Milton Special School

Behaviour Policy

1	Summary	Behaviour policy	
2	Responsible person	Claire Patton	
3	Accountable SLT member	Elise Bowen and Victoria Till	
4	Applies to	☒All staff ☐Support staff ☐Teaching staff	
5	Who has overseen development of this policy	SLT	
6	Who has been consulted and recommended policy for approval	Staff Team	
7	Approved by and date		
8	Version number	V3	
9	Available on	Trust website	☐Y ☐N
		Academy website	☒Y ☐N
		SharePoint	☒Y ☐N
10	Related documents (if applicable)	Safeguarding Policy Restrictive Intervention Policy	
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff	
12	Date of implementation (when shared)		
13	Consulted with recognised trade unions	☐Y ☐N	

Contents

1. Our purpose at Milton

We know our pupils.

Through a culture of support and guidance our pupils will develop and reach their fullest potential. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively.

An enquiry approach is necessary to understand the behaviour and the child. It is necessary that all staff identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes.

At Milton we know that:
- All behaviour is a means of communication
- Pupils are more successful when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour.
- Many pupils find learning difficult: learning new behaviours will be supported.
- They need a personalised approach to support them to manage their behaviour

2. Aims

- Support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time.
- Keep the school community safe, maintaining clear boundaries and expectations around behaviour taking a non-judgemental, curious and empathetic attitude towards behaviour
- Use the language of behaviour consistently, including positive reinforcement.
- Promote restorative practice through conflict resolution
- Create resilient learners through a coregulated approach.
- We will prepare our school family for preparation of adulthood.

3. Laws and Legislation

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

4. Roles and Responsibilities

We all have shared responsibility for the positive behaviour management for all of our pupils.

Senior Leadership Team will have a high visual presence in order to support pupils and staff.

Parents/Carers – We develop positive relationships with parent/carers. All parents attend an admissions meeting before their child starts school. Working in partnership we need as much information as we can gather about the child in order to build a programme to meet their needs.

5. Our approach in action

Our whole school approach starts with ethos. We strongly believe that responding to the needs of our pupils is not the responsibility of a few staff in school. It is everyone's responsibility.

Our policy has traffic lights at the core. The traffic lights are used to minimise low level disruption, this is through the scripted language used, the emphasis being on less is more. 'Scripted behaviour language identifies pupils behaviour in relation to the colour. The continual repetition reinforces if behaviour is appropriate.' (Witham April 2020)

The scripted behaviour language encourages staff to remain calm and helps them to not take the behaviour personally. Staff continually use positive language to reinforce positive choices in school.

We use behaviour points for our top triangle pupils all directed at positive rewards.

6. Our 'green' classrooms

We know our children and understand communication with our pupils. We recognise and celebrate achievements from the smallest to the largest. We inform parents of every stage of their journey or if our pupils deviate from our high expectations.

We use the green traffic light to communicate to pupils that we are observing their successes. They develop a positive power knowledge as they are rewarded for remaining in green. Top of the triangle children are supported by behavior points.

Green classrooms are consistent. With an expectation of ready to learn behaviour. The language in green classrooms is also consistent through the use of clear and precise scripts "you need to do" "thank you for"

Our green pupils are excited about learning. We have created an exciting environment that enables play, curiosity and creativity.

7. Response

When we see a pupil dysregulate, showing behaviours that would move them into amber our staff immediately regulate the pupil to move them back into green behaviour. If a pupil is moving in and out of amber through the day, SLT must be informed. This is part of our pastoral response.

A pupil who consistently moves between amber and red become top of the triangle. This becomes a line of enquiry for safeguarding, pastoral and therapeutic interventions. Individual positive management plans will be reviewed and adapted.

Conflict resolution is one of our strategies to restore our community or dynamics between pupils. This further supports the positive management plans and increases staff knowledge and understanding of the pupils.

Every opportunity is a learning opportunity. All staff are encouraged to use their positive relationships to discuss with pupils any incidents of dysregulated behaviour. Our aim is for zero exclusions.

Daily debrief is how we respond to issues throughout the day. Staff discussing and analysing incidents of the day to improve their well-being or if necessary practice for future incidents.

8. Restrictive Physical Intervention (RPI)

We use team teach. Our language of behaviour stems from team teach approach. RPI can be used if a pupil is at risk to themselves, others or damaging property.

Due to the nature of RPI and incidents, staff must adhere to the dress policy and presentation of clothing.

9. Quality Assurance

Compliance with this policy will be subject to regular quality assurance by both internal (school/MAT) and external (3rd party) experts to ensure that practice is meeting the legal requirements of the Team Teach model.

This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each review, the policy will be sent to the Local Governing Body for approval.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy – Venn Academy Trust
- Safeguarding policy
- Anti-bullying policy
- Absconding protocol
- Medical conditions policy
- Restrictive physical intervention policy

With thanks to Dr Simon Witham CEO of Venn academy trust, Brighton and Hove schools guidance and Sue Ellis Milton Art Therapist who between them have inspired our behaviour policy