



## POSITIVE ENGAGEMENT POLICY

July 2018

Date adopted: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

Policy created and reviewed by : AHT for Engagement Mrs Michelle Griffiths

## **Milford Haven School**

### **Positive Engagement Policy**

#### **Principles**

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

- Fulfill the governors' duty of care to students 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 students.
- To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- To support students 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.

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 every child and every moment matters.

#### **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:

- Providing challenging and enjoyable learning experiences
- Giving all pupils the optimum chance to achieve
- Developing confident, ambitious and determined learners who take pride in everything they do
- Promoting a culture of praise and encouragement
- Promoting the acquisition of life skills
- Valuing and celebrating each individual's progress and effort
- Supporting, guiding and inspiring each individual in order to maximise their potential
- Building resilience for pupils to carry on and strive for success

We wish to ensure pupils' 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 pupils 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.

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, students 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 students 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.



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



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



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 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 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.

## Managing Behaviour

### **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 attempt the suggested use of reminders(drive-bys), warnings, 30 second interventions, script intervention. Should a pupil's behaviour fail to improve, the class teacher will act appropriately. All staff should report negative behaviours via the school intranet system stating the incident and actions taken.

### **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 with Classchart points or phone calls home. All staff are also encouraged to report above

and beyond behaviour via the school intranet page, ensuring that this behaviour can be seen and celebrated by the school community. 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.

### **Consequences and Sanctions**

Sanctions are needed to respond to inappropriate behaviour that falls below the school's expectations. If a student is judged not to be **ready** to learn, not **respectful** or not acting **safely** whilst representing or being in school then the school consequence system is employed. (See Appendix i)

### **Detentions**

Detaining pupils as a disciplinary measure is an effective sanction available to individual Classroom Teachers, Leaders of Learning/ Curriculum Leaders, Heads of Year 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.

**R20** 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. R20 detentions provide pupils with the opportunity to reflect on and respond to disrespectful or unsafe behaviour. Pupils will have suitable time to access lunch and toilet provisions following the reflection time. Failure to attend this reflection, or act respectfully, will result in an after-school SLT detention. Parents/carers will be notified by letter.

**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, a phone call or 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 pupil misbehaves during their detention they will be sent home and an automatic after school SLT detention will follow. Failure to attend a SLT detention will result in an internal exclusion.

The School does its best to support all pupils 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 pupils. Consequently we will exclude a pupil, initially internally, to ensure that the majority can continue to learn and benefit from Milford Haven School. If this unacceptable behaviour continues, the pupil may find themselves subsequently externally excluded.

### **The Progress Room**

The Progress room is for pupils who require specific interventions, whether it is restorative interventions or specific behaviour issues. The pupils will participate in supervised study whilst working with the Progress Mentor. All pupils will spend time in the Progress room

following time in IER in the hope that any restorative work can take place before returning to the classroom.

### **Internal Exclusion Room (IER)**

An Internal Exclusion is used in response to a Safe 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 pupil's behaviour is managed confidently and consistently within the school setting and reinforces the need for the pupil to accept responsibility and respect the school rules and values.

The IER will be supervised by members of the Engagement Team and an internal exclusion will be for a fixed duration, decided by the Senior Leadership Team which will include break and lunch times. The core focus will be to give pupils 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 child will be placed in Internal Exclusion and the reasons why. Pupils 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 her absence, the 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. 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 of 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. 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 the Assistant Headteacher. Pupils returning from exclusion will be expected to complete a day in IER before returning to lessons.

Parents/carers are expected to attend and bring the pupil 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.

### **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 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.

### **Power to Search pupils**

As a school we follow the DfES guidance: Screening, searching and confiscation 2018.

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 their pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction.

### **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 can not be viewed at the request of either pupils or parents/carers due to confidentiality.

### **Drugs, alcohol and illicit substances**

If staff or pupils report a suspicion of any student involved with drugs, alcohol or paraphernalia then the pupil will be interviewed, possibly searched and parents/carers contacted. In some circumstances a search may take place without consent this would be

carried out within the boundaries set by the Department of Education. (January 2018) Any item found, will be confiscated. Drugs and paraphernalia will be removed from the school site by the police; alcohol will be destroyed. Any incident relating to illegal substances will be reported to the linked police officer to the school. In addition to this, appropriate consequences will be considered by the school. The pupil may be excluded either for a fixed term or permanently as a result of the investigation and the seriousness of the incident. The school will also refer pupils to external support agencies. If a pupil is found with tobacco or e-cigarettes, parents will be informed and appropriate sanctions will be issued.

### **Smoking in school**

Pupils are actively encouraged not to smoke. 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 is given an appropriate sanction of a letter sent home explaining to parents/carers that their child has been caught smoking and an after school detention will be issued. If they fail to comply with school rules and disobey them by smoking again, working in internal exclusion for one day will automatically follow. Any confiscated cigarettes, e-cigarettes, matches, lighters etc. will be disposed of or given to the police. It also important to remember that any smoking on Pembrokeshire County Council sites is prohibited.

### **Truantiing**

In the interest of safeguarding, it is vitally important that we can account for all pupils. If a pupil is truantiing 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 site during the school day. Should a pupil leave 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**

The matter will be investigated by the Assistant Headteacher. 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 during the school day. They should not be used in the context of the classroom, within the corridors or during any break/lunch times. This approach has been adopted in view of the increasing misuse of mobile phone cameras and the escalating risk of theft. Should pupils need to be contacted in an emergency, contact should be made via the school office. Pupils will also be accomodated in making emergency calls. If seen or heard, pupils will be issued with a warning to return the phone to the pupil's bag and turned off. Should a pupil fail to follow this warning then the phone will be



confiscated and placed in the school office for collection by the pupil only following the bell at 3.10pm.

### **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. Milford Haven School regularly uses Schoolbeat, in conjunction with the Police, as a method of supporting pupils following incidents. Schoolbeat is used to advise pupils appropriately following serious incidents. The Schoolbeat policy is available on request by parents/carers.

### **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 students will undertake systematic monitoring and implement regular reviews of the 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, students and key stakeholders.**

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

Appendix i

**Positive engagement at Milford Haven School**

Behaviour	Outcome
Teacher referral for Respect	R20 lunchtime session
Teacher referral for Safe	On-call lead to assess incident and the seriousness, leading to: Either: restorative conversation in the Progress room leading to a return to lessons & R20 lunchtime session or IER whilst investigated by AHT which could lead to discussion at the exclusion panel
Failure to attend a R20 session	SLT after-school detention
Failure to attend an after-school detention with HOY	SLT after-school detention
Failure to attend an after-school SLT detention	IER for 1 day
Smoking	Letter home and after-school detention
Use of mobile phone- (This applies in lessons, corridors) <i>Whilst we understand pupils wish to carry mobiles in the event of an emergency, they must be switched off, not seen and put away in bags.</i>	Initial warning by staff. Confiscation by staff with the phone placed in the school office for the day. Pupils to collect at 3.10, following the school bell.
Inappropriate hairstyle Incorrect uniform	Supervised break and lunch in H5 with engagement team and contact home by the Pastoral Communication Officer.
Truancing	Contact home After-school detention with AHT.
Fighting	Investigation by AHT with outcome decided by the exclusion panel, <i>a sanction of 1-5 days exclusion is at the discretion of the panel.</i>
Anti-social behaviour during free time/change of lessons	Supervised break and lunch

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Open defiance/Gross disobedience	IER during investigation Referral to exclusion panel
Intentional damage to school property	IER during investigation Referral to exclusion panel