

Milford Haven School
Ysgol Gyfun Aberdaugleddau



POSITIVE BEHAVIOUR MANAGEMENT POLICY

REVIEWED

September 2014

Milford Haven School

Positive Behaviour Management Policy

Principles

Effective learning and teaching can only take place in a well ordered environment; therefore good behaviour should be evident in all aspects of school life. Promoting positive behaviour requires the commitment of all members of our school community, students, staff, parents/carers and Governors. It is important that there is a clear understanding of the high standards of behaviour that is expected and it requires a consistency of practice across the school to ensure that students know and maintain the standard of behaviour that is expected of them.

All members of the school community are expected to actively participate in enabling all young people to strive to reach their full potential, thus offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community. Restorative Practice approaches promote self-discipline and respect for others and emphasise the importance of listening to all members of the school community, including the learners.

This can be achieved by:

- Fostering positive relationships based on mutual respect, between everyone in the school community
- Ensuring fairness 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 careers by encouraging a shared approach through involvement in the implementation of the school's policy and associated procedures

We believe that everyone matters.

The Curriculum and Effective Learning and Teaching

If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, fair and inclusive. Good behaviour is necessary to ensure a safe, supportive and effective learning environment is experienced by all. We recognize that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them achieve to the best of their ability.

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Classroom management and teaching methods have an important influence on students' behaviour.

The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way students behave. The school supports the staff in using appropriate teaching approaches which promote positive behaviour in the classroom. It is expected that staff:

- Provide challenging and enjoyable learning experiences
- Have high expectations of everyone
- Develop confident, ambitious and determined learners who take pride in everything they do
- Ensure that everyone feels safe, secure and happy to be at school
- Promote the acquisition of life skills
- Value and celebrate each individual's progress and effort
- Support, guide and inspire each individual in order to maximise their potential

We wish to ensure students' attitudes are consistently positive to learning and behaviour in a range of different teaching groups and towards all staff including administration, support and cover, irrespective of their age, experience and position. Therefore we wish to produce students with high levels of engagement, courtesy, collaboration and cooperation with excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.

Roles and Responsibilities

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

- a) The Governing Body will establish, in consultation with the Headteacher and key stakeholders the principles underlying the policy for the promotion of good behaviour, ensuring periodic reviews are systematically undertaken. The policy will ensure that the school's expectations about pupil behaviour are clearly communicated to parents. Governors will support the Headteacher in maintaining high standards of behaviour.
- b) The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to members of the Senior Leadership Team. Pupil's behaviour on school transport is also the responsibility of the Headteacher.
- c) All staff, including teaching and support staff will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied to all. Mutual support amongst all staff in the implementation and modelling of the high

standards expected of the pupil's in this policy is essential. Staff must have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have the responsibility, with the support of the Senior Leadership Team, for implementing the agreed policy and procedures consistently. In addition, all staff have a responsibility to:

- Model leadership
 - Seek to raise the self-esteem of all students and develop their full potential
 - Work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour
 - Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure
 - Recognise and celebrate student's achievements
- d) The Governing Body, Headteacher and all other staff will ensure that both policy and procedures are consistently applied to ensure equality for all pupils and there is no discrimination in relation to ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and acted upon appropriately.
- e) Students are expected to take responsibility for their own behaviour both in school and while travelling to and from school; they are made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported. Through adopting Restorative Practices we can ensure that pupils are fully involved in any discipline process, a positive ethos continues both inside and outside the classroom and that we continue to develop the positive relationships between pupils and staff as well as between pupils. Above all it means that our students accept responsibility for their own actions and their own learning and ensuring that they do not negatively affect the education of others by poor behaviour. In addition, all students have a responsibility to:
- Work to the best of their ability and allow others to do the same
 - Treat others with respect
 - Obey the instructions of school staff
 - Take care of property and the school environment
 - Co-operate with other students and adults
 - Complete work, homework and any coursework to the best of their ability
 - Attend school and arrive on time
- f) Parents/Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the policy. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education. The parent/carer will be expected to take responsibility for the behaviour of their child during school hours. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the application of the policy. Parents/Carers are expected to co-operate with School and work with teachers and other members of staff to help their child develop to their full

potential. Any concerns are to be raised with the pupil's Progress Manager who will act upon the matter accordingly. In addition, parents/carers have a responsibility to:

- Share concerns about their child's education, welfare and behaviour with the school
- Take an interest in their child's work and achievements
- Help their child with their work
- Attend Parents' evenings and support school functions
- Support the school in targeting 100% attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is properly equipped for school and has a school diary
- Ensure the school diary is signed each week
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework and coursework to the best of his or her ability
- Encourage their child to prepare effectively for exams.

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

Code of Conduct

Our Code of Conduct is concerned with providing the conditions for effective education, for high standards of behaviour, character development, honesty and courtesy and for health and safety. Students are expected to show concern and consideration for others, their education and their property. Conduct during lessons must be such as to promote maximum possible progress of the individual and of the class.

The school values the cooperation of students, parents and teachers in supporting these principles and in setting high standards so that our children are fine representatives of their school, their home and their community in all that they do and all that they are. We want pupils to be proud of our school and respect all members of our school community.

All pupils are members of our school community and all their actions should be with regard for the well-being of that community.

1. Students must be in their Form rooms by 8.45 am, for morning registration. Latecomers must sign in immediately on arrival in the Attendance Office. For arrival after 9.05 pupils must report to the Attendance Office.
2. Arrival at lessons must be prompt with correct books, school diary and equipment.
3. Conduct during lessons must be such as to promote maximum possible progress of the individual and the class. Students are expected to display good manners and consideration for others. Behaviour on public transport, to and from school, and in public places must be of the highest standard.

4. Movement within the school buildings and on site should be carried out in an orderly manner with no running and no pushing. Students should walk on the LEFT in corridors and on stairs, and bags should be carried in a manner that has consideration for the safety of others.
5. We encourage all students to take a pride in their personal appearance. School uniform must be worn; hair styles must meet the requirements of health & safety and contribute to the good image of the school.
6. Students must take care of personal property. Large sums of money or articles of high value should NOT be brought to school. When unavoidable, valuables may be deposited in the school office or with the Form Tutor. Items retained by students are at their own risk. All items of clothing and bags must be marked clearly with the student's name.
7. The greatest care must be taken of the property of others and of the school. All students must have a sense of responsibility and do everything to maintain the tidiness and cleanliness of the school. Books & equipment issued from school must be cared for and returned intact.
8. Students must always complete homework to the best of their ability and hand it in on time. Personal diaries should be kept up-to-date.
9. Pupils in KS3 and KS4 are not permitted to leave the school premises at break or lunchtime without permission from their Progress manager. Pupils who go home for lunch must have written permission from their Parent/Carer.
10. Mobile Phones may not be used during school hours and kept out of sight, including during break and lunchtime. If seen, they may be confiscated and kept in the main school office until collection.

Whilst we seek to be positive in our Code of Conduct, there can be:

NO Litter, Graffiti, Chewing Gum

NO Mobile Phones

NO iPods, MP3 Players, Laser Pens or Playing Cards

NO Alcohol, Smoking, Drugs

NO Cans, Aerosols or Tippex

NO Nose-studs or other Body Piercing

NO Make-up, excess Jewellery or extreme Hairstyles

NO Non uniform Cardigans, Sweaters, Hooded Tops

Appearance

School uniform is compulsory for all pupils.

Trousers - No flares, leggings, denim jeans, corduroys, cotton twills, track-suits, lycra, or stretch trousers, no draping over shoes. This also includes slim leg trousers.

Skirts - Must be reasonable length, no slits.

Shoes - Black, flat or sensible, broad heel – (high heels, and platform soles and sandals are unsafe in school). No logos.

Outdoor garments - No denim or leather jackets, or coats bearing slogans. No caps or hats. No non uniform cardigans, jumpers or tops.

Jewellery - Watch, one signet ring, one pair stud earrings only worn on the ear lobe. No earrings, studs on any other part of the ear, nose studs, eye brow rings, tongue studs, lip rings, necklaces, bracelets, bangles, rings. No facial or body piercing of any kind. No tattoos.

Hair - All long hair to be tied back in areas where health & safety is a priority. No stripes, braids or additions of any kind. No shaven heads, no tramlines, no words, pictures or logos cut into hair styles. Natural hair colourings only - no colours such as pink, red, purple or 'badger' colouring.

In General - The latest fashion fads and innovations should be avoided in school.

Procedures

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

Break/Lunch

Pupils' behaviour is expected to remain positive during break and lunchtime. Pupils should be free to relax, enjoy and not feel threatened during these times. It's important to note that rules still remain. Pupils are not permitted to use their mobile phone, act threateningly to others, break school rules, leave premises without permission or partake in illegal activity.

We encourage students to make full use of the school canteen, seating area in the Steynton Hall as well as go outside to enjoy some fresh air. We also encourage students to make the most of the many E5 enrichment activities organised during break, lunchtime and after school. We also suggest to KS4 students to use this time attending revision sessions, catch-up sessions and practical sessions to ensure coursework is completed by deadlines and give them every opportunity to achieve the best possible GCSE grade.

Restorative Practice

Our aim is to enhance and continually build a culture of mutual respect and understanding throughout Milford Haven School by developing our use of Restorative Practices. For effective learning and teaching to take place, good relationships must be at the heart of all that happens at Milford Haven School.

“The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.”

In order to embed Restorative Practice we must follow four key principles:

- 1. Social Discipline Window** – staff to ensure a high level of control as well as support in situations when dealing with pupils. The key focus to be restorative is to ensure that staff work with students rather than do it for them or to them.

2. **Fair Process** – it is vital that pupils view the discipline process to be a fair one by following 3 key principles: Engagement (involving all participants in the process), Explanation (ensuring a shared understanding), Clarity (clear vision for the future).
3. **Restorative Questions** – using a series of neutral questions when dealing with an incident in order to be non-judgemental. The questions help to focus on the deed rather than the doer.
4. **Free Expression of Emotions** – the focus is on listening to others, acknowledging their feelings, and encouraging them to talk about their experience.

The Restorative questions to be used are scripted and found on posters throughout the school and/or on a card carried by staff.

Restorative Questions 1

Responding to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Restorative Questions 2

Responding to those harmed by others actions:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

The benefits of a Restorative Approach are:

- To build the community and strengthen relationships, resulting in a positive environment and reduction in tension and conflict
- Assists in managing conflict in a fair and respectful way, allowing all to have their say. It is solution focused
- There are a range of interventions, assisting in dealing with low level issues up to more serious situations
- Allows people to take responsibility for their behaviour and encourages accountability
- Fosters awareness of how our behaviour impacts on others and develops emotional literacy
- A happier and safer school by addressing poor behaviour
- More effective learning and teaching
- A positive alternative to exclusions in specific cases
- Improved levels of communication

Strategies that will be adopted are 'Check ins', Mood boards, Use of Affective statements, Peer Mentor Training, Restorative questions, Restorative circles and Restorative conferences.

Rewards

A school ethos of praise and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. Rewards have a motivational role in helping students to realise that good behaviour and a positive attitude to learning are highly valued. Establishing positive relationships with students in either informal or formal situations is integral to the effectiveness of the reward system.

Rewards are tailored according to the key stage. Students should always be commended for good behaviour. We believe that students learn by praise, reward and celebration of achievement. The list below gives examples of the various rewards that are given out in school:

- Verbal and non-verbal praise by staff - members of staff will tell the students when their work or behaviour is good
- Stamps/stickers and comments in books and student planners - Staff will let students know when effort and/or achievement has been good for class/homework via a comment or a stamp in the students' book or planner
- Positive letters home / Postcards
- Achievement letters
- Achievement points/comments on Sims - Staff are able to record positive comments on the lesson monitor system and achievement points – these are recorded on the student's Sims profiles. The achievement team celebrate these comments/points in assemblies and on an individual basis with students
- Public recognition of achievement: assemblies, newsletters, Excelsior, annual Celebration Evenings and press releases
- Use of the Headteacher's blog
- Merit certificates awarded in assemblies
- Headteacher nomination by subject staff to see the Headteacher each week during PD with outstanding work and details published on website

Consequences and Sanctions

Sanctions are needed to respond to inappropriate behaviour that falls below the school's expectations. The class teacher is the most effective person in dealing with negative behaviour in the classroom by the use of effective classroom management, using affective language, consistency and seating plans for example. Alongside the usual consequence system, it is essential that we use Restorative Practice approaches on a daily basis to resolve any difficulties.

Every member of our school community has a responsibility to maintain a high standard of good behaviour in classrooms and throughout the school. It is essential that pupils understand that inappropriate/unacceptable behaviour impacts negatively on Learning and Teaching and it will not be tolerated, irrespective of the subject or member of staff.

Classroom Management

Every member of the school community has a responsibility to maintain a high standard of good 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.

Initial measures are to be dealt with by the Class Teacher, who will follow the consequence structure.

C1 concerns are such as: Lack of equipment, Lack of work/effort, Abuse of equipment, Reluctant to settle to work, Homework not done, Late to lesson, No school diary, Mobile phone.

C2 concerns are such as: More serious incidents as described in C1, Disturbing others, Repeated problems as described in C1, Refusal to hand over school diary, Mobile Phone.

C3 concerns are such as: Seriously disturbing others, Verbally abusive to others, Verbally abusive to staff, Physically abusive to pupils, Physically abusive to staff, Disruptive behaviour, Defiance, Walking off, Truancy, Refusal to hand over mobile phone.

In the event of a C1 Incident:

Initial measures are to be dealt with by the Class Teacher and instances of unacceptable behaviour should be written in the student planner and a 'C' form should also be completed. In addition, the following restorative approaches may be used:

- Affective discussion of behaviour and its impact on Learning and Teaching
- Moving the pupil to another position within the classroom
- Extra meaningful work
- Breaktime or lunchtime restorative detention to repair harm

In the event of a C2 Incident:

Where unacceptable behaviour persists, the class teacher should refer the matter onto the Head of Department for action or sanctions to be imposed. These would include the approaches above and in addition:

- Restorative circle - A restorative circle between the HoD, the teacher and the pupil would be held to set targets for improvement and agree on suitable sanctions e.g. one lunch time working on a suitable task.
- Lunchtime or after school restorative detention
- Contact home via telephone or letter
- Pupil progress monitoring
- Withdrawal of departmental privileges

In the event of a C3 Incident:

After the Class Teacher and Head of Department's sanctions have been thoroughly explored and the problem still persists, a restorative meeting with the Progress Manager should take place and a strategy for improvement agreed. Restorative approaches to be used would include all those mentioned above and in addition:

- Supervised study
- A referral to the SMART room/SMART centre for behaviour provisions/programmes
- Withdrawal of all privileges
- Referred to Internal Exclusion Room
- Meeting with Parents/Carers

In addition to the above, the following should also be considered where appropriate:

- The use of a department report card for a set period
- Subject exclusion (optional)

- Pupil report card monitored by the Progress Manager
- Restorative conference including the pupil, teacher, Head of Department, Progress Manager and parents to discuss the issues and put together an Action Plan. The conference will be facilitated by one of the restorative mentors.
- Record the incident in SIMS, so that the Form Tutor or Progress Manager can also discuss the incident if relevant
- Referral to the Senior Leadership Team for a sanction.

If the problem still persists or certain behaviour is deemed serious enough, a short term fixed exclusion of the pupil(s) from school may be arranged in agreement with the Senior Leadership Team, which will also be noted in the pupil's records and may affect future references given by the school.

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Detentions

Detaining pupils as a disciplinary measure is an effective sanction available to individual Classroom Teachers, Heads of Department, Progress Managers and Senior Leadership Team. Whole Class Detentions must not be given as a means of punishing the unacceptable actions of specific class members. A fair process must be observed and individual detentions should only be used after informal Restorative Approaches have proved unsuccessful.

Breaktime detentions do not require a formal notification to parents/carers. Pupils need to be informed via the student planner of the day and room to attend. Pupils must be given time to go to the toilet and the school canteen.

Lunchtime detentions do not require a formal notification to parents/carers. Pupils need to be informed via the student planner of the day and room to attend. Pupils **MUST** be allowed to access school lunch. Staff imposing lunchtime detentions should inform pupils concerned to attend immediately at the beginning of their lunch period and that they will be escorted to obtain their lunch if needed. Pupils must also be given time to go to the toilet.

After school detentions require parents/carers to be notified at least 24 hours in advance of the set detention, via a note in the pupil's planner or a letter sent home. Under section 5 of the Education Act 1997, schools have legal backing to detain pupils after a school session on disciplinary grounds.

If a student misbehaves during their detention they will be sent home and an automatic internal exclusion and an after school SLT detention will follow.

The School does its best to support all students and ensure that they are happy and feel positive about their work and their school. However, sometimes the normal school behaviour strategies do not lead to the necessary changes with a small minority of students. Consequently we will exclude a student, initially internally, to ensure that the majority can continue to learn and benefit from Milford Haven School. If this unacceptable behaviour

continues, the student may find themselves subsequently externally excluded.

The S.M.A.R.T. Room

The S.M.A.R.T. (Student Management and Referral Team) room is for pupils who require specific interventions, whether it is restorative interventions, support for low attendance or specific behaviour issues. The pupils will participate in supervised study whilst working with the S.M.A.R.T Mentors. The room is also equipped with materials for all subjects across the Key Stages.

Internal Exclusion Room (IEU)

An Internal Exclusion is used in response to a C3 incident or when it is deemed necessary for a student to be in supervised study due to non-compliance with school rules, with the aim to avoid a formal fixed term Exclusion. The intention is that the consequence of the student's behaviour is managed confidently and consistently within the school setting and reinforces the need for the student to accept responsibility and respect the school rules and values.

The IEU will be supervised by members of staff and an internal exclusion will be for a fixed duration, decided by Senior Teachers, On Call or Progress Managers, which will include break and lunch times. The core focus will be to give students the opportunity:

- to reflect on their behaviour
- take time to make progress in a quiet and orderly environment.

Parents/carers will be informed that the student will be placed in Internal Exclusion and the reasons why. Students will not be allowed to join their peers at break or lunchtime but they will have the opportunity to use the canteen and toilet facilities if needed during lesson 2 and lesson 4.

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 his absence, a Deputy Headteacher, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in fixed term exclusion. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Students 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 the Senior Teacher who dealt with the exclusion. Failure to complete the workbooks will result in supervised study until finished.

Parents/carers are expected to attend and bring the student back to school on a required date and time to be formally interviewed and plan a way forward so as to avoid future exclusions. If parents/carers do not attend the 'Back to School from Exclusion Interview', the school has the right to not give permission for the pupil to return to mainstream education until the meeting has taken place.

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.

Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic and/or racist bullying
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or the severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance
- Carrying an offensive weapon

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Power to Search pupils

As a school we follow the DfES guidance: Screening, searching and confiscation 2012.

School is not required to have formal written consent from the pupil for a search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

Banned items include:

- Chewing gum
- Cans of drink
- High-energy drinks
- Aerosol cans
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco/cigarettes (all nicotine products including e-cigarettes) and cigarette papers and matches and lighters
- Legal high/weed
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence,
ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment.

Use of Bad Language

Student-teacher relationships are of fundamental importance both inside and outside the classroom. Students are expected to be polite at all times. Swearing will not be tolerated whether it is directly to a member of staff (teaching or non-teaching), another student or indirectly when a teacher hears such language.

If such an incident should occur, an isolation period may result after which admission back into the normal teaching environment would only occur after reassurances from both the student and the parents/guardians.

Reoccurrence of such an incident would incur an exclusion period.

Smoking in school

Students are actively encouraged not to smoke. This forms part of various curricular programmes of study but also is part of the hidden curriculum. The effects on health are discussed as early as Year 7 in the Personal Development programme and also in Science courses.

Students 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 student found smoking is given an appropriate sanction of a letter sent home explaining to parents and students that their child has been caught smoking and an after school detention will be issued with the Progress Manager. If they fail to comply with school rules and disobey them by smoking again, working in internal exclusion for one day will automatically follow or a fixed term exclusion will be given for defiance. Any confiscated cigarettes, e-cigarettes, matches, lighters etc. will be disposed of or given to the police.

Contact with parents/carers

Partnership between teachers and parents and the development of mutual trust are essential to a successful school. Communications between school and home include:

- Phone calls
- Texts
- School webpage

- Excelsior magazine
- Correspondence/telephone communication
- Invitation for parents to come and discuss specific problems as they arise
- Reports, which are issued as appropriate
- Parent Evenings to discuss individual students' progress
- Open Evenings, Post-16 Information, Year 9 Option choices, Year 7 Transition
- The Student Planner, which parents are asked to sign every week making any relevant comments. Form Tutors also check these Planners on a regular basis
- Letters explaining any changes in arrangements and placed on the website or social networking sites.
- The PTA (Parent-Teacher Association) organises activities including social events, to strengthen links between staff and parents.

Support Systems

In addition to regular learning and teaching and the support of the school community, some pupils will need extra support to manage their behaviour. The school will work in collaboration with a range of external agencies. It seeks appropriate support from them to ensure that the needs of all students are met to secure the best possible outcome. Where possible, the school will work to pre-empt escalating behaviour problems and will use prior knowledge and information alongside the P.A.S.S. data to identify early those pupils most at-risk. Support plans and programmes will be drawn up when necessary.

'Team Teach' - Use of Reasonable Force/Physical Intervention

Milford Haven School follows Pembrokeshire County Council Policies and National Guidelines on the 'Safe and Effective use of Force in Schools, March 2013', which provides direction on the powers of school staff to use force set out in Section 93 of the Education and Inspections act 2006. The majority of incidents involving inappropriate behaviour can be successfully de-escalated using Restorative Practice and skilful use of a range of appropriate behaviour management techniques. Such techniques may include 'change of face' which could be a referral to the HOD/On Call/SMART Room to assist in the de-escalation process.

In extreme situations where a pupil is:

- Self-harming
- Causing injury to other children, service users, teachers or staff
- Causing damage to property
- Committing or about to commit an offence
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils;

Restrictive Physical Intervention (RPI) may be used. Milford Haven School has a number of staff who have received training in Positive Handling (the holistic approach to behaviour management, including RPI). The staff use Team Teach techniques as stipulated by County Policy. However, any person given authority by the Headteacher may use RPI.

Restrictive Physical Intervention is a last resort and will only be used if all other attempts at using de-escalation have been exhausted. Reasonable Force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force. RPI

will only be used if it is in the best interests of the pupil and will NEVER be used as a form of punishment. If RPI is used it must be reasonable, proportionate and necessary. When used, it will be done for the shortest time possible to restore safety with minimum force and maximum care for all concerned.

Team Teach methods 'seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that the service user remains safe'. (George Matthew – Director of Team Teach)

ALL incidents involving RPI must be recorded in the 'Bound and Numbered' book within 24 hours. If a pupil is held or escorted using RPI, their parent/carer will be notified immediately unless to do so would put the pupil in danger of harm. In this instance, Social Care will be notified.

Following an incident involving RPI there will be a debrief using Restorative Practice to repair harm and learn from the incident. Pupils needing RPI will have a Positive Handling Plan (PHP) which will assist in predicting and preventing behaviours from escalating. These plans will be discussed with parents and all relevant personnel. If a pupil has such a plan they are likely to receive an intervention from the SMART centre to assist them in self-regulating their behaviour. PHPs will be reviewed as and when necessary.

Interrelationship with other school policies

In order for the positive behaviour 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 students will undertake systematic monitoring and implement regular reviews of the behaviour management 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, students and key stakeholders.

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

Date adopted: 5th November 2014 (Full governing Body meeting)

Date to be reviewed: November 2016