotional abuse of another person.
- Acting in a manner likely to cause danger to themselves or others.
- Acts of vandalism.
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Head of School or other delegated senior staff, considers suspension appropriate.

After each suspension, the Head of School will call a reintegration meeting with the pupil and their family to discuss the child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a Pastoral Support Plan which may include part time attendance or a Risk Reduction Plan.

The suspension process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To allow a cooling off period.
- To enable pupils to learn in a safe, calm environment.

Prior to suspension, a range of strategies and, in the case of pupils with special needs & disabilities, reasonable adjustments will have normally been tried.

- A pupil's first suspension will normally be for one to two days.
- A second suspension may be for a longer period. Following the second suspension, we will consider whether pupils should be on the SEND register.
- A third suspension will normally be for five days.

During each suspension, the Head of School will consider whether:

- Further investigation of the incident is needed.
- The pupil should be permanently excluded.
- The pupil should have a managed change of school.
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'Team Around the Family' or 'Family Solutions'.

The following behaviour could lead to permanent exclusion:

- Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor.
- Endangering lives.
- Persistent unacceptable behaviour, inducing frequent refusal to follow school rules and expectations as outlined above which has not been modified by suspension.
- Possession of drugs/drug paraphernalia and/or alcohol
- Possession of a weapon

Supervised education is provided from the 6th day of suspension or exclusion. Work will be provided from the 1st day of suspension or exclusion. This may be utilising online learning platforms such as Oak Academy. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head of School and cannot attend school events during this time.

A suspension letter must be written and signed by the Head of School and sent to the parent as soon as possible after the suspension (ideally on the same day). This letter must also be sent to the local authority (suspensions@essex.gov.uk).

If the decision is made to permanently exclude a child, the school will follow the DfE and Local Authority guidance. [Suspension and Permanent Exclusion Guidance](#)

Parents have the right of appeal to any suspension or exclusion and should put this in writing to the Chair of governors.

Appendix 2

Recognising & encouraging valued / pro-social behaviour

Do...	Don't...
<ul style="list-style-type: none"> • Use verbal praise that specifically explains the valued / pro-social behaviour • Recognise the exceptional as well as the effort made by a pupil • Display examples / definitions of different valued / pro-social behaviours • Use strategies / recognition tools such as a 'kindness bucket' for children to recognise and acknowledge valued / pro-social behaviour. • Reward whole class behaviours, including everyone in the reward where possible. • Use postcards / notes home to recognise and praise valued / pro-social behaviours. • Stickers and certificates can be used for recognition if it helps to build communication for the child. These must always be accompanied by the verbal praise explanation. • Ensure the child experiences positive activities and affirmations more often than not. • Give a maximum of 2 clear warnings that explain what behaviour is expected 	<ul style="list-style-type: none"> • Use rewards as a way of controlling the behaviour through bribery. • Give out so many points / stickers etc that they become meaningless and tokenism. • Overtly display any reward system that identifies individuals. • Have individual reward systems (unless this is part of a child's SEMH plan One Plan) • Remove points or rewards that have already been earned or given.

Appendix 3

Use of consequences

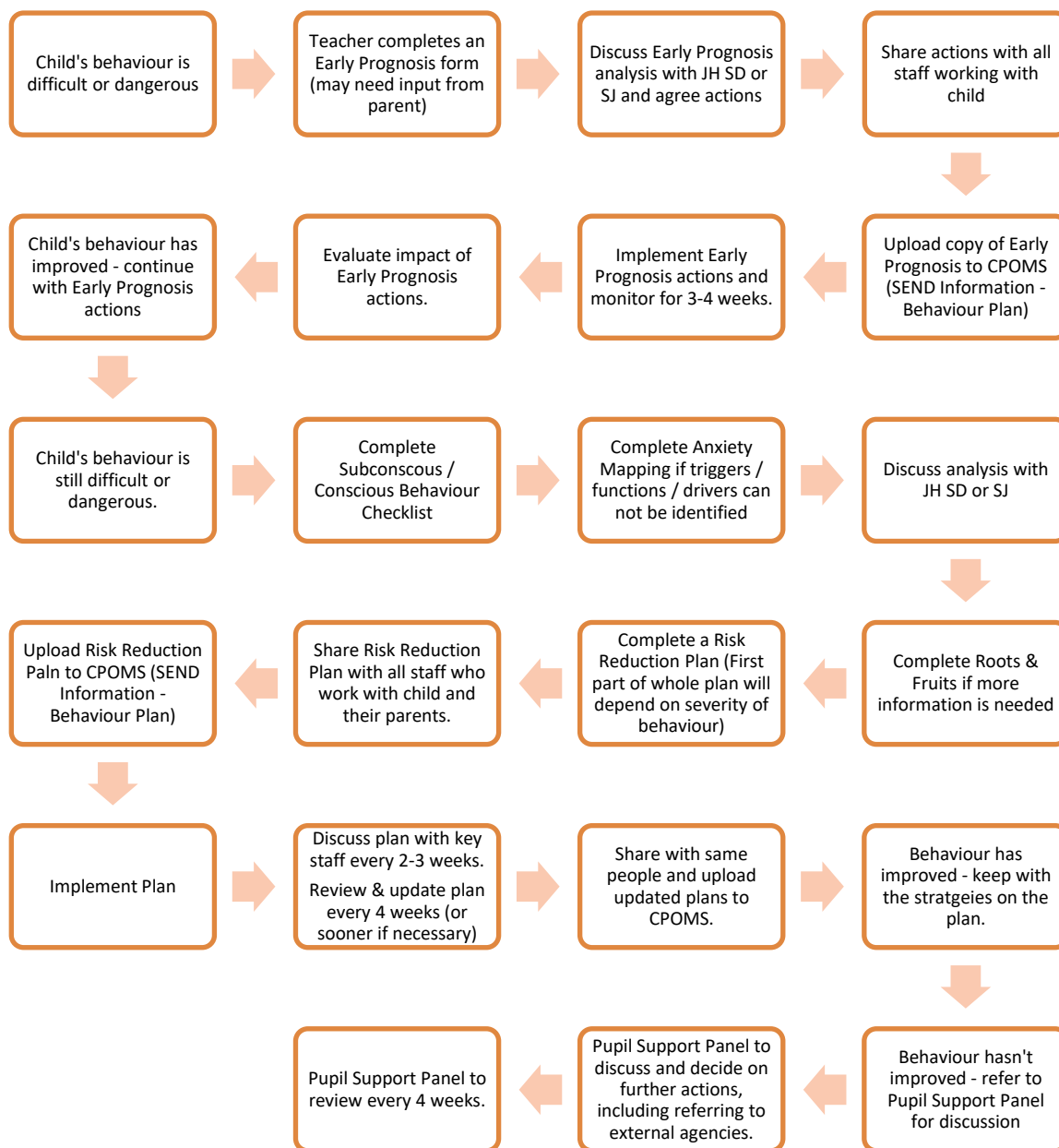
Some further examples of protective & education consequences and when to use them.

Protective Consequences	Purpose / Reason	Don't...
Miss part or all of break / lunchtime	To complete work missed / To discuss behaviour / To set or explain expectations / To remove or limit harm to others on the playground	<ul style="list-style-type: none"> • Use because a child hasn't completed homework – this can be encouraged by the use of a 'voluntary' homework club and a conversation with parent. • Leave the child to sit and 'stew'. There needs to be an educational consequence that runs alongside this. • Use this as a blanket consequence for all children in the class – only for those who it applicable to.
Different working space: could be within the classroom or in another suitable place (including another class); needs to be followed up with a conversation to set expectations and ensure child knows what to do to behave valued / pro-socially.	To allow pupil to complete task without distraction / To remove the risk of harm / To remove the risk of disruption to others' learning	<ul style="list-style-type: none"> • Send a child out of class for longer than necessary (the shortest amount of time possible) • Send a child out of class without any work to complete • Ask the child to stand outside the classroom
Use of an additional adult (including the class LSA)	To lower risk of harm to others / To act as a prompt for valued / pro-social behaviour / To escort a child to and from different places around the school	<ul style="list-style-type: none"> • Allocate an adult to a child on a full-time basis. If this is needed, the Inclusion Team will decide who and when.
Time out with Ms Slade	To allow the pupil time to reflect and be ready to learn / To remove the risk of disruption to learning / To allow the child to complete work under supervision	<ul style="list-style-type: none"> • Send a child for low level behaviours or if other strategies haven't been used first • Decide the child needs to spend the rest of the lesson or day with her. This will be decided by JS and/or SMT.
Removal of specific, linked activities	To remove the risk of harm / To allow an education consequence to be carried out linked to the activity removed	<ul style="list-style-type: none"> • Remove an activity if it is not linked to the detrimental behaviour (e.g. banning football because of disruptive class behaviour). This is a punishment not a consequence. • Remove an activity without planning an educational consequence that helps the child 'earn back' the activity.
Reduced / Changed Timetable – only HT or DHTs can authorise this	To lower the risk of harm / To prevent exclusion / To enable a phased return to school following an exclusion or period out of schooling.	

Educational Consequences	Purpose / Reason	Don't...
Completing work deliberately not done during a break time	To ensure pupil is learning and is ready for next lesson	<ul style="list-style-type: none"> • Ask a child to complete work if they are unable to access it and the detrimental behaviour was because it was too difficult or they were anxious about it. • Expect the child to complete the work if they are not emotionally regulated at that time. They must be ready to complete it.
Conversation with Ms Slade or SMT – 10-15mins	To discuss behaviour choices or reasons / To ensure pupil is ready to learn / To ensure pupil knows how to behave valued / pro-socially.	<ul style="list-style-type: none"> • Send a child without checking with JS or SMT that they are available and this is appropriate action.
Write a letter of apology – this could be during a break time or completed at home	To enable the pupil to reflect on their behaviour and show remorse / To ensure the pupil can identify ways to rectify their behaviour.	<ul style="list-style-type: none"> • Use this consequence if a child struggles with writing or writing is a trigger to detrimental behaviour.
Using role play, puppets, comic strips or social stories	To help the pupil understand their behaviour / To help the pupil identify how their behaviour affected others / To ensure the pupil knows how to manage their emotions or the situation differently.	<ul style="list-style-type: none"> • Try to complete this if the child is in crisis.
Activities that show the pupil how to behave valued / pro-socially (e.g. learning the rules of a game, supporting the running of an activity)	To help the pupil understand how to play a game / activity in a valued / pro-social manner / To help the pupil recognise detrimental behaviour and its effect on the activity.	<ul style="list-style-type: none"> • Use this if it increases the risk of harm to the pupil or others
Tidying or cleaning mess made or mending something that is broken	To ensure the pupil recognises the consequences of their actions / To put right their behaviour	<ul style="list-style-type: none"> • Try to complete this if the child is in crisis or it increases the risk of harm.

Appendix 4

Managing / Supporting Behaviour Flow Chart



Appendix 5

Graduated Response



Therapeutic Thinking Graduated Response

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<p>Establish routines and identify valued behaviours. Include the above within pupil induction. Create and monitor staff code of conduct. Identify content of behaviour curriculum. Identify opportunities for learning and create supporting plans. Identify children not making expected progress and refer to Behaviour Policy.</p>
<p style="text-align: center;">Targeted Behaviour Policy</p>	<p>Policy reflects DfE guidance. Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. Check if the identified behaviour is covered in policy. Follow the policy. Record the impact of policy on pupil's behaviour. Where policy is not progressing the behaviour of most children, review the policy. Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.</p>
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<p>Describe the behaviour factually and unemotionally. Gather appropriate and authentic pupil voice. Gather information from all relevant parties, including multi-agency colleagues. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.</p>
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<p>Review all information within Early Prognosis document. Complete Risk Calculator. Identify protective and educational consequences. Complete Subconscious and Conscious checklists. Complete Anxiety Analysis for relevant variables. Use all analysis to create a Predict, Prevent & Progress plan. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Where further intervention is needed move to the analysis and planning within Therapeutic Plan.</p>
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<p>Ensure all preceding analysis documents are reviewed. Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Consider group dynamic options. Involve multi-agency colleagues in a review of the effectiveness of meeting need.</p>