



Mill Hill Primary School **Behaviour for Learning Policy**

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Co-ordinator responsible for the policy in consultation with the staff and governors:

Headteacher

Reviewed: November 2025
Next Review Date: November 2027



Learning for a lifetime

Our Expectations

‘Learning for a lifetime’ means we value...

- Compassion
- Respect
- Commitment
- Success

This means that our behaviour policy is written with a view of understanding behaviour as a communication of need.

Therefore, our response to behaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: keeping pupils safe is a legal duty of all staff. In response to inappropriate/unsafe behaviour, a protective behaviour may be actioned, e.g. removing a pupil from a lesson, which may be immediate or after assessment of the risk.
- Improvement (often including restorative elements): to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, restorative conversations or targeted pastoral support.

Please also see below under ‘Promoting Good Behaviour’ for more information about the school rules.

The Role of the Governors

The Governing Body is responsible for ensuring that the Headteacher and leadership staff are supported in implementing this policy and ensuring that it is reviewed.

Monitoring and Evaluation

The Headteacher and the senior leadership team (SLT) will monitor the effectiveness of this policy on a regular basis. The Headteacher and the SLT will report any findings to the Governing Body and, if necessary, will make recommendations in consultation with all staff for further improvements.

Associated Policies and Documents

This policy has significant links with policies for Special Educational Needs, Anti-bullying, Physical Intervention and Child Protection. Other relevant publications are the Department for Education (DfE) guidance documents ‘Keeping Children Safe in Education’, ‘Behaviour and Discipline in Schools’ and ‘Use of Reasonable Force’. All of

these documents can be found on the school website under Information for Parents > Policies.

Promoting Good Behaviour

We expect that children at Mill Hill Primary will:

- Respect people
- Follow the non-negotiables
- Listen to others
- Co-operate with all adults
- Listen to and respect different viewpoints
- Establish positive relationships
- Be ready for learning
- Follow the school values
- Adhere to responsible internet and computer use guidance
- Hand in their mobile phone to the office or class teacher on arrival in school and not use their phone during the school day.

We have a range of ways that we celebrate good choices around school, as well as excellent learning. These are:

- Children are recognised for good learning attitudes by moving up the zone boards. At the end of the day, children who are on the top of the zone board may be chosen for star of the day.
- We use house points to instantly reward good behaviour. Each week the points are counted and shared through the presentation in front of the school and during a weekly assembly.
- Key achievements are also recorded weekly as children reflect on their learning and recognise where they are improving. We share these as part of the 'outstanding work' section of the Friday celebration assembly.
- Compliment jars are used to recognise whole class/house teams or individual 'wow' moments for a child. These might be in the classroom or recognised around the school by the whole school community.

Throughout the school day, all staff are looking for opportunities to praise children for making good choices, demonstrating our school values and academically making good progress. This can take the form of house points, compliments or individual praise. Many children enjoy sharing learning with a different member of the school community and this is encouraged in school.

Class Charter – to be written each September

Each class will have a set of rules negotiated with them, which link to the school values, relevant to the age and needs of the class. This may be known as the class charter.

School rules

The whole school rules (or the non-negotiables) will be prominently displayed in the classroom and consistently and regularly referred to. These are:

- Finish school work
- Be respectful with words and actions

- Follow adult instructions and be where you need to be by the count of 3

These rules are referred to in assemblies and are displayed in all of our classrooms. We believe that all children, with support, are able to meet these and as a school we know that the expectations of school work will vary depending on age or stage of learning.

Thinking Space

If a child is struggling to make a good choice, they will be asked to move into the thinking space. This is a neutral space where a child is given time away from the situation so they can reflect and think about what they are going to do differently. Some children will be able to use this independently; however, others may need the support of an adult to coach them through the process. Within 3 to 5 minutes, an adult will problem-solve with the pupil and ensure they are ready to return to the learning environment.

For most children, an opportunity to reflect is enough for them to be on track for the rest of the session. However, if a child is using the space unsuccessfully, they will be asked to leave the classroom in order for all children to be able to learn uninterrupted. This action will only be taken after the child has been reminded for a final time and when they have been asked to reflect twice in key stage 1 or once in key stage 2.

Regulating in the classroom and safe spaces

Some children have an identified safe space which is an area where they can go to reflect and regulate. The expectation is that a child uses this appropriately and may go to this space as many times as needed throughout the day, as long as they complete their learning. These spaces work best when children have had input as to where these are located.

All children are given the opportunity to regulate using classroom resources with the expectation that they will complete their learning. Each class has a 'zones of regulation' board where children are encouraged to move their name according to situations throughout the day. Staff regularly model the use of these boards and the language associated with them.

Consistent use of language

All staff will praise the children at every opportunity using language for learning. This means they will focus on the learning behaviours that children are showing.

At Mill Hill all staff are expected to use a consistent approach to behaviour management. Staff will use the WIN approach when working with a child displaying dysregulated behaviour – an example is set out below:

- 'Name of child' I can see that you are angry/excited/disappointed/frustrated...
- I **W**onder if you need some help/a drink/something to eat/some time to regulate?
- I **I**magine that must be really hard for you
- I **N**oticed that when you came in from the playground you kicked the door

'The bubble'

The bubble is a regulation room and includes several resources to help a child regulate their emotions. The same rules that apply to the thinking space can be applied to use of this room. Teachers and adults can negotiate with key individuals about how they exit the classroom to go to the bubble. This space can be used for a child who is heightened to de-escalate with an adult using a range of strategies and resources which are available

in the room. The child can choose to be supported by an adult to regulate or choose to regulate alone.

De-escalation and co-regulation

When using the bubble, some children are able to regulate by themselves in order to return to the learning in the classroom in a timely way. However, there are a small number of children who will require an adult to co-regulate with them so they are ready to learn. Some children can be heightened when in the bubble and are always offered an adult to support them in the bubble to help them regulate. Adults will use resources outside the bubble to distract and regulate them, which may include pillow fights, ball games, food/drink or games using the patterns on the wall. During this time, a change of face may be offered to children who do not calm as quickly as we would expect. If, after a while, a change of face and several distraction techniques are used and the child is not calming, a phone call home for support may be required.

Individual children with additional needs

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, the pupil may have suffered bereavement, experienced abuse or neglect, have mental health needs, have been subject to bullying, have needs including special educational needs and disabilities (SEND), have been subject to criminal exploitation, or be experiencing significant challenges at home.

When a child needs more support to make good choices, they will have an individual plan in place to support them, risk assessments and a positive handling plan. Each child will be discussed and analysed in order to support the child's individual needs. Their plan clearly sets out expectations for the child. Parents will be asked to meet with Mrs Branscombe (Inclusion Lead) to discuss the plan for their child so that the expectations are clear and so parents understand their role in it.

When things go wrong - consequences

Restorative conversations

At Mill Hill, we value the purpose of restorative conversations.

A restorative conversation is an approach that can be used to deal with pupil conflict and behavioural issues. It encourages pupils to reflect on an incident and consider how their actions affected other people. These conversations are most likely to happen a while after the incident so that both children and adults have had time to regulate their emotions.

They will be supported by the following prompts:

- *Can you tell me what happened?*
- *What were you thinking/feeling at the time?*
- *How have you been thinking/feeling since it happened?*
- *Who do you think has been affected by your actions? How were they affected?*
- *What could you do now to help make things right?*
- *How can we prevent this from happening again in the future?*
- *What can I do to help you?*

Consequences

When a child does not follow the non-negotiables for learning, they will be given a consequence. Where possible, children will experience natural consequences, e.g. finishing work at playtime or helping clean up in the lunch hall. This will be for 10 minutes. A yellow letter will be sent home to parents to notify them of this behaviour and it will be logged on our internal recording system, known as CPOMS.

If a child is struggling to use the thinking space with additional support and it has not been effective in changing their behaviour, the steps in the flow chart (appendix) will be followed. The child will move to work in another class, known to the children as the buddy class, with their work or work pack (lesson dependant) for 30 minutes. If a child has 3 out of class sessions in a day, on the third occasion it will be converted to an internal exclusion. This will be with one of the senior members of staff.

If children refuse to leave their class, parents will be notified and asked to come into school to take their child to another class. Any work not completed during the sanction will be sent home and expected to be completed and returned the next day.

Unsafe behaviours

If a child is demonstrating unsafe behaviour, a member of the SLT will be called and the child will be escorted away from the situation. If we feel the child is not safe, peers are not safe or a child is disrupting the learning, they will be moved by a trained person.

Physical Intervention -The following is an extract from the DfE Keeping Children Safe in Education:

163. There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The school ensures that all staff who engage in restrictive handling of pupils are fully trained in accordance with Hampshire County Council (HCC) guidance.

Persistent disruptive behaviour may also result in 3-5pm detentions. Parents may be asked to work alongside their child for this time or during the school day.

There can also be a number of reasons for children to struggle within the classroom environment and this may lead to a different response such as: fight, flight, freeze or submit. Children who are identified as flight risks have their own individual risk assessments and support for individuals is put in place. If a child leaves the classroom, then an adult will follow from a distance, not chase or get too close, and will alert a member of the leadership team. If a child leaves the school site, the parent and the police will be contacted. School staff will try to keep the child within eye sight but will not pursue if the child will perceive this as being chased and therefore create a potentially dangerous situation.

In the event where a child is verbally or physically aggressive towards staff, the incident will be reviewed on a case by case basis depending on the severity. Parents will be invited in as part of this process.

Analysing behaviour and supporting individual children

Incident Forms

All behaviour incidents need to be entered onto CPOMS.

Staff will record:

Date and time of incident

A: what was happening before

B: what is the behaviour

C: consequence – *consequence was...*

C: communication (*what is it telling us and what could we learn/change from this*) – *Behaviour was communicating...; therefore...*

All information will be factual.

This will be monitored on a weekly basis and analysed for changes in provision, with next steps for individuals. Each incident is looked at on an individual basis to see if we can avoid this type of behaviour happening again.

If a child has had a number of repeated incidents they may need additional support in the classroom or to access off site activities. This could take the form of individual tracking forms to pin point specific parts of the days or activities or more visuals to support the learner in the classroom.

This monitoring of incidents also looks for patterns and trends to support staff. Actions for staff may be attending a Primary Behaviour Service course, some bespoke 1:1 training or a whole staff input. The monitoring of incidents will also inform the following steps to support children.

<u>Step</u>	<u>Action</u>
1	Children present with repeated behaviour/ concern. Teacher puts in provision to support and parents are informed.
2	Child starts monitoring period using a tracking document. Parents are informed. Parents are feedback at the end of week 1 by Teacher. At the end of week 2 parents ate feedback to about the next steps by Teacher and SLT.
3	Individual Behaviour Plan in place for child. Class teacher and SENCo meet. Shared with parent. Reward chart shared.
4	External agencies to support e.g. PBS, Ed Psych, Riverside, Waterloo.

5	Reduced Hours provision, EHCP, Suspension
6	Managed move
7	Permanent exclusion

New staff who join the school after September will receive induction on the school's behaviour policy and individual documents will be shared with them prior to starting.

Parental involvement

At Mill Hill, we believe children feel safe and valued when we work in partnership with parents. Therefore, we communicate with parents in respect of both the positives of the children's day, as well as discussing areas where we feel parents can support and reiterate the key messages to support their child.

If a child has to leave the classroom, it is the responsibility of an adult in the class to contact the parents, if possible face-to-face or by phone, to inform them.

Parents may also be contacted if a child needs to stay after school as a consequence. Consequences are most effective on the day on which the poor choices have been made by the child so that children start afresh each day.

On occasions when a child's behaviour outside of school has not been as expected, we will discuss this with the child and it may be possible to sanction in school, particularly where a child has been seen in school uniform.

Suspensions

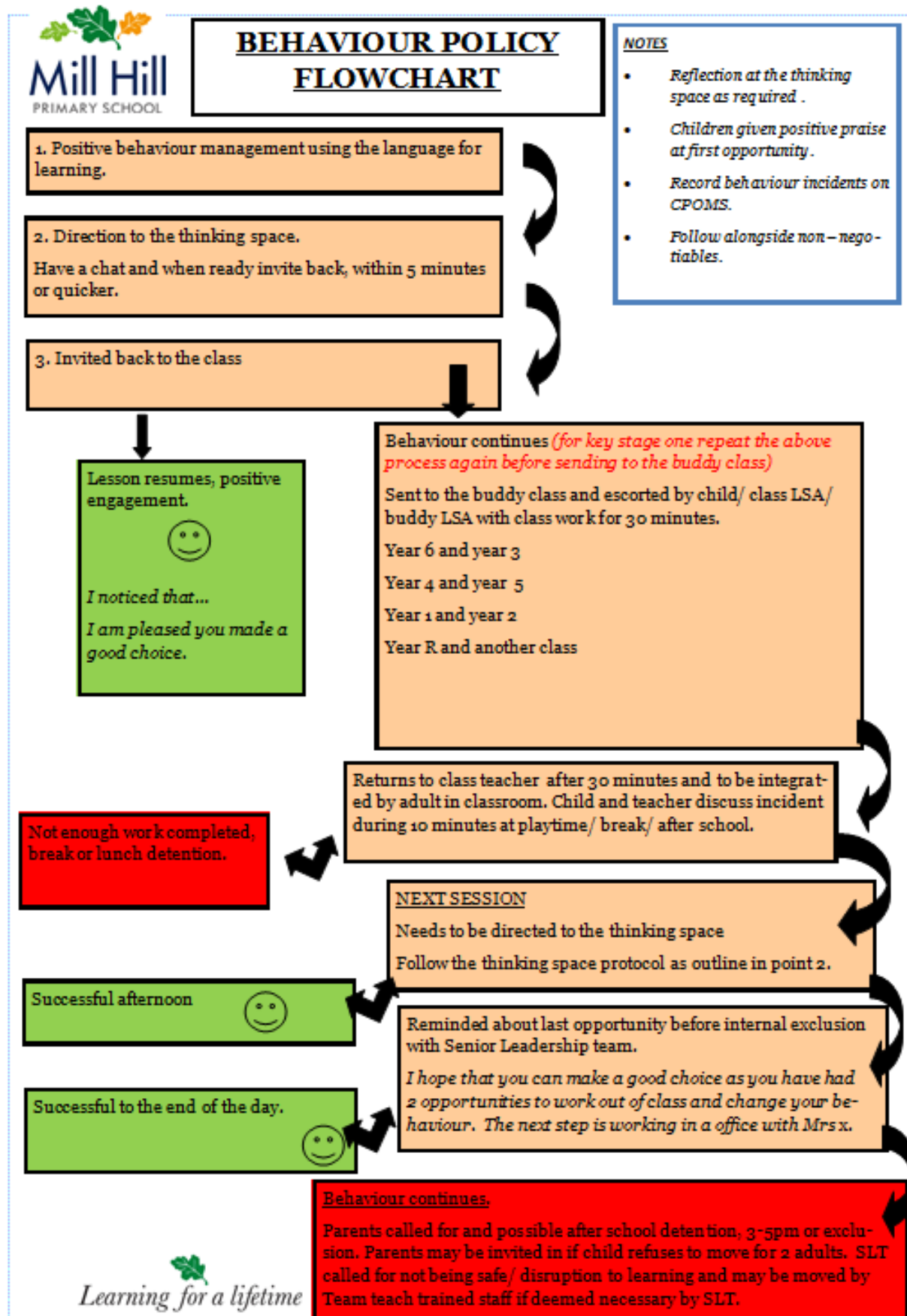
In exceptional circumstances, where a child has seriously breached the schools' behaviour policy and is involved in a first or one-off extremely serious incident, the Headteacher will reserve the right to suspend the child. HCC identifies the following as reasons for suspension:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing him or her to remain in school would seriously harm the education and welfare of that child or others in the school.

For more information, please see: Exclusion from school | Hampshire County Council (hants.gov.uk)

Where there has been an incident resulting in an adult or child being injured, a violent incident form will be reported to HCC. Details of the incident will also be recorded on CPOMS.

Appendix: Behaviour Policy flowchart



Behaviour Policy flowchart using symbols

