

**Outcomes  
First  
Group.**

**Acorn Education**



Part of Outcomes First Group

# **Person-Centred Behaviour Policy**



**Miller House**  
SCHOOL

### BEHAVIOUR POLICY

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#### 1.0 INTRODUCTION

Outcomes First Group places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

Our schools have different identities and approaches, which are unique to them and reflect the needs of their pupils. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people's individual needs.

Miller House School is a co-educational special day school which strives to provide a caring, structured learning environment for children with Education Health Care Plans (EHCP). The school caters for young people who have a range of neuro-diverse needs, including autism, social, emotional and mental health difficulties and learning difficulties such as dyslexia, dyspraxia and dyscalculia. Pupils can develop academically, socially, emotionally and morally to their full potential. The specialist provision offers support for pupils in KS3&4. Our friendly, experienced, enthusiastic staff offer a curriculum to support our learners' needs to help them to become the best version of themselves.

The School's local arrangements can be read in Appendix 1.

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The School has a trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

### 2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent schools- updated April 2019\)](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools A guide for Head Teachers and School Staff \(September 2022\) DFE Guidance](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education, statutory guidance for schools and colleges \(September 2022\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour and discipline in schools \(2016\) guidance](#) states that 'schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. Behaviour policies are typically informed by Behaviourist approaches; however we are aware that punitive approaches to behaviour management in schools are damaging to children's mental health. This is especially true for Acorn schools who have a significant number of individuals with lived experience of trauma and complex needs.

[Behaviour in schools \(2022\) guidance](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive.

### 3.0 POLICY FRAMEWORK

The Group is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services and is part of the Reducing Restraint Network. The Group's Restraint Reduction Practices Board has developed a policy supplement, *The Use of Restrictive Practices and Restraint Terms of Reference*, which must be implemented as part of this policy.

Our schools are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**. Both the Strategy and Accreditation has been shared with our Lived Experience Expert Group (and our Advisory Board).

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Suspension and Permanent Exclusions Policy
- Self-Harm/Self-Injurious Behaviour policies
- Medication Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop (Autism Strategy) where appropriate

## 4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of the School's commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centred and inclusive approach where pupils are supported to learn effective ways of managing their emotions and behaviour to prepare for their future.

## 4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create school environments which are predictable and comfortable.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a pupil's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

## 5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- ❖ We value developing strong and respectful relationships within the whole School community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We regularly consult pupils to ensure their voices are heard.
- ❖ We recognise children can be distressed and can experience challenging times or shutdown. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that as a whole School community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our teachers and School team are role models in helping our pupils learn more skillful ways to experience success

### 6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our School's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of pupils. Our expectation relating to their behavior is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting pupils' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our pupils to be the best versions of themselves.
- ❖ All members of the School community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

### 6.1 KEY ROLES

**The Role of School Leaders** - Our School leadership team is highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the School culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the Group and School culture to ensure they understand its rules and routines and how best to support pupils to participate in creating the culture of the School. All new staff receive bespoke training as part of their induction into understanding the needs of the pupils through the group's Trauma Informed Practice modules and Neurodiversity training modules as appropriate, and *CPI (Crisis Prevention Institute) De-escalation and Behaviour Management Training*. Ongoing training and support is also provided via the School's professional development arrangements and the Group's Well-being and Clinical Team.

**The Role of School Staff** - All School staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff communicate School expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Staff also receive clear guidance about School expectations of their own conduct, which are set out in the Group's *Code of Conduct and Ethics Policy*.

**The role of pupils** - All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware, in line with their individual capacity, of the School standards, expectations, pastoral support, and therapeutic consequence processes. Pupils are taught that they have a duty to contribute to the School culture and are asked about their experience of the School and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every pupil is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the School culture.

**The role of parents/carers** - The role of parents/carers is crucial in helping the School to develop and maintain our culture and approach. Including parents and carers within the whole School community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know the School's Behaviour Policy and related policies and, where possible, take part in the life of the School and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the School while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

**Clinical and Well-Being Approaches** - The overarching wellbeing approach throughout the Group is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. The Clinical Well-Being Team is multi-disciplined, and includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams.

**Focus on relationships** – Positive and meaningful relationships throughout the whole-school community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

**Individual needs** – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

### 7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and pupils (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the school day. For example, staff will ensure that pupils receive a timetable for their learning and daily activities.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities and needs of our population.
- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** Many of our pupils may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our pupils to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This helps supports a shared language approach within the whole-school community.
- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, 'Star of the Week', certificates, days out, unexpected rewards, golden time, certificates. Efforts and achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a pupil once they have been earned for the intention of providing a sanction.

- **What we do not support** – this list is inclusive of, but not exhaustive – the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

## 8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for schools

Children and young people within our settings may take prescribed medication. We will work in collaboration with the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will support and monitor the impact of this medication. Attendance at school is not dependent on a pupil's taking their medication. We will also support young people in their informed consent around medication.

## 9.0 RESPONDING TO DISTRESS AND NEED

There are times when our pupils become distressed and may require other sources of support. When a member of school staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of pupils and staff and to restore a calm environment. Keeping pupils safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the School's Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the School's Designated Safeguarding Lead (DSL) or Deputy.

The School has the responsibility to respond to pupil's behaviour outside of the School premises (including online) to such an extent as is reasonable.

The School adopts a range of initial intervention strategies to help pupils support their emotional regulation and behaviour.

## 10.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at OFG. Positive reinforcement combined with natural and logical consequences support a positive and whole school culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a young person removing their seatbelt during a car journey – a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our School does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at school. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our pupils to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

## 11.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child
- use of space
- verbal and or visual support.

## 12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others.

A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.

It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Staff are fully trained using CPI and work in line with the Group's *Use of Restrictive Practices and Restraint Terms of Reference*.

Where possible we consult with all pupils about their de-escalation plans to ensure their voice is heard and understood in relation to their triggers and how they want their staff team to respond.

## 13.0 SEARCHING, SCREENING AND CONFISCATION

School staff can confiscate, retain or dispose of a pupil's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#) Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Items which contribute to the pupil's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.

## 14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. A dynamic risk assessment must be taken at that time.

The pupil will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

Staff will reflect on and review the action that was taken.

## 15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school adaptations and support .

This will also be seen as a very last resort, as removing a pupil from school as an environment with trusted adults is rarely likely to be in a pupil's best interests. We also recognise the impact this might have on a young

person and or parent/carers and will work to support the young person and their family/carers. Please refer to the *Suspension and Permanent Exclusion Policy* for more information.

### 16.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any pupil's de-brief. It is recognised that some neurodivergent pupils will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the pupil's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults approaching this repair with the child, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

### 16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at OFG we aim to create a positive and trauma informed whole school culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Schools support colleagues after an incident and/or challenging day in a non-judgemental and empathic safe space and post incident de-briefs are mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of the work.

### 17.0 RECORDING AND REPORTING

The School has a strong and effective system for data capture, including all components of the behaviour culture (e.g. Sleuth). This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for staff, pupils, governors, proprietors and other stakeholders on their perceptions and experiences of the School behaviour culture.

School leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help the School ensure that it is meeting its duties under the *Equality Act 2010*.

**Reporting to outside agencies:** Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in *School Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

### 18.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the School's *Anti-Bullying Policy*.

### 19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

**Please refer to the Child-on-child Abuse Policy**

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the School will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. They should also inform their Clinical Well-being Lead. The School is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate

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language and behaviour between pupils. The School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the School will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

### **20.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the School premises. The School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.

The School will address with pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the running of / reputation of the School.

**Please also see the School's Mobile & Smart Technology Policy**

### **21.0 SUSPECTED CRIMINAL BEHAVIOUR**

In cases when a member of staff or headteacher suspects criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the School will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the School will ensure any further action they take does not interfere with any police action taken. However, the School retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The School's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

### **22.0 COMPLAINTS**

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

## APPENDIX 1

At Miller House School, we aim to provide all pupils with clear, consistent and reasonable boundaries and expectations, underpinned by an ethos of understanding and supporting individual needs. Our Trauma-informed behaviour systems are framed around upholding our school expectations, whilst rewarding achievement at all levels and supporting reflection and restorative practice.

At Miller House School we have consistently high expectations for our pupils, and we underpin this approach by ensuring we have at all times very good relationships between adults and pupils. The aim is to support pupils to choose to improve and manage their own behaviour, this is done by positive adult modelling, reflective practice, restorative work and positive rewards systems and then finally consequences.

### Positive Reward Systems

1. **Credit Reward System** – This system rewards pupils for following the school expectations, which are *Be Safe, Be Kind, Be Ready to Learn*. Pupils can be awarded credits for meeting these expectations throughout the school day, pupils can save up their credits. A pupil can be awarded 10 credits per lesson. By receiving credits, showing that they are meeting the school's expectations, the credits can be spent at the credit shop, they can also be saved up for a voucher.
2. **Friday Certificates** - This is awarded by class tutor for the pupil who has tried their hardest that week. This is not only academic, but also emotional resilience, being supportive and kind, etc. These pupils are awarded their certificates on a Friday celebration by their form class, they receive a certificate to take home and can pick from the bottom shelf of the credit shop.
3. **Reading Reward** – All pupils have allocated time in school either through the reading for pleasure scheme or the reading intervention scheme. Our reading intervention scheme through Pearson Rapid reader rewards pupils with online coins which are converted into real coins for pupils to spend on books at the end of each half term.

### Individualised reward systems

There are some pupils who require individualised reward systems to be implemented: these are usually interim measures aimed at improving a short-term situation and progressing a student to be able to align with the whole school systems outlined above. Generally, they utilise a small steps model, reducing and then gradually increasing targets as the student progresses. These individualised measures ordinarily form part of a larger support package, including therapeutic support.

### Monitoring of Behaviour

Pupils' behaviour is monitored through Sleuth, initially with the form tutors and the pastoral team. Any changes in pupils' behaviour are quickly analysed and support is put in place. Any patterns identified are acted upon and discussed in the pastoral meetings. Planned support and interventions are then put into place on the timetable with the pastoral team. Form tutors will monitor the number of positive and negative sleuths for their form pupils, have reflective conversations with them and set them personal targets to increase or decrease entries. Data has shown that, most pupils reduce the number of negative incidents after having interventions, and enrichment.

### Consequences

When reminders and supportive strategies have failed to correct behaviours, Miller House School will implement consequences for pupils who consistently display certain behaviours.

1. **Internal Reflection** – Pupils can undertake a period of time away from their class working 1:1 with a pastoral staff member to complete a period of reflection and restoration.

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2. **Off-site ban / transport ban** - Where off-site or transport-related behaviours are unacceptable and/or unsafe, a natural consequence is that pupils are not permitted to leave the school site or be transported in school vehicles for a period agreed and communicated in response to the behaviour.
3. **Persistent property damage** – A discussion with parents of the cost of repair to damaged school property will occur to help support the young person understand the seriousness of what they have done. They will be expected where appropriate to work with the maintenance team to repair the damage, with a conversation of future expectations. This work may be in school hours or afterschool and supported by the pastoral team.
4. **Fixed term suspensions & exclusions** - In line with OFG policy and procedure, fixed-term suspensions are used as a last resort. Suspensions are used if behaviours are of sufficient severity or frequency that other behavioural consequences are not appropriate. These are supported by a re-integration meeting at school with pupil and parents/carers which is reflective and restorative in its approach.

### Pupil Voice

Pupils feel confident in speaking to staff about issues which may arise. They know who to approach with concerns. The Voice of the Pupil are collected in various mediums: School Council, pupil questionnaires, Intervention sessions, suggestion box. The School Council meets termly, and will review the behaviour policy within school council meetings.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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