

Millgate School's Behaviour Strategy

At Millgate School, we aim to cultivate a calm, nurturing and caring environment that supports every child, both emotionally and academically, to give them the best possible chance of success. Our approach to behaviour management is restorative and relationship-focused, with connection taking precedence over correction. Every child's voice is heard and they are encouraged to own their behaviour story. Moreover, every child's success, 'our peaks', are modelled, taught and celebrated by our staff team.

At Millgate School, every member of our school community is valued for their individuality; this is reflected in this document, which emphasises respectful behaviour, and a partnership approach to dysregulated behaviours with dynamic interventions that support both children and staff. Consistency and clear, calm adult behaviour underpins this. Our approach is supported by the evidence of best practice from the work of Paul Dix and Dave Whitaker and other expert organisations.

Key Principles


Our approach to behaviour is based on nurturing principles and restorative practices. Strong, healthy relationships are fostered, nurtured and valued throughout our school day.

Recording and monitoring of behaviour

















'Peaks' - Something (such as an event or detail) that is of major significance or special interest

'Obstacle' - Something that interferes with or prevents action or progress.

We discuss and record behaviour in terms of 'peaks' and 'obstacles'. Our approach recognises that everyone in our community will struggle to regulate their behaviour in a positive way all of the time. Consequently, our new system focusses as equally on 'peaks' as it does on 'obstacles'. Many of our peaks, like spending time after school in catching up on learning, are now recognised for the positive impact they have on children and the school community.

















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Our Peaks

Contributed in class 	Supported/helped others 	Independently applied learning 	Self-regulated when struggling 
Accepted a challenge 	Was polite/kind 	Showed patience/tolerance 	Communicated maturely 
Worked as a team work/shared 	Ignored distractions 	Accepted help when struggling 	Accepted help when struggling 
Repaired a relationship 	Reflected on my learning 	Reflected on my attitude to learning 	Restored the environment 

Our Obstacles



We positively reinforce and explicitly teach behavioural norms. In all of our daily lives, we overcome obstacles and celebrate peaks, however small. At Millgate, we believe the recognition and navigation of overcoming obstacles and identifying peaks are the key to success and fundamental for our young people's next chapter and adult life. Building resilience, to make mistakes and overcome, difficulties is key.

Swore 	Completed minimal work/effort 	Thrown items 	Walked out of class/activity 
Misused sensory break 	Involved in play fighting 	Been rude to staff/students 	Refused to work 
Used inappropriate language/silly noises 	Ignored distractions 	Encouraged others to make poor choices 	Not listened 
Punched walls/windows 	Climbed 	Ran around the school 	Refused to reflect, repair or restore 

Millgate School Relationships

We promote self-esteem and self-discipline through regulation in a variety of forms. We celebrate the uniqueness of each child at our school and adapt our approach to support. We encourage our students to use personal tool kits, including the use of our environment to self-regulate. Interventions are built in to our school life and structure. We have a wide range of therapeutic interventions.

Students are taught to reflect and restore; a core part of repairing temporary damage that may have been done within a relationship with a peer or staff and family members, utilising solution circles and peer mediation support.

Reflection Steps 	Follow-up prompts 
<p>Understanding What Happened "Let's talk about what happened. Can you tell me what you remember?" Encourage the student to explain the situation in their own words. Avoid interrupting or making assumptions.</p>	<p>"What was happening just before this?" "Who else was involved, and how did they react?"</p>
<p>Exploring Why It Happened "Why do you think this happened?" Help the student explore what might have triggered the behaviour.</p>	<p>"What were you thinking at the time?" "How were you feeling at that time?" "How do you think X was feeling at that time?"</p>
<p>Identifying Feelings "How were you feeling when this happened?" Encourage the student to express their emotions. Link to zones when applicable</p>	<p>"Did anyone else's actions or words make you feel a certain way?" "How do you think others felt during the situation?"</p>



**Millgate
School**
Relationships

<p>Considering Different Choices "Looking back, what do you think you could have done differently?" Encourage the student to reflect on other ways they could have handled the situation.</p>	<p>"What might have been a better choice?" "What could you do next time to handle things differently?" "What could I do next time to help you?"</p>
<p>Moving Forward 'Is there anything I could do differently to help you, if you felt like this again?' "What can you do in the future to make sure this doesn't happen again?" Encourage the student to think about strategies to avoid similar behaviour in the future.</p>	<p>"Who can you ask for help when you're feeling this way?" "What tools or strategies can you use next time that you feel upset or frustrated?"</p>
<p>Restore and Repair "How do you think you can make things right?" Guide the student in considering ways to repair and restore.</p>	<p>"Is there anyone you need to talk to or apologise to?" "What could you do to help fix this?"</p>

Students that embody our values

Our community values kindness, care, good humour, respect and empathy for others. Positive experiences are embedded into our school day fostering relationships. All staff make it their business to get involved. Our committees are lead by students and build skills of responsibility, team work and display true investment within the school and our ethos. Committee members meet regularly and pledge to "Contribute, Share Ideas, Listen to others and Be Prepared"



The logo for Millgate School Relationships is located in the top left corner. It features a green circular background with a white starburst graphic on the left. The text 'Millgate School' is written in a dark grey font, and 'Relationships' is written in a larger, bold dark grey font below it. The entire logo is partially enclosed by a teal brushstroke-like border.

Millgate School Relationships


Our committees:

- **Learning Champions**
- **Advocates for Change**
- **Eco Schools**
- **Healthy Leaders**
- **The Mentors**
- **Events coordinators**

Our reward system is built on experiences and rites of passage that promote social skills and cultural capital. Praise and recognition is important to us. Verbal praise, 'Good work', student progress (including overcoming obstacles), and pivotal moments are celebrated. Some examples are below.

- Gold Stars
- Good work
- Good work assembly and student VIPs
- Committee privileges linked to our Characters
- Residentials
- PSP Rewards
- Post Cards and Phone calls home
- Themed days and seasonal events

'Success is Not Final, Failure is Not Fatal: it is the Courage to Continue that Counts'

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