



Milford Haven School

Behaviour and Positive Engagement

Policy

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Policy created and reviewed by : Assistant Headteacher for Behaviour, Culture & Ethos and the Headteacher

Behaviour and Positive Engagement Policy

Our Mission: To achieve excellence together, working collaboratively to enable every pupil to achieve their full potential through a culture of high expectation, innovation and celebration of success, where every pupil counts and every moment matters. To build positive relationships for all using a whole school TIS strategy.

Context for change

Since returning to school after the pandemic, children have struggled with their behaviour. Children who found it difficult to listen, concentrate, manage friendships and follow school rules before are struggling even more since their return. Those who seemed engaged and settled before are now displaying higher levels of anxiety and stress and lower confidence.

The impact of the pandemic is becoming more apparent. Figures from the NHS show that 18% of seven to 16-year-olds now have a probable mental health disorder. In 2017, this figure stood at 12.1% (Newlove-Delgado et al, 2022).

Official figures for the 2021/22 financial year show that there were 404,310 children in need, an increase of 4.1% on 2020/21. This includes 50,920 children on protection plans, an increase of 1.8% (DfE, 2022).

It is easy to focus on the behaviour itself when faced with on-going scenarios day-to-day. Sometimes we can find it hard to understand why a child has behaved a certain way. We may believe they made a choice. However, it is important to remember that when we see children struggling outwardly with their behaviour, it is usually a sign that they are struggling with something internally. This is often an emotion, thought or belief that is affecting the way in which they respond to a situation.

When children feel threatened, attacked, or unsafe in some way, their brain responds by going into survival mode. This is a natural, developmentally appropriate way of responding to stress.

This means you are more likely to see children reacting to things they find difficult with a fight, flight, freeze response.

As a school we believe in connection before correction, to PACE, be curious and to be firm on the behaviour but kind on the child, embedding TIS methodology. We implement strategies of Protect, Relate, Regulate and Reflect. Boundaries are important and when a child does something wrong it is essential we set that boundary by helping them show how they are sorry rather than just saying it, this will help them resolve conflict and reflect on their experiences.

Through our trauma informed practices we are teaching children how to understand and manage their own feelings and behaviours. We are more likely to see a positive impact on both their academic and their social, personal, and emotional outcomes.

Our vision: *We are all committed to our values of ASPIRE to deliver a safe and inspiring place to learn. #TogetherASPIREtogetherACHIEVE*

Milford Haven School expects the highest standards of behaviour at all times. We seek to help pupils regulate and manage their own behaviour, rather than imposing regulatory discipline, while also managing incidents of unacceptable behaviour so that all pupils can learn and feel safe.

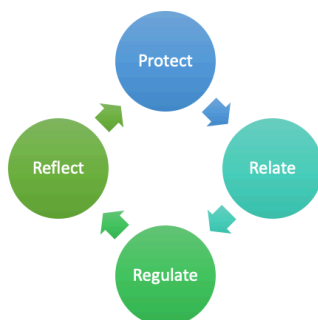
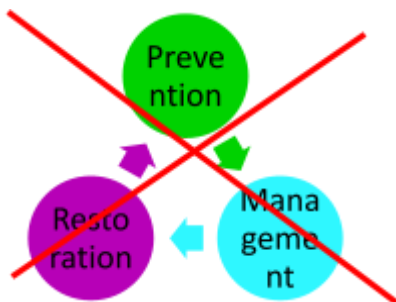
As such we are a friendly and positive place in which to learn and work. To achieve this, we foster:

- ✓ A respect for the rights of others
- ✓ An empathy for the needs of others
- ✓ A politeness in our conduct towards others

We acknowledge that by working together, we will succeed in this vision. #Togetheraspire, together achieve.

Our values: We have six values (Ambition, Self-Belief, Persistence, Independence, Responsibility and Effort), which complement our rules (Ready, Respect and Safe). We centre everything we do around the rules and values in order to achieve our positive learning environment. The behaviour for learning policy revolves around supporting pupils, while also not compromising on teaching and learning.

Our behaviour for learning system has four focus areas, which work together to ensure the highest levels of effectiveness and efficiency in dealing with behaviour that does not meet school expectations.



Our Principles

At Milford Haven School we aim to create an environment that is **safe**, where everyone feels **respected** and where pupils come into each lesson **ready** to engage in learning. The purpose of our engagement policy is to:

- Fulfil the governors' duty of care to pupils and staff, enabling them to feel safe, respected and valued in the school.
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- Establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- Support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour.
- Ensure that the reputation of Milford Haven School is positive in the local and wider community.
- Not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations.
- Support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.
- Ensure staff are responsible for adhering to positive practice that promotes a pupils ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful and model positive relationships. It is the expectation at Milford Haven School that all staff, regardless of role, act in this way.

This can be achieved by:

- Fostering positive relationships based on mutual respect, between everyone in the school community
- Ensuring equity in the treatment of all
- Promoting self-discipline by developing awareness of actions, responsibilities and associated consequences
- Encouraging consistency of response to both positive and negative behaviour
- Promoting good behaviour through the use of praise and rewards
- Promoting early intervention
- Providing a safe environment which promotes well-being free from disruption, violence, bullying and/or any form of harassment or discrimination
- Developing positive relationships with parents and carers by encouraging a shared approach through involvement in the implementation of the school's policy and associated procedures

- Specially trained Trauma and Mental Health Informed Practitioners supporting children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups.
- Universally screening the emotional and social development of our children using GL PASS survey twice a year.
- In some cases identifying just one emotionally available adult in school, community or home can make all the difference.

We believe that every child counts and every moment matters.

Rationale:

We acknowledge that our learners fall broadly into four categories. Tom Sherrington-@teacherhead, <https://teacherhead.com/about/> classes these as:

Tier 1	Self-regulators	Light touch; high trust. Boundaries are understood and respected without the need for an enforcement system.
Tier 2	Boundary Responders	Capable of good behaviour with clear boundaries. Respond to behaviourist consequences approach by not hitting boundaries most of the time.
Tier 3	Boundary Hitters	Vary from compliance to defiance; hit boundaries regularly. Complex response to behaviourist consequence approach; over time can learn to regulate within boundaries.
Tier 4	No boundaries	Struggle to operate within boundaries; consequences don't influence their actions even if a hard line is taken.

Put into context, this looks like this at Milford Haven School:

Tier 4 - Complex



The landscape appears to have changed considerably in recent years. The increasing social anxieties caused by the reduction in support for families across a wide number of sectors and the continuing divisions over issues such as Brexit and Covid 19 have been coupled with a reduction in staffing in schools. These factors have had consequences in how young people behave. Nationally, this can be seen in the rising rates of exclusions, increasing mental health issues and reported criminality.

Despite this, the evidence inside school suggests that the vast majority of our pupils still fit into Tiers 1 & 2. These pupils already respond well to the strategies employed by the school. They understand the codes of behaviour, they respect the boundaries that staff set and they conduct themselves in a way that allows themselves and others to learn.

We have very few pupils who are in Tier 4 and they tend to have complex needs with very specific support required. Unfortunately as in all schools that support has proved increasingly more difficult to access in the current climate.

Pupils in Tier 3 have provided the most substantial challenge. The range and complexity of the issues being faced have increased and on occasions there appears to be a greater prevalence of defiance. These pupils can respond, but require significant investment to help them to consistently understand where acceptable school boundaries exist. The number of pupils in this category varies quite significantly between year groups.

Prevention

Our aim is to:

- ensure that, in so far as we are able, we prevent poor behaviour arising

- ensure that staff are able to manage instances of poor behaviour effectively, such that there is no detriment to other pupils
- ensure that we have appropriate mechanisms for restoring the behaviour of pupils in the medium and long term

Management

Our aim is to:

- have a curriculum which is fit for purpose to meet the needs of all learners
- share good practice with respect to excellent learning and behaviour management
- engage parents/carers in learning expectations and applying them consistently
- use praise to reinforce positive choices
- have a Behavioural, Emotional and Social Difficulties (BESD) provision that identifies individual pupil needs and targets appropriate intervention
- have a programme of assemblies and Health and Wellbeing sessions that explicitly address pupils' resilience and other important elements of their 'Well being'
- rebuild and restore pupil/ teacher relationships when necessary
- provide extra-curricular opportunities that reinforce key messages of positive behaviour, taking every opportunity to highlight expectations of good behaviour

Restoration

Relationships are crucial in managing behaviour and fundamental to good learning. Restoration remains a key part in resolving behaviour to enable pupils to learn from their mistakes and for relationships to be repaired. Opportunities for restoration are integral and interwoven in everything that we do. This may include individual classroom conversations or the use of positive correction where a teacher might explain quietly or discuss with a pupil why his/her behaviour is not meeting expectations, to elicit conversations in Reset between a member of staff and a pupil. On occasions these may take place with an intermediary and / or with parents. De-escalation also plays a crucial part in resolving behaviour and staff are trained annually on this aspect of behaviour leadership. Intervention work is also provided, on a one to one basis to support a return to learning, which often has a role in the restorative conversation. This will ensure that pupil behaviour improves upon repairing a relationship, developing empathy for the teacher and his/ her peers and helping him/her to make positive decisions moving forward.

Equality Act

Milford Haven School acknowledges its legal duties under the Equality Act 2010, in respect to safeguarding and in respect of all pupils including those with Additional Learning Needs. The public sector equality duty means schools must have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Teaching and Learning

Milford Haven School is a school where pupils come to learn. When pupils' behaviour and attitudes are improved and fully engaged, this will contribute to a positive outcome.

In order to establish teaching and learning to take place, desired behaviour in all aspects of school life is essential. The staff at Milford Haven School seek to promote an inclusive learning environment in the school by following the school policy: [Teaching and Learning Policy OCT23.docx](#)

Roles and Responsibilities

To ensure positive behaviour is implemented comprehensively, it is the responsibility of all those concerned with the school - pupils, parents/carers, staff and Governors to lead by example.

All staff are also expected to adhere to the values of **Ready, Respect** and **Safe** and encourage a positive learning environment. It is the responsibility of staff to manage their curriculum area and the behaviour of all pupils. Teaching staff will ensure that all pupils are able to access the curriculum and that strategies are put in place to enable this. When these values are consistently demonstrated and modelled, learning improves.

All stakeholders at Milford Haven School have the right to feel safe and receive respect. This includes staff, pupils and parents/carers. Parents/carers are expected to model the behaviour that we would expect from our pupils and staff at all times.

Ready, Respect, Safe in the classroom

The school has established expectations for the promotion of positive behaviour. This is reviewed regularly and forms the basis of classroom expectations.

These expectations are communicated to pupils and parents/carers are non-discriminatory and clear. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The following expectations are desired by all pupils at Milford Haven School. They are displayed in all classrooms and also in pupil planners.



READY BAROD

I strive to arrive to lessons promptly, equipped and ready for all learning experiences.



RESPECT PARCH

I engage respectfully in all learning experiences and environments, demonstrating respect for my own progress and the progress of my peers.



SAFE DIOGEL

I am safe within my teaching environment, valuing my own wellbeing as well as that of others.

In addition, pupils are expected to display the principles of **Ready, Respect, Safe** within the school environment and when representing the school off-site at activities such as sporting fixtures, educational visits or school journeys.

Procedures

The procedures are developed by the Headteacher in consultation with the Senior Leadership Team, Governors, staff, pupils and other key stakeholders. These procedures will make clear to the pupils how acceptable standards of behaviour can be achieved. The procedures will be consistently and equitably applied to promote the responsibility of every member of the school in securing a safe, happy and effective learning community.

Managing Behaviour

Rewarding positive behaviour

Milford Haven School believes that being **ready** to learn, demonstrating **respect** and being **safe** should be an expectation for all. However, above and beyond behaviour is recognised by issuing learning stars using the Positive Engagement boards and with the award of ClassChart points and/ or phone calls home. This sincere recognition is therefore communicated to the home and is an acknowledgement of



outstanding contribution to school life. All staff are encouraged to reward good practice and communicate this to parents/carers.

See Appendix 1- Rewards Protocol

Classroom Leadership- consequences and sanctions

Every member of the school community has a responsibility to maintain a high standard of positive behaviour in classrooms and throughout the school. Behaviours that are inappropriate/unacceptable in the classroom unquestionably have a negative impact on the learning and teaching and will not be tolerated, irrespective of the subject teacher or member of staff.

Each member of staff is responsible for ensuring that they have a learning stars board in their classroom, that it is used positively and consistently, as well as being maintained each day.


Milford Haven School


Learning Stars	Learning Concerns		
Names	Names - C1	C2	C3
1	1		
2	2		
3	3		
4	4		
5	5		
6	Ready Respect Safe		
7			
8			
9			
10			

In between each 'C stage' the classroom teacher will attempt to employ a classroom leadership strategy from the teacher toolkit. Initial measures are to be dealt with by the Class Teacher, who will issue a verbal warning to a pupil (**C1**) whose behaviour is not focused on learning. Should a pupil's behaviour fail to improve, the class teacher will issue a second warning (**C2**) This is logged using Class charts and has a value of 1 negative point which is added to the schools electronic monitoring system (SIMs). If a third warning is issued (**C3**) this acts as the pupils final warning. The teacher will then issue a detention at an agreed time to the pupil at the end of the lesson. Failure to attend this detention without valid reason will lead to a phone call home from the classroom teacher informing the parent of the initial behaviour and explaining that this will now be escalated to the AOLE Director. A detention will be issued by the Director at a set time. If the pupil fails to attend this detention they will be upscaled to an SLT detention from 13:15 to 14:00 on a Friday afternoon . A pupil may be issued with an escalation log if they continue to display poor behaviour within the classroom following a C3 log. If the pupils behaviour is deemed as dangerous, is totally disruptive to others learning or could lead to a pupil or member of staff being verbally or physically hurt then the classroom teacher reserves the right to ask the

pupil to leave the classroom. They will then be sent to Reset. A C3 log carries 2 points on ClassCharts with an escalation log equating to 3 points as well as the pupil being transferred to Reset for 6 lessons. Failure to comply with the rules of Reset will result in the pupils 6 lesson timer being reset.

If a pupil receives multiple C3 logs in the same day they will be transferred to the Internal Exclusion Room Reset and will remain in there for 6 lessons. Pupils in Reset will have different breaks to the other pupils and lunch delivered to the Reset room.

Escalation:

On the rare occasion a pupil may behave dangerously, refuse to leave the classroom when a C3 has been issued, swear directly at a member of staff or they continue to escalate their behaviour an escalation log will be issued. This carries 3 points on ClassCharts and will lead to the pupil being transferred to Reset immediately, where they will remain until a decision has been made about an appropriate consequence. The sanction may lead to a further day in Reset, or a fixed term period of exclusion.

As a parent you will be notified via the Class charts app for any C1, C2, C3 or escalation incidents. You can also logon to find further details linked to the specific incident.

If a pupils behaviour has seriously disrupted the learning environment on a number of occasions throughout the day both in and outside of the classroom then the pupil will be placed in Reset the following day from 8.40am to 4.00pm. The pupils Head of House, a member of the engagement team or the pupils identified ALN key worker will contact home to discuss these behaviour choices.

See Appendix 2- Positive Behaviour Leadership Flowchart

Lates:

Punctuality to lessons is key in maximising pupil progress and outcomes. Therefore Milford Haven School expects all pupils to arrive at their lesson within 3 minutes after the completion of their previous lesson or a break time. This will ensure that all pupils are **ready** to engage positively with their learning from the outset of the lesson and will maximise their learning time. If a pupil arrives late (after the 3 minutes) without a genuine reason from a member of staff a C3 late will be logged using Classcharts.

Reset:

If a pupil is placed in the IER following poor behaviour choices, 2 or more C3 logs within a day or an escalation log they will follow a set script of work that focuses on the core subjects (English, maths and science), as well as option subjects where appropriate. The same expectations will be applied using the positive behaviour leadership boards used in each classroom. If a pupil chooses to behave poorly then they will be issued with an additional consequence, resetting their 6 lesson timer in Reset and could lead to a fixed term exclusion if their behaviour is persistently disruptive in Reset or they refuse to attend. As parents you will be contacted that day to discuss the details of the behaviour.

Fixed Term External Exclusion

The school will actively work with pupils to avoid exclusion; however, any behaviour that is deemed, in the judgement of the Headteacher, or in her absence, the Deputy Headteacher, to undermine the authority of a member of staff, persistently refuse to follow school rules or adversely affect the health and safety of a member of the community, may result in fixed term exclusion. A full investigation will have taken place of the incident, with pupils isolated during this time. All evidence will be presented to an exclusion panel after school, which comprises two Senior teachers. Once a decision has been reached, the Headteacher will uphold or adjust their decision. Where pupils have a recognised additional learning need (ALN), those areas will be considered in the decision making process, where an exclusion is being considered then appropriate reasonable adjustments will be made. Parents/ carers will be informed of the outcome.

Pupils who receive a fixed term exclusion will be expected to complete Literacy and Numeracy workbooks provided by school and return them, fully completed, to the 'Back to School from Exclusion Interview' held with either the pupils Head of House, Assistant Headteacher or where appropriate both.

Parents/carers will be invited to attend and bring the pupil back to school on a required date and time to have a formal discussion where a plan moving forward will be agreed. This will be to avoid future exclusions. Pupils will be placed in Reset following the end of their FTE until the parent/carer has attended this meeting.

Managed Moves

Where appropriate we may approach another local secondary school to set up a managed move. This is for a period of 1 half term and gives the pupil the opportunity to have a fresh start. The local authority is made aware of this decision and is then fully involved in the process. A member of their team, as well as key school staff will attend an initial meeting to ensure that appropriate support is put in place to facilitate a successful transition. Targets will be set so that the pupil is clear about the new school's expectations. A review meeting will take place to identify what has worked well and identify any areas of concern. As parents you will be invited to attend all the meetings to allow you to be fully part of the process. Managed moves are set up to avoid permanent exclusion.

Permanent Exclusion

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted. The decision to permanently exclude can only be made by the Headteacher. The Headteacher then raises this with the relevant Governor's committee for them to address the Headteacher's, other key staff and the Local Authority views regarding the pupil. Consideration will be given to the number of exclusions a pupil may have already received and what support has been given to the pupil in order to avoid this significant request.

Monitoring and support

Milford Haven School recognises that poor behaviour is often the result of several different factors, including home or health issues. When a pupil's behaviour becomes a cause for concern, the pupil and parents will be invited into the school to discuss their behaviour choices.

In circumstances of continued poor behaviour a 'ClassCharts Report' will be compiled with the parents/ carers and the pupil. This document will focus on the positive aspects of learning and set three clear targets to meet over a set period of time. As a result of this meeting, the school will generate specific support for the pupil depending on their individual needs. Support will be reviewed every four to eight weeks as appropriate.

In some cases pupils will be discussed at 'Team Around Family' (TAF) meetings. This is a process where professionals discuss cases that may require alternative intervention from external providers/ agencies. Parents will be asked to give written consent in these cases. At any stage parents can request support from the local authorities 'Parent Partnership'. They will provide impartial advice and support the family in attending meetings in school.

If the next level of intervention is required following the support plan and TAF intervention the school will complete a referral or parents can self refer, this will look to access further support involving appropriate, external agencies. Certain pupils may require additional support that cannot be provided by staff at the school. In these cases individuals will be raised at 'The Inclusion Meeting', which may lead to a discussion taking place at the Pupil Disciplinary and Exclusions Committee. This multi-agency panel can agree to other alternative provisions that may well avoid individuals from being permanently excluded from the school.

In some cases the following strategies may be used as an alternative to individual lessons or blocks of time. The impact of this will be to promote positive choices in school and aid the pupils with a feeling of success when they return to lessons. These may include time in curriculum support, Emotional Literacy Support (ELSA), Individual Literacy intervention (ILI), Emotion Coaching, School Nurse, Youth worker intervention, Educational Welfare Officer intervention (EWO), Educational Psychologist referral.

Mentors:

Pupils experiencing difficulties may be supported by their Health and Well being tutor (house tutor), a safe adult or their Head of House. It is the role of these key staff to explore with the pupil a range of methods to re-engage them with effective learning. Their Engagement Officer, Pastoral Support Officer, Family Liaison officer or Head of House will closely monitor the pupil's progress, attendance and behaviour, working in partnership with parents/carers and class teachers to ensure greater success.

The House Tutor and Head of House will monitor behaviour from Class Charts and identify pupils who may be at risk of underachieving due to their behaviour. These pupils will be monitored regularly and where appropriate the Pastoral Support Officer, Engagement Officer or Head of House will make regular contact with the parents. School Classcharts data will be analysed every half term to ensure that the pupils with the highest risk to their learning are supported. Pupils identified will receive targeted support that may include one or more of the strategies identified above. The Engagement Team will then seek to understand the social, emotional or

behavioural barriers that prevent them from learning through the completion of a Boxall Profile.

Pupils with Additional Learning Needs and Disabilities (ALN)

Our graduated approach ensures that pupils with additional learning needs (ALN) get the right level of support when needed. The ALN Code of Practice is clear that high quality inclusive teaching is differentiated for individual pupils, and is the first step in responding to pupils who have, or may have, ALN. Additional interventions and support cannot compensate for a lack of good quality teaching.

Universal provision - Emerging needs –Stage 1 (No ALN)

Nearly all pupils will have their needs met by teaching or support that is available to all pupils in our school. This could include extra time and support from their teacher or some other form of help planned to ensure a pupil makes expected progress with their education. The ALNCo outlines the kind of support and help that is available at this level of need. One way to ensure that progress is made is by completing a profile of the pupil's strengths and difficulties which also includes strategies for what will be needed for them to make progress.

Targeted support - School IDP- Stage 2

If the needs and difficulties noted at Stage 1 and outlined in the pupil's profile persist, they will require a greater level of attention and support. This requires the school to complete a Person Centred Planning (PCP) meeting to identify what further help is needed. This will include the results of assessments made of the pupil's strengths, difficulties and progress, and identify targets and measures that should be put in place to meet these needs. At the end of the PCP meeting there will be a decision as to whether the child has ALN and an alternative provision. A child attending an alternative provision will have ALN and the school will create a School IDP which will be monitored. The school will decide with parents how often a plan should be reviewed and what increasing levels of support needs to be applied before moving to the next level. If working, the school based IDP can be reduced to Universal provision (Stage 1) or removed entirely. If it is not working well a review may indicate that moving to Stage 3 is necessary.

Specialised support (ALP) - LA IDP - Stage 3

Sometimes the identified needs of the young person (YP) may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education or social care or Advisory teachers. These practitioners may contribute further information and assessments and provide useful advice to support the family and school in meeting the pupil's needs. The parents/carers and family will be a key part of this process, and the young person's response to interventions will be reviewed regularly and at least each term. If the family of the young person believes their needs are particularly complex, and that further and greater specialist support is required to meet the young person's ALN then the school (or sometimes another practitioner) will usually make a request for further assessments or specialist provision.

Links with Outside Agencies

The school works very closely with a range of external networks to further support pupils e.g. The Team Around family (TAF) and 'The Inclusion Board'. Outside agencies include the Police, Youth Services, Local Authority Health Services (including mental health services), external counselling services, Education Business Partnership, Housing and Alcohol and Drugs awareness groups (Choices). The involvement of these agencies is through review between the Engagement Team, Heads of House and members of the Senior Leadership Team of the school.

Power to search

Milford Haven School has the right to search without consent for 'prohibited items' including: knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes and vapes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence e.g. aerosols, cause personal injury or damage to property and any item which has been banned by the school. In cases when there is reasonable evidence to search for any of the above, two members of staff will always be present. Weapons, knives, drugs, suspected stolen items and pornography will always be handed over to the police and other contraband items destroyed.

CCTV

CCTV is a valuable tool which is used to monitor and review incidents. Footage is confidential and can only be viewed by police when requested. Footage cannot be viewed at the request of either pupils or parents/carers due to confidentiality.

Smoking or Vaping in school

Pupils are actively encouraged not to smoke. This is a non-smoking site. Pupils are made aware of the legislation prohibiting smoking in public places and that they should not smoke on or near the school premises or on the school buses. Any pupil found smoking on school site or in proximity to the school whilst wearing school uniform will be at risk of receiving a fixed term exclusion or being placed in Reset. If this behaviour persists then we will seek to explore alternative consequences, so that pupils do not miss valuable learning time and are educated in the health risks of smoking. Any confiscated cigarettes, vapes, e-cigarettes, matches, lighters etc. will be disposed of by the school or given to the police. It is also important to remember that any smoking on Pembrokeshire County Council sites is prohibited.

Truancing

In the interest of safeguarding, it is vitally important that we can account for all pupils. If a pupil truants 2 or more lessons in a school day they will be placed in Reset for 6 lessons. If a pupil is truancing from school parents/carers are informed immediately and sanctions are put in place on their return. Pupils at Milford Haven School in Years 7 – 11 are forbidden to leave the site during the school day. Should a pupil leave the site, without permission, every effort will be made to contact parents/carers in an effort to confirm their whereabouts. Should we fail to make contact within one hour of the pupil leaving, contact will be made with the police via 101.

Incidence of Racism/ Protected Characteristics

The matter will be investigated by a member of the Senior Leadership Team. An informal procedure will be used where the investigation shows that the racism, slur, discrimination may have been unintentional, and that the perpetrator may not have been aware of the fact that their behaviour was offensive or unacceptable. The schools serious incident procedure will be used where the investigation shows that the racism, slur, discrimination was deliberate and intended. All incidents will be reported and logged according to LA policy.

Use of mobile phones

The use of mobile phones is prohibited on the school grounds, this includes during break and lunchtime. If seen or heard, they will be confiscated by a member of staff and only returned in line with the school mobile phone policy (Appendix 3) . They should not be used anywhere on school site. This approach has been adopted in view of the increasing misuse of mobile phone cameras and the overwhelming academic evidence that the ubiquitous presence of mobile phones and devices presents significant challenges to how pupils behave and learn in school settings. Increasingly, there is mounting evidence suggesting that the unchecked use of mobile phones in schools is having a detrimental impact on pupils' mental health and academic progress. Should pupils need to be contacted in an emergency, contact should be made via the school office and pastoral support officers. Pupils are always allowed access to the school phone in times of emergency.

Notes for parents, pupils and staff:

1. Only the Headteacher, or member of staff delegated by the Headteacher, can exclude a student. If the Headteacher is absent, authority is automatically delegated to the Deputy Headteacher who will make it clear that they are acting in the Headteacher's absence.
2. Fixed Term or Permanent Exclusion will be used only:
 - a. In response to serious or persistent breaches of the school's Behaviour and Positive Engagement Policy;
 - b. where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.
3. For repeated misbehaviour, before excluding a pupil, a range of alternative strategies will be tried. These may include meeting with parents/carers, detentions, referral to appropriate external agencies, internal exclusion where time will be spent in Reset.
4. A student may be excluded for on-going poor behaviour and a repeated failure to follow the school's rules: e.g. missing detentions, refusing to act on the instructions of staff, defiance, aggression or abuse of staff or pupils etc. In cases of continued poor behaviour that involves less serious incidents, parents/carers and pupils will receive clear warning about the possibility of fixed term exclusions unless behaviour improves. This may involve a joint meeting between parents/carers, pupils and teachers. However, this is not meant to prevent immediate action to protect pupils and staff, including fixed term exclusions.
5. A permanent exclusion can be made for a first offence, for example involving violence, or the supply of behaviour-changing substances (e.g. drugs), but only when the Headteacher has had opportunity for due reflection.

6. Alternative Provision (AP). Where a child has received a permanent exclusion, the local authority must put AP in place. In the case of a fixed-period exclusion, the school should arrange AP from the first day. The school will take reasonable steps to set and mark work for pupils during the agreed period of exclusion.
7. Parents/carers may request an interpreter from the school/Local Authority if required.
8. The decision to exclude a pupil is not taken lightly. Pupils are only excluded if there is a serious behaviour problem or concern. The school has to consider the education of all its pupils. A pupil who behaves in an unacceptable way to pupils or staff, disrupts lessons, steals or damages property or stops other children receiving the education, to which they are entitled, may face exclusion.
9. Milford Haven School hopes that parents/carers will support the school to make sure that if an exclusion takes place, their child understands the reasons why this has had to be necessary. Details of the exclusion and reasons for it will be provided in writing by the Head teacher.

Types of Exclusion and the Headteacher's Duty

Fixed Term Exclusion

The Headteacher has the authority to exclude a pupil for a fixed period of time. Parents/Carers will be notified, explaining why the child has been excluded, how long the exclusion is for and when the child is to come back to the school (with a parent/carer for a Back to School from Exclusion meeting prior to returning). The Headteacher will not normally exclude a pupil from a Public Examination.

The Headteacher may exclude a pupil for one or more fixed periods not exceeding **45 school days in any one academic year**. The school will give a fixed term exclusion for the shortest time deemed necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Estyn inspection evidence suggests that 3 days is usually long enough to secure the benefits of exclusion without adverse educational consequences. However, the school will give longer exclusions where it deems it necessary in view of the following factors:

- the message it wants to give to pupils;
- the previous record of the pupil being excluded;
- the recent context of the pupil's behaviour within the school;
- the previous sanctions used;
- the nature of the incident(s) for which a fixed term exclusion has been given.

Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion, for which no legal arrangements exist. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Fixed term exclusions of over five days are a response to incidents of poor behaviour which are exceptionally serious in nature. The school's obligation to provide education continues while the pupil remains on the school roll (until the appeals process is completed, or until time for appeal has expired).

Under the conditions of the fixed term exclusion, parents are responsible for ensuring that their son/daughter is supervised in their education at home and are not present in a public place during school hours. This is in accordance with Section 104 of the Education and Inspection Act 2006. If an excluded child is present in a public place during the dates of the exclusion, the parent can be seen to have committed an offence under Section 103(3) of the aforementioned Act and could be liable to prosecution or a fixed penalty notice.

Permanent Exclusion

The Headteacher may decide that an exclusion is to be permanent and has a duty to notify parents without delay in writing and should draw attention to relevant sources of free and impartial information. The Governing Body must then consider the Headteacher's decision within 15 school days. Reasons for permanent exclusion may include:

- serious actual or threatened violence against another student or a member of staff,
- sexual abuse, harassment or assault,
- supplying behaviour changing substances/drugs,
- carrying an offensive weapon,
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) and behaviour placing others at risk of harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

Behaviour outside the School and online

Pupils' behaviour outside the school on school trips, when travelling to and from the school, sports fixtures, or work experience placements etc. is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in the school and the appropriate sanctions given. For behaviour outside the school, but not on school business, the Headteacher may issue sanctions against a pupil (including exclusion) if there is a clear link between that behaviour and the need to maintain good behaviour and discipline among the pupil body as a whole. This includes inappropriate social media use, which could damage the reputation of the staff of the school.

The Headteacher's Duty to Inform the Chair of Governors and the Local Authority about an exclusion

The Headteacher must, without delay, notify the Chair of Governors and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);

- any exclusion which would result in the pupil being excluded for a total of more than five school days in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

The Head teacher must also notify the local authority and governing body once per term of any other exclusions not already notified.

Factors taken into consideration in a decision concerning exclusion

Fixed Term Exclusion

Exclusion may be imposed immediately if there is an immediate threat to the safety of others in the school or the pupil concerned. The pupil may be asked to work in Reset until such time as an investigation has been carried out or until the end of the day prior to exclusion.

Before deciding whether to exclude a pupil for a fixed period, the Headteacher will *:

- ensure that an appropriate investigation has been carried out,
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies and, where applicable, the Equalities Act 2010,
- allow the pupil to give his or her version of events,
- check whether the incident may have been provoked, for example by bullying or by other pupils,
- if necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body,
- it is usual for a member of the school's Senior Leadership Team or Head of House to lead on the investigation of an incident and then report to the Headteacher with a recommendation concerning the exclusion,
- If satisfied that, **on balance of probabilities**, the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil. The civil standard of proof should be applied i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

* we will follow the Welsh Government Guidance:

<https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Permanent Exclusion

Exclusion is likely to be imposed immediately according to the severity of the behaviour. Parents/Carers will be notified. The pupil may be asked to work in Reset until such time as an investigation has been carried out.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before deciding whether to exclude a pupil permanently, the Headteacher will:

- ensure that an appropriate investigation has been carried out,
- consider all the evidence available to support the allegations, taking account of the schools Positive Engagement and equal opportunities policies and, where applicable, the Equalities Act 2010,
- allow the pupil to give their version of events and take account of any contributing factors,
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment,
- if necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body, a member of the school's Senior Leadership Team will lead on the investigation of an incident and then report to the Headteacher with the full details,
- when establishing the facts in relation to an exclusion decision apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen,
- If necessary, withdraw an exclusion that has not been reviewed by the governing board.

Pupils with Additional Educational Needs or Disabilities (ALN)

Other than in the most exceptional circumstances, the school will endeavour to avoid permanently excluding pupils who have either a school or Local Authority (LA) Individual Development Plan (IDP). The school is committed to taking into account a child's ALN when considering any form of exclusion. This includes making reasonable adjustments for those pupils who have an IDP as part of the ALN Code of Practice.

Young Person Looked After (YPLA)

Milford Haven School is committed to proactively supporting and cooperating with carers and the Local Authority in doing everything reasonable to avoid excluding a Child Looked After. As a result, the exclusion of children in care will only take place in exceptional circumstances. However, where a child seriously breaches the schools behaviour policy resulting in a permanent exclusion a discussion will be had with the Local Authority to ensure that there is a suitable alternative provision available.

Alternatives to Exclusion

Alternative Sanctions

Possible alternative sanctions are available which may be appropriate. Examples of alternatives to exclusion that the school may use include:

- Reset,
- a day of inclusion at an another school,

- a managed move. If the school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his or her education. A managed move will only take place with the agreement and support of both the parents and the 'receiving' school,
- pupils to be raised at the 'Inclusion Board' and 'Pupil Disciplinary and Exclusions Committee (PDC) where alternative provision may be requested. This may well lead to a reduced timetable being implemented to support the student's needs and a 'Pastoral Support Plan' being completed.
- with the agreement of the Local Authority, a student may benefit from an extended period attending alternative provision

When fixed term exclusion is not appropriate

Fixed Term exclusion will not be used for:

- minor incidents such as failure to do homework,
- poor academic performance,
- lateness,
- pregnancy,
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except when these are persistent and in open defiance of such rules. Pupils may be placed in Reset, for failure to adhere to the school rules regarding uniform and appearance.

Re-Integration of Excluded Pupils

Back to School from Exclusion meetings will be held for the pupil and parents/carers following any exclusion and before they can return to normal lessons. These meetings will be supportive and restorative in nature and will usually be held with the Inclusion Manager, Head of House and /or member of the Senior Leadership Team.

The Governing Body's duty to consider Exclusions

With regard to exclusions, the Governing Body has delegated its function relating to the consideration of exclusion decisions to the Local Advisory Body, with a Pupil Disciplinary Committee made up of a minimum of three governors.

Reinstatement Considerations

The Pupil Disciplinary Committee must consider the permanent exclusion of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or Welsh National Tests. It must, so far as is reasonably practicable, consider the exclusion before the date of the examination or test.

The requirements are different for fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, the Pupil Disciplinary Committee must consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the Pupil Disciplinary Committee is not required to meet and cannot direct the reinstatement of the pupil.

In the case of fixed-term exclusion (less than 5 in a term) the Pupil Disciplinary Committee must consider any representations made by parents, it cannot direct reinstatement and it is not required to arrange a meeting with parents.

Where the Pupil Disciplinary Committee is legally required to consider reinstating an excluded pupil they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

Where reinstatement would make no practical difference because for example, the pupil has already returned to school following the expiry of a fixed-period exclusion or the parents make clear they do not want their child reinstated, the Pupil Disciplinary Committee must still consider whether the pupil should be officially reinstated. If it decides against reinstatement of a pupil who has been permanently excluded the parents can request an independent review.

Governors' Power

The Pupils Disciplinary Committee can either:

- decline to reinstate the pupil; or
- direct reinstatement of the pupil immediately or on a particular date.

Representations

The following parties must be invited to the Pupil Disciplinary Committee meeting and allowed to make representations:

- parents (and, where requested, a representative or friend);
- the head teacher; and
- a representative of the local authority. Parents may request that the local authority and/or the home local authority attend a meeting of a school's governing body as an observer; that representative may only make representations with the consent of the governors who form the Pupil Disciplinary Committee.

Further notes

- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.
- Pupil cases when governors are legally required to consider an exclusion they must notify parents/carers, the Headteacher and the LA (the pupil's home

authority) of their decision in writing and without delay. The reasons for the decision should be set out in sufficient detail to enable all parties to understand why the decision was made.

- In reaching a decision on whether or not a pupil should be reinstated, the governing body should consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of the head teacher's legal duties and any evidence that was presented to the Pupil Disciplinary Committee in relation to the decision to exclude.
- The Pupil Disciplinary Committee should note the outcome of its consideration on the pupil's educational record, along with copies of relevant papers for future reference.
- If the Disciplinary Committee decides to uphold a permanent exclusion, parents/carers must be made aware of their right to dispute the governors' decision and ask for the decision to be reviewed by an Independent Review Panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Additional Learning Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination. An application for a review must be made within fifteen school days of the date when notice in writing of the decision was given. Parents/carers should also be made aware of relevant sources of free and impartial information plus additional information, including specialist ALN advice, that will allow them to make an informed decision on whether, and how, to seek a review.
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. Whether or not a school recognises a pupil as having ALN, all parents have the right to request the presence of an ALN expert at a review meeting or support from the Parent Partnership. The ALN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of ALN in the context and circumstances of the review.
- The governing body must ensure that a pupil's name is removed from the school admissions register if:
 - 15 school days have passed since the parents were notified of the governing body's decision to not reinstate the pupil and no application has been made for an independent review panel; or
 - the parents have stated in writing that they will not be applying for an independent review panel.

Conclusion

Milford Haven School has high expectations and standards with regard to the conduct, safety and well-being of all pupils when on school premises and when on their way to and from the school. The school will take appropriate action to ensure it maintains the highest standards of positive behaviour in accordance with this policy.

Interrelationship with other school policies

In order for the positive engagement policy to be effective, there is a clear relationship with other school policies and procedures, such as attendance, school uniform, equal opportunities, additional learning needs, anti-bullying, substance use and misuse, internet use and mobile phone policies.

Monitoring and Evaluation

The Headteacher, in consultation with the staff and pupils will undertake systematic monitoring and implement regular reviews of the behaviour and positive engagement policy every two years in order to evaluate that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed of this process.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, parents/carers, pupils and key stakeholders.

The outcome of the review will be communicated to all those involved, as appropriate.

Appendices

Appendix 1 Rewards Protocol

Appendix 2 Positive Behaviour Leadership Flowchart

Appendix 3 Mobile Phone Protocol

Appendix 1- Rewards Protocol

Our values: We have six values (Ambition, Self-belief, Persistence, Independence, Responsibility and Effort), which compliment our rules (Ready, Respect and Safe). We centre everything we do around our rules and values in order to create a positive learning environment. The rewards ethos revolves around supporting pupils and staff to achieve excellence in teaching and learning.

Rewards values: The ethos of encouragement is central and vital to promote positive behaviour at Milford Haven school (MHS) rewards are just one means of achieving this vision. Rewards have a motivational role in helping pupils reach their full potential and that good, positive attitudes towards learning are valued and rewarded. Praise is integral to pupils, both formal and informal. It is important that rewards and sanctions are used consistently and pupils from all year groups should be regularly praised when showing good work and effort. MHS believes that pupils should be **ready** to learn, **respectful** to others and **safe** in the community around them. The class charts system is used to record positive behaviour and this can be viewed by the parent/carer and the student.

Rewards vision: At Milford Haven school we strive to use rewards to build bridges between the school and the community. Pupils will have a central and integral role of monitoring their own learning and behaviour through classcharts. Parents and carers of pupils will also monitor their child's behaviour through the use of class charts. Both shall be overseen by the HOHA, Directors and the assistant headteacher. MHS will adopt a rewards ladder that compliments their sanctions ladder so that all pupils are aware of our values and will become ambitious, capable learners.

Aims

Milford Haven school is an inclusive community that aims to celebrate the success of all its pupils in all areas of school life, and to ensure that personal effort, commitment and achievement are routinely recognised, recorded and celebrated through the school's clear and fair rewards system.

We use rewards and sanctions to:

- Create a secure, orderly and working environment.
- Raise student self-esteem and make them feel valued.
- Set goals for personal achievement.
- Reward a variety of qualities and activities.
- Provide opportunities for pupils to aspire to and assume responsibility.
- Motivate and encourage pupils to do their best and achieve their potential.
- Ensure effective teaching and learning can take place.
- Develop the student' sense of appropriate and inappropriate social behaviour.

We will ensure that all pupils across the school will be able to benefit from the rewards process, and it will be consistently applied across the school.

Practice

Rewards must be given equitably as a means of acknowledging effort, achievement and actions, and meeting the aims, values and principles of Milford Haven School.

Rewards may be given for the following:

- Attendance
- Exceptional performance outside of school
- Competitions
- Outstanding effort
- Student leadership
- Consistent punctuality
- Literacy, Numeracy and DCF skills
- Representing the school, county or country
- Supporting the school community
- Taking part in school activities
- Middle and senior leadership, Headteacher's commendation for exceptional contributions
- House tutor awards - uniform, equipment and involvement in House/Hwb activities
- Any subject related work that is of an excellent standard

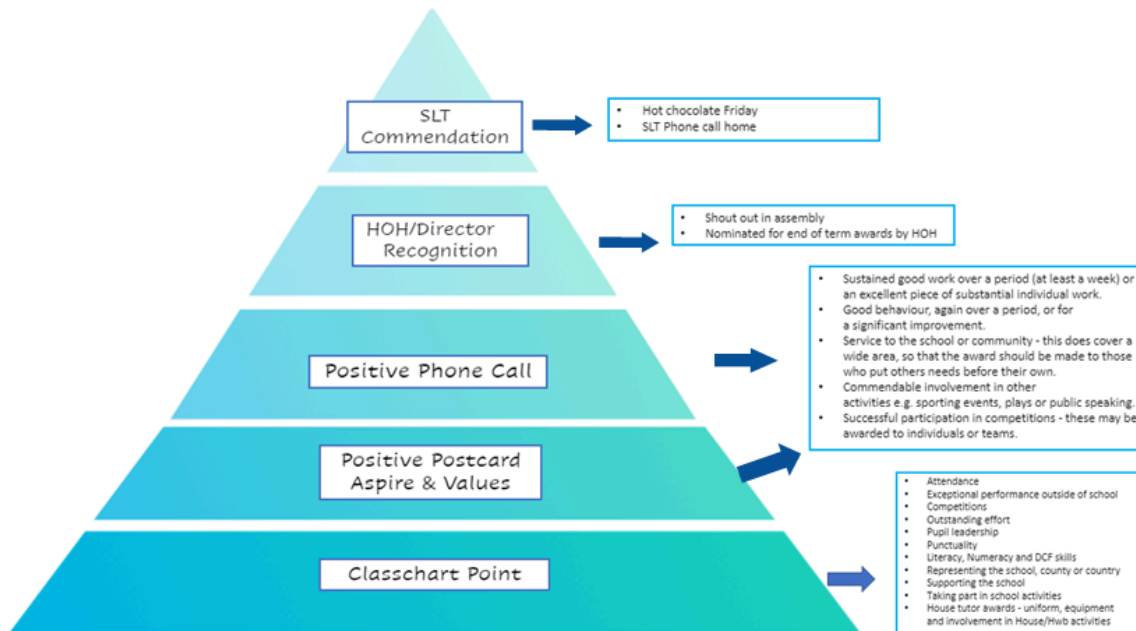
Staff expectations

All staff will allocate class charts points as frequently as possible. Staff have options to reward the above behaviours and achievements specifically by allocating the appropriate number of house points. Staff can reward pupils by:

- Issuing class chart points
- Positive postcard home
- Making a positive phone call home
- Nominating a student for seren yr wythnos (in their form and House)
- Nominating a student for hot chocolate Friday (HOHA)
- Displaying the positive flow chart in their classrooms

Staff will use their discretion in choosing the award but will ensure that it reinforces the school's values and principles.

There are clear expectations on all staff within the school to make the most of the rewards pathway and ensure that they are taking every opportunity to celebrate successes and reinforce positive behaviour.



House Points

At the end of each term prizes will be awarded in celebration assemblies. Prizes will be awarded for:

- 100% attendance
- Improved attendance
- Star of the week
- The most class chart points from each year group and the Bay
- No Negative house points
- Each houses 3 words award
- SLT Award

This will be chosen by the pupils HOHA and distributed through an assembly. Pupils will be awarded a prize chosen by their HOHA lead.

The final year assembly will have the same awards as listed above along with the new 'peer award'. This award is decided by pupils and they will nominate one person to win the award from each form.

Postcards and Phone calls home

Postcards will be awarded for recognition of excellence in subjects, behaviour and effort. They can be rewarded for the following reasons:

- Sustained good work over a period of time (using their own discretion and professional opinion) or an excellent piece of substantial individual work.
- Good behaviour, again over a period of time, or for a significant improvement in behaviour.
- Service to the school or community - this does cover a wide area, so that the award should be made to those who put others' needs before their own.
- Commendable involvement in other activities e.g sporting events, expressive arts performances or public speaking or of that nature.
- Successful participation in competitions - these may be awarded to individuals or teams.

Headteacher's commendation

The headteacher or a member of the senior leadership team will meet once a week with pupils who have been nominated for 'hot chocolate Friday'. Pupils who are awarded need to be nominated by a member of staff or via their head of house and achievement. The Headteacher or a member of the senior leadership team can call home to further discuss the reward with the family should they feel necessary.

House Cup

The total house points earned by each of the pupils will count individually and will contribute towards the house point total. The house with the most classcharts points, winners of the Eisteddfod, winners of sports day and have the highest attendance figures is awarded the house cup. This will be announced at the end of each academic year at the house festival or end of year celebration.

Rewards Events

House Festival

The house festival is usually the last day of the calendar year. This is a whole school celebration for those pupils who meet the success criteria. Behaviour, attendance and attitude to learning is monitored all year round. Pupils who fail to meet the success criteria set out each year will be at risk of not going to the festival. Heads of house and the assistant head will have final say on who gets to attend the event. A Festival committee of pupils has also been set up and aids in the pupil voice of this event.

The criteria is:

From January...

Improvement on attitude to learning scores. Anyone with 3's 4's on their report for attitude to learning will be at risk of not going to the festival. Pupils will have until Easter to change this.

Behaviour. Pupils' behaviour is being monitored all year. Severe negative behaviour points, exclusions or instances will be considered by a panel decision, and the pupil

in question may not be allowed to go to the festival.

From April...

If excluded: The pupil will not be allowed to attend the festival.

IER: A panel decision will be made by the HOHA.

C2s - C3s: The number of C3's will be accounted for. Pupils with a significant amount of C3's will not be allowed to the festival. Currently the range is -15 house points, which equates to 5 C3's. The final decision if the pupil goes over the stated amount will be put to a panel decision by their HOHA.

Year 11 Prom

Year 11 pupils will be invited to their prom if they meet the success criteria (Prom Passport). Anyone failing the agreed success criteria will be at risk of not going to their prom. The success criteria will be shown to pupils at the start of year 11 by their house tutors. This will be monitored throughout the year by their head of house. Heads of house, the assistant head and the rewards leader will have final say on who gets to attend the event. A Prom committee of pupils has also been set up and aids in the pupil voice of this event.

Should a pupil purchase a ticket and then break the success criteria, they would be refused entry to the event and the school's charging policy followed.

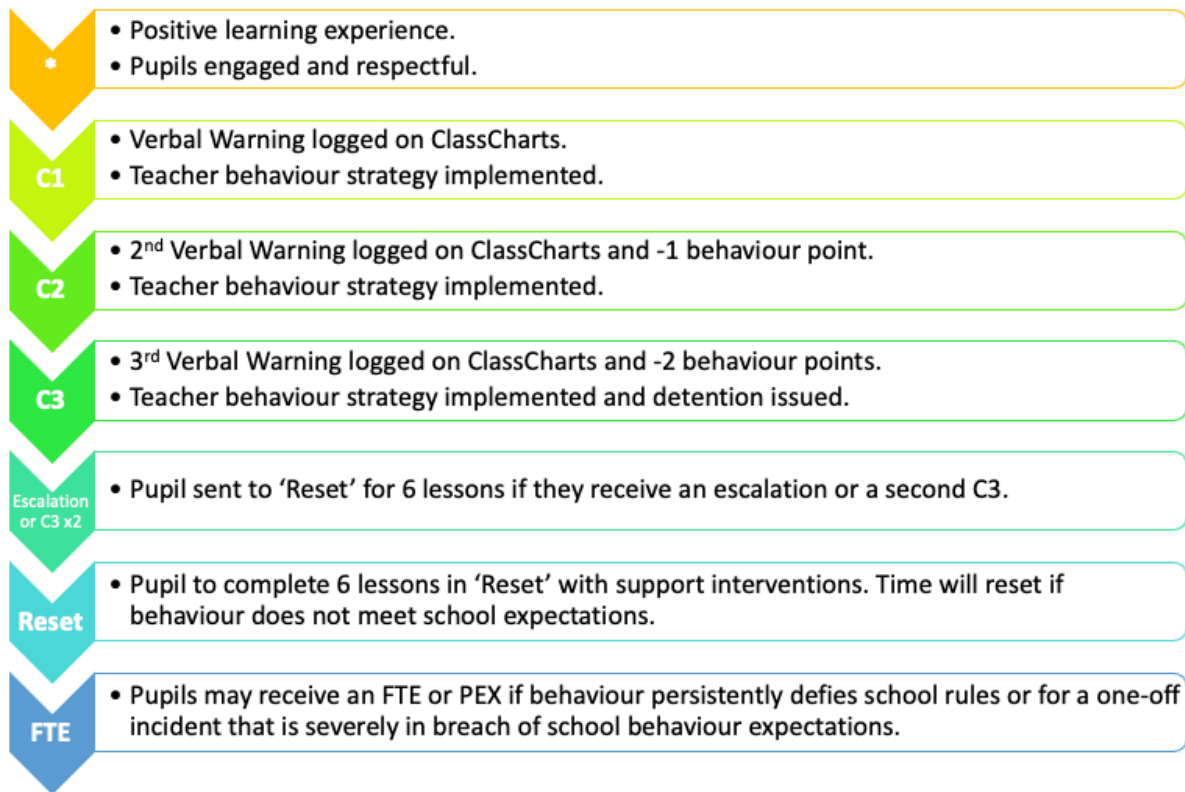
Rewards trips

Alongside the allocation of rewards points for positive behaviours, pupils also formally accumulate behaviour points for poor behaviour (that subsequently results in a sanction). For the purpose of establishing who is eligible to participate on the rewards trip, a pupils total number of behaviour points will be one decider on whether the student will be able to participate in the trip. The final decision will be made by the pupil 's head of house and achievement, engagement manager and assistant head.

Should a pupil purchase a ticket and then break the success criteria, they would be refused entry to the trip and the school's charging policy followed.

Appendix 2- Positive Behaviour Leadership Flowchart

This flowchart shows the process that Milford Haven School staff will apply, and the resulting consequence, for pupils if they choose to disrupt the learning environment.



Mobile Phone Policy 2024 - 2025

The ever presence of mobile phones and devices presents significant challenges to how pupils behave and learn in school settings. Increasingly, there is mounting evidence suggesting that the unchecked use of mobile phones in schools is having a detrimental impact on pupils' mental health and academic progress, while also draining the energy of school staff who must manage resulting problems. These detrimental impacts have been highlighted by organisations such as PISA, UNESCO, and Estyn.

For example, data from the PISA 2022 survey showed a lack of personal resilience among students, with 45% reporting feeling anxious without their phones. Regarding lessons, 65% of students reported being distracted by digital devices in some Maths lessons, and 59% said their attention was diverted due to other students using phones, tablets, or laptops. The PISA data also underscores the correlation between digital device usage and learning outcomes, noting a significant drop in Maths scores among students who spent more than an hour per day on mobile devices.

Similarly, in a 2021 report titled “We Don’t Tell Our Teachers,” Estyn identified five main issues associated with mobile phone use as reported by pupils. These include peer pressure for online popularity, online bullying, sexual objectification, catfishing, and negative attitudes towards female characters in digital games. Additionally, Estyn noted in a case study on a secondary school in South Wales that the eradication of mobile phones during the school day has led to significant academic and pastoral benefits.

It is our policy to prohibit the use of mobile phones in school as there is overwhelming evidence to show that this will contribute to:

- Reducing distractions in lessons
- Reducing staff time spent on mobile-related matters
- Improving academic performance
- Enhancing social interactions between students
- Tackling cyberbullying
- Promoting students’ health and well-being
- Strengthening students’ resilience
- Preventing security/safeguarding concerns related to video recordings
- Preventing cheating
- Supporting equality

All schools are required by law to have safeguarding and behaviour policies aligned with the school’s legal duties and standards relating to the welfare of children. This is essential for establishing and maintaining high standards of behaviour, ensuring that teachers can effectively deliver the curriculum, and fostering a calm and safe environment for all pupils and staff.

To support these policies, Milford Haven Schools mobile phone policy prohibits the use of mobile phones and other smart technology with similar functionality

throughout the school day, including during lessons, breaks, and lunchtime. This mobile phone policy is integral to upholding the school's statutory behaviour and safeguarding policies.

Our rural setting and wide travel to work area for working parents presents challenges when it comes to communications. The school recognises that personal communication through mobile technologies is an accepted part of everyday life but that such technologies need to be used well.

Our School accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, once on school site mobiles **any mobile device that is seen will be confiscated and only returned to a parent/carer when they come to the school during opening hours (after 3:10pm on the day it was confiscated in the first instance) to collect it.** Therefore if a pupil wishes to bring a mobile phone to school they MUST keep them switched off and stored in bags.

The school has considered the legal implications, such as those related to the Equality Act 2010, Children and Families Act 2014, as well as rights of confiscation and powers of searching for prohibited items under Sections 91, 93, and 94 of the Education and Inspections Act 2006. The local authority is committed to fully supporting Milford Haven School issuing sanctions when pupils violate the school's mobile phone policy.

Whilst we have a policy prohibiting mobile phone use throughout the school day to minimise distractions and disruptions, we must also adhere to obligations such as the duty to make reasonable adjustments where necessary. There may be exceptional circumstances where the school will consider adapting the policy for specific pupils. The school will evaluate each case individually along with necessary medical evidence provided by the parent/carer.

Under the Equality Act 2010, we are obligated to take reasonable steps to prevent substantial disadvantage to disabled pupils caused by school policies or practices. Granting a disabled pupil **access** to their mobile phone during the school day, if necessary due to their disability, may constitute a reasonable adjustment under the Equality Act, 2010. Additionally, under the Children and Families Act 2014 we will have arrangements in place to support pupils with medical conditions.

However, please note that providing flexibility for individual pupils does not entail exempting them from all restrictions on mobile phone use. Should such pupils abuse the policy and use their mobile phone for reasons other than agreed for medical purposes, then the mobile phone will be confiscated in line with the school policy. In other words, pupils who have special consideration must use their mobile phones for specific purposes at designated times and locations, such as in a school office.

Consistent enforcement of the school's mobile phone policy by staff is crucial for its effectiveness. Staff should not only enforce the policy but also educate and exemplify

expected behaviour, serving as role models for students. This approach enables pupils to witness and emulate good habits, fostering an environment where they feel confident to learn in a mobile phone-free environment. Staff should respond consistently, promptly, and assertively to any breaches of the mobile phone policy, aligning with the school's behaviour policy. Where staff use mobile devices for the purposes of their work, as teachers do not have phones in their classrooms, school mobiles must be identified with the logo, so that pupils understand they are school devices being used for the purposes of everyday activities at the school, for example taking registers in PE and first aid.

The 2006 Act also provides a defence for school staff in confiscating items, such as mobile phones, from learners as a disciplinary penalty if they are being used to cause a disturbance in class or they are being used to contravene the school behaviour and/or anti-bullying policy. Headteachers are supported by the local authority to confiscate mobile phones

We would like to highlight that we do not undertake to investigate/search for mobile phones if they are lost or damaged. We advise you to check whether the mobile is covered under your own insurance.