



Millfield School

Name of Policy: Behaviour for Learning (BfL) and Rewards Policy

This policy should be read alongside the school policies listed below:

- Inclusion
- Alternative Provision
- Attendance
- The Home-School Agreement
- Teaching and Learning
- Anti-Bullying
- Restrictive Physical Intervention (RPI)

At Millfield, our Code of Behaviour emphasises that students maintain high standards of work, effort, appearance, manners and consideration for others and their environment. Students are expected to attend school regularly and be punctual to school and to lessons. Students are expected to follow The Millfield Way and we have strong support systems in place in order to help students meet our expectations.

It is the policy of the school to acknowledge and reward good behaviour for learning and challenge unacceptable behaviour which hinders students' ability to fulfill their potential. The school aims to have a consistent approach to managing the behaviour of our students and teachers are given the powers to discipline students both at school, on educational visits and when students are in the local community whilst in uniform. By sending a child to Millfield, parents and carers are accepting of this policy and will support the school when it is implemented.

In the classroom the expectation is that students:

- Actively listen and respond positively to teacher instructions
- Positively contribute to the lesson (e.g. contributing to discussions, sharing answers etc)
- Complete work to a standard reflecting their best effort.
- Be respectful at all times to staff, students and equipment.
- Effectively cooperate at all times (doing something the first time they are asked).
- Ensure they, and others, are safe.

How is good behaviour rewarded?

When?	What?	How?	Who?
Daily	High Achievement Points.	Awarded in lesson for exceptional behaviour for learning and recorded on Synergy.	Teaching staff.
Weekly	Small item such as a bag of sweets, or similar.	Draw made from High Achievement slips which are issued in lesson by class teachers.	Progress Lead
	Positive contact with home.	At least 3 emails per week from class teachers to parents via Synergy, praising exceptional students.	Head of Department Teachers
	Hot Chocolate with the Head	Students are nominated by class teachers for exceptional behaviour for learning.	Headteacher
Termly	Inter-House Competitions	Throughout the year there will be several events organised where the Houses will compete against each other, with rewards for a collective House and individual students.	TGN / HoHs

Inter-House Competition

Events will be promoted each half term where students can compete to earn rewards for their House and themselves. In addition, students can earn housepoints every day for:

- representing their House.
- entering a House competition.
- charity/community contribution.
- volunteering in the community.
- exceptional achievement.
- attending extra-curricular activities.
- winning an inter-House competition.
- House representation & leadership
- Graduation tasks (Year 9 only).

Thresholds are set at Bronze, Silver, Gold and Platinum.

Bronze: certificate and prize.

Silver: certificate and canteen voucher.

Gold: certificate and draw for one of five £20 Amazon vouchers.

Platinum: the top 50 students will be invited on a surprise trip.

How are students supported to manage their behaviour?

Millfield prides itself on the support it gives all students to ensure everybody has the opportunity to learn in a positive environment. A part of that ethos is developed through ensuring there is a clear culture of rewarding positive behaviour and providing structured support to help improve the behaviour of some individuals.

How is poor behaviour for learning sanctioned?

Students who fail to meet these expectations will initially be warned by the member of staff. If the behaviour of the student does not improve, the following will apply:

C1- 1 negative point recorded on Synergy. (Formal Warning)

C2- 2 negative points recorded on Synergy. The student will spend some time out the room where they will use the reflection card to consider how their behaviour is impacting their learning and the learning of others.
Automatic lunchtime detention with SLT and contact made with home by the class teacher.

C3- 3 negative points recorded on Synergy. The student will be taken to the Head of Department (or other appropriate staff member) where they can complete their learning away from the rest of their class.
Automatic Headteacher's detention and contact made with home via a telephone call from the class teacher.

Support and Intervention Ladder		
Universal	Effective reward systems Teacher toolkit	Tick
Stage 1	Has the student been on a report card with their Progress Lead?	
	Has the student's behaviour been analysed to identify trigger points?	
	Does the student have a supportive member of staff who can provide appropriate mentoring and challenge?	
	Does the student understand why their behaviour is not acceptable?	
	Have the pastoral and learning support departments addressed any barriers to learning/special educational need/considered reasonable adjustments?	
	Has contact been made with home?	
	Has a round robin been completed from all subject teachers?	
Stage 2	Has the student been on a behaviour contract with their form tutor?	
	Has the student been on report to the Behaviour & Progress Manager?	
	Has the student's behaviour been analysed to identify trigger point?	
	What have Heads of Department done to deal with incidents of poor behaviour for learning?	
	Encourage self-reflection for students around behaviours. Does the student need to spend a day reflecting on their behaviour in IPR?	
	Has the student been considered for a meeting with the careers advisor to create motivation to do well in school?	
	Has the student been referred for additional mentoring/counselling, if appropriate?	
	Has the student met with their parents/carers and the Behaviour & Progress Manager?	
	Has an alternative timetable been considered to support with additional needs?	
Stage 3	Has the student been on a Pupil Support Plan?	
	Has the student been on report to their SLT Link?	
	Has the student had a full assessment by Learning Support?	
	Has the student had a meeting with parents, Progress Lead and SLT link?	
	Has the student been referred for additional mentoring/counselling, if appropriate?	
	Has the use of short term alternative provision been considered?	
	Has a referral to Early Help been considered, if appropriate?	
	Has the student had a meeting with the Senior Assistant Headteacher: Behaviour, Pastoral & Inclusion to discuss behaviour?	
Stage 4	Has the student been directed on a long term AP placement at another school?	
	Has the student had a meeting with parents and the Headteacher?	
	Has it been confirmed in writing that the student is at serious risk of permanent exclusion?	
	Has a long term placement at alternative provision been considered, if appropriate?	
	Has the Inclusion Team been contacted to provide additional support to avoid permanent exclusion?	

Detentions:

Students issued with a C2 are sanctioned by way of an automatic lunch time detention with a member of SLT. Other subject detentions can be issued as a sanction at break, lunch or after school. If the detention is after school parents and carers will be advised via Synergy.

Students issued with a C3 are sanctioned by way of a Headteacher's detention which are held every Friday evening. Students who receive one C3 in week will be in detention from 2.50pm – 3.50pm. Any students who receive two C3s in a week will be in detention from 2.50pm – 4.20pm. detention is also used for serious breaches of the behaviour policy, as detailed on the school sanction sheet.

Report Cards:

Progress Leads will monitor the BfL system on a weekly basis and inform the relevant Form Tutor of students who received **5 negative points**. The Progress Lead will place these students on report card unless the poor behaviour is from one subject area. In this case, the Progress Lead will check that the Head of the relevant department has placed the student on report/put sanctions in place to resolve poor behaviour for learning. Students who fail to improve their behaviour in the two weeks they are on report of report will be placed on report to the Behaviour and Progress Managed and then with the SLT link for each respective year group. Students who do not improve on a report card to their SLT Link will be placed in IPR until a meeting is held with parents/carers.

There are four levels of report card, each monitoring aspects of student behaviour and work. Each card lasts for a two-week monitoring period and, depending on the reports from staff, students may move up or down the card system. All cards require parental signature and monitoring.

Level Four is the highest and most serious level:

Level One	issued and monitored by the Progress Lead.
Level Two	issued and monitored by Behaviour & Progress Manager.
Level Three	issued and monitored by the SLT Link for respective year groups.
Level Four	issued and monitored by the Headteacher (or other SLT).

In Key Stage 3, form tutors will liaise with parents or carers, keeping them fully informed as to the reasons, length of intervention and monitoring. In Key Stage 4, the Progress Leads will contact parents. The basic principle, being one of partnership with parents, is to bring about a positive outcome for the student.

The report card system should be used as a scale; students do not immediately stop being on report but rather work their way down the scale in the same manner that they work their way up the scale for poor behaviour.

Departmental Ownership of Behaviour:

Each department will have their own report card and students will be placed on a card for unacceptable standards of behaviour for learning. It is expected that Heads of Department (HOD) will monitor behaviour and ensure that students who persistently misbehave are monitored. Students on report will be minuted at department meetings and HOD will have a central list. This list will also be included in Line Management discussions regarding the WSSE data sheets and should be available to be checked at any point.

All interventions to improve behaviour should be recorded on Synergy.

Heads of departments will use their discretion when contacting home for students who repeatedly receive C1s in their subject area. However the following is expected:

Student issued with C2- class teacher to record on Synergy so home are aware of poor behaviour.

Student issued with C2- in two separate lessons- class teacher to contact home and record conversation with parents on Synergy.

Student issued with a C3- class teacher to contact home and record conversation with parents on Synergy. The teacher should inform parents that a text will be sent, detailing the date and time for the Headteacher's detention.

Student issued with a C3 on three separate occasions in a subject area: HOD to contact home to discuss behaviour for learning and appropriately monitor behaviour moving forward.

Student issued with a C3 on four separate occasions in a subject area: HOD to contact home to arrange a meeting with parents to discuss behaviour for learning. Meeting to be documented on Synergy and student to be placed on departmental report card.

*It is envisaged that students beyond the sanctions detailed above, will be supported by other methods via the Support and Intervention Ladder.

Pastoral Support Plan (PSP)/ Early Help Assessment (EHA):

Students in danger of exclusion or who become disaffected may be given additional support via a personal PSP / EHA. Progress Leads and the Head of Key Stage 4 arrange meetings with parents/carers, staff, students and external agencies as deemed necessary, in order to agree a support plan for the student.

Behaviour Contracts:

Form Tutors will complete Behaviour Support Contracts with students whose behaviour is beginning to be a cause for concern. This will be done when a student has not improved their behaviour after being on a Stage One Report Card for two weeks or when a student has received 8-13 negative points in one week or when a student receives 10 or more in two consecutive weeks. The contracts will involve the use of setting SMART targets for students and their parents.

Internal Provision Room:

Internal Provision Room (IPR) is a sanction used with students who demonstrate extremely poor and/or disruptive behaviour. Whilst students are in IPR they will be expected to be silent and complete the work set as well as work through appropriate restorative practice tasks. **Students can only be placed in the IPR if authorisation has been given from The Assistant Headteacher: Pastoral, Behaviour and Inclusion who will ensure the room is used effectively.**

The use of IPR often replaces fixed term suspension and as a result, a student will have a formal re-admission meeting with parents/carers before returning to a full timetable. Until the meeting has been held, students will not have social time at break and lunch. Students who are placed in IPR are expected to attend school between 9.30am – 3.30pm.

SOLO:

When students fail to behave with the HOD after they have been removed from a lesson, SOLO will be implemented where the student is removed from the school community and spends the remainder of day with senior staff, completing the work set by their class teachers. Students placed in SOLO are recorded on Synergy by the respective SLT.

Staff Training:

The school seeks to provide its staff, both teaching and support staff, with behaviour management training as appropriate. Behaviour management is a standing item in the whole school weekly staff training sessions.

External Agencies:

Millfield seeks to work with external agencies in the interest of both the individual and the student body. Such agencies include:

- FCWA
- We Are With You
- Butterfly/Phoenix
- ACE
- AWAKEN (CSE)

- The Police/Local PCSOs
- PRUs: The McKee in Poulton
- Education Diversity for Blackpool Students
- CAMHS
- Children's Social Care (CSC)

Alternative Provision – College:

In order to give a small minority of our students the opportunity to gain the most from school an alternative pathway of college *may* be used. We work with Preston College where students can complete their full complement of GCSE courses, one of which will be a vocational qualification and Blackpool & the Fylde College, where students complete their maths and English GCSEs in school and study vocational courses off-site for the rest of their week.

Alternative Provision - Isolation in another school:

In order to avoid fixed term suspension we may direct students to attend another school's isolation unit in order to remove a student from our school community on a short term basis.

Alternative Provision – Reintegration Timetable:

Sometimes we may feel that a student needs to be removed from the school community in order to support them. In this instance we will arrange a temporary alternative timetable to support the student by addressing any barriers to learning.

Direction to Alternative Provision in another local school:

In order to give a student who is close to permanent exclusion a fresh start, the school may direct them to attend another school in line with the powers granted by the DfE. Regular review meetings will take place and, if the placement has been successful after 12 weeks, the host school may take the student onto their roll permanently.

Fixed Term Suspensions and Permanent Exclusion:

Millfield endeavours to minimize the use of exclusions and has a plethora of strategies to avoid them but in extreme cases of persistent misconduct, breach of school rules and serious lesson disruption the Headteacher will impose them. The Headteacher also has the right to exclude any student whose behaviour breaches the school's behaviour policy when they are wearing school uniform off-site. For fixed term suspensions which are of 5 days or more the school will make alternative provision no later than day 6 of the exclusion.

Returning After a Fixed Term Suspension:

Following a fixed term suspension all students will have a readmission meeting with parents/carers. Depending on the severity of the incident, the readmission meeting will be held by the student's Progress Lead or Behaviour & Progress Manage. The Senior Assistant Headteacher: Pastoral, Behaviour and Inclusion will lead readmission meetings for students with more than one suspension. Any student who is close to permanent exclusion will have a meeting with the Headteacher and parents/carers.

Searching, Screening and Confiscation:

Under current law, schools have the ability to search students and confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises. This does not require consent but we will aim to ask the student for their consent. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'prohibited items' in their possession, such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes, e-cigarettes, lighters and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

- any item banned by the school.

If a student refuses to be searched, they will be supervised until a parent/carer attends school. A suspension may be applied for failure to follow the instructions of a senior teacher.

Searching and screening will be conducted by members of the Senior Leadership Team, who will preferably be of the same gender as the student, and another teacher will also be present (we will aim for them to also be the same gender as the student).

If the student has prohibited items in their possession, then these will be more than likely handed over to the police, unless there is good reason not to. The school is under no obligation to return confiscated items, which may also be destroyed. E.g. vapes will be confiscated and destroyed.

Mobile Devices:

The school understands that students will travel to and from school with a mobile phone and may need to use it during evenings and weekends, however the school is also driven by the need to safeguard all students and ensure that students are provided with the opportunity to focus on their learning and develop conversational skills without the interference of a mobile device. **What we expect is that all students switch their phone off when they arrive at school. This will be checked by form tutors in form time and then students are expected to not switch it back on until 2.50pm. Students who are found to be using their phone will have it confiscated and they can collect it from Pupil Support at the end of the next school day or parents can collect it on the same day before 4pm.**

The filming, recording and photographing of students and/or staff is strictly prohibited to ensure all parties are safe. Students who breach this rule could face permanent exclusion.

Students who need to use their phone for bus passes etc will be given a maximum of £2.50 which is to be paid back to school when they collect their phone. Whilst we appreciate that phone confiscation maybe an inconvenience, it is important to remember that this policy won't affect students who follow the rules.

In addition to phones, smart watches are not allowed in school. All students are expected to wear a traditional watch if they wish to wear one.

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments to this policy for students with identified Special Educational Needs and Disabilities (SEND), medical conditions, or other exceptional circumstances, where the use of a device has been agreed in advance with the SENDCo, pastoral team, or medical lead.

**** "Use their phone" is defined as a student whose phone is in sight and turned on.**

Accountability:

The Senior Assistant Headteacher: Pastoral, Behaviour and Inclusion is the senior member of staff with overall accountability for behaviour around school. The AHT:PBI reports weekly to the Headteacher and termly to the Governing Body.

The Headteacher reserves the right to sanction a Permanent Exclusion in response to any serious or persistent breach of the Behaviour Policy, taking account of all relevant circumstances, including the health, safety and welfare of the school community, the impact on teaching and learning, and the Headteacher's duty to maintain good order within the school.

Serious Incidents - Sanction Sheet
Update for 2026-2027

Incident	Definition	Outcome
<u>Planned Fight</u>	A planned fight involves serious attempt to injure at a time/place that has been arranged.	<i>Course of Action: Fixed term suspension. Possible PEX.</i>
<u>Fight</u>	A fight involves serious attempt to injure.	<i>Course of Action: IPR for first offences (depending on severity of injuries caused).</i>
<u>Assault</u>	An assault is where one or more people use physical force against another person.	<i>Course of Action: Fixed term suspension.</i>
<u>Scuffle</u>	A scuffle is the moment before a fight takes place. It can be stopped at source. No injuries occur and people apologise immediately.	<i>Course of Action: Headteacher's Detention.</i>
<u>Refusal</u>	Refusing to follow the instructions of a senior member of staff.	<i>Course of Action: Fixed term suspension.</i>
<u>Repeated Refusal</u>	Refusing to follow the instructions of staff on more than one occasion.	<i>Course of Action: Internal Provision Room.</i>
<u>Foul, derogatory and/or offensive language to a member of staff</u>	Inappropriate language directed at a member of staff.	<i>Course of Action: Fixed Term Suspension.</i>
<u>Foul, derogatory and/or offensive language to the Headteacher</u>	Inappropriate language directed at the Headteacher.	<i>Course of Action: Permanent Exclusion.</i>
<u>Foul, derogatory and/or offensive language to another student</u>	Inappropriate language directed at another student.	<i>Course of Action: Headteacher's Detention. Room/Parents/carers contacted.</i>
<u>Inappropriate Use of Media Devices</u>	Attempting and/or accessing inappropriate materials.	<i>Course of Action: Headteacher's Detention. Parents/carers contacted. Internet access withdrawn.</i>
<u>Inappropriate Use of Media Devices, using social media</u>	Using social media to bring the school's name into disrepute and/or cause possible safeguarding issues	<i>Course of Action: Fixed term Suspension. Parents/carers contacted. Mobile devices handed in daily.</i>
<u>Inappropriate Use of Media Devices involving AI/Deep Fakes</u>	Using social media to bring the school's name or an individual's reputation into disrepute.	<i>Course of Action: Fixed term Suspension. Possible Permanent Exclusion)</i>
<u>Discriminatory Incidents</u>	Use of racist, homophobic, sexist and/or disablist language or gestures/actions.	<i>Course of Action: Internal Provision Room. Possible Fixed Term Suspension.</i>
<u>Smoking/Being in possession of smoking paraphernalia.</u>	Being in possession of and/or using smoking paraphernalia in school or in the community in school uniform.	<i>Course of Action: Fixed Term Suspension.</i>

<u>Possession of alcohol/drugs in school</u>	Being in possession of and/or consuming alcohol/drugs in school or in the community in school uniform.	<i>Course of Action: Fixed term suspension. (Possible Permanent Exclusion)</i>
<u>Theft</u>	Taking the belongings of other people.	<i>Course of Action: Fixed term suspension.</i>
<u>Theft of Item from Staff</u>	Taking the belongings of a member of staff.	<i>Course of Action: Fixed term suspension. Possible Police action.</i>
<u>Truantiing lessons (but staying in school)</u>	Deliberately choosing to not attend lesson.	<i>Course of Action: Headteacher's Detention.</i>
<u>Truancy / Leaving school without permission</u>	Deliberately choosing to not attend school or leaving premises without permission.	<i>Course of Action: Internal Provision Room</i>
<u>Bullying</u>	The repeated use of force, coercion, or threat, to abuse, aggressively dominate or intimidate.	<i>Course of Action: Logged with MDV. Headteacher's Detention. Parents/Carers contacted. If continues then fixed term suspension may be used or pupil placed on a managed move.</i>
<u>Health & Safety Issues</u>	Endangering themselves or others through deliberately inappropriate behaviour.	<i>Course of Action: Meeting with Parents/Carers. Possible fixed term suspension.</i>
<u>Damage to School Property</u>	Deliberately damaging property	<i>Course of Action: Headteacher's Detention. Parents/carers contacted. Parents billed. Student will not attend any school trips until the amount has been paid.</i>
<u>Persistent Lesson Disruption</u>	Disrupting learning in classroom repeatedly.	<i>Course of Action: Internal Provision Room Possible Fixed Term Suspension. Possible PEX for repeated breach.</i>

Reviewed by MDV Sept 2026