



Dear Parents/ Carers

Behaviour for Learning

I would like to take this opportunity to formally introduce myself. My name is Mr Rob Berry and I am the new Deputy Headteacher with responsibility for inclusion, ethos and well being at Milford Haven School.

From Thursday 3rd September there will be a change to the way in which we deal with behaviour in school and I am writing to inform you of the changes to the Positive Engagement policy, which have been agreed by Governors.

Every child has the right to a high quality educational provision. Milford Haven School is committed to ensuring that all pupils have access to uninterrupted opportunities to learn, make excellent progress and be successful. The support of parents and families is crucial in this and we are grateful for your continued support to enable us to ensure every pupil achieves beyond his/her potential.

The vast majority of our pupils display a positive attitude to school life; they are ready to learn, enthusiastic to try new challenges, take pride in their work and enter each lesson with a positive mind-set. In turn we enjoy celebrating their successes with them. Some of the ways in which we do this are through:

- Awarding Merits, which pupils can save up and exchange for gifts from the shop.
- Celebrating pupil success at termly assemblies, where we give certificates and prizes.
- Contacting parents via telephone calls and postcards to share our delight in their success.
- A weekly Blog will be shared regarding pupils' contribution, participation, achievements and efforts.
- 'Pupil of the week' celebrations.

Where behaviour does not meet our expectations, we are introducing a new system as a means of supporting pupils to get their behaviour right. The new system will focus on learning stars and concerns boards being used in every classroom and replaces the previous 'On Call' system. It works on a 'choice equals consequence' system where high expectations are reinforced at every opportunity, consistently and fairly.

As part of our ongoing drive to raise standards of behaviour across the school, I wish to introduce you to our new behaviour system for the small number of pupils who occasionally do not make positive learning choices. In line with our new Positive Engagement policy, pupils are given two chances (a C1 and a C2) to change any unacceptable behaviour disrupting learning. A third warning (a C3) is issued to a pupil having been given two previous warnings to modify their behaviour, but who has not done so. This means that the pupil will be asked to leave the lesson and go directly to 'Return to Learn', in order to prevent the other pupils learning from being disrupted (please see Appendix 1- Behaviour for Learning Flowchart). This will lead to the following:

- A 30 minute detention will be issued that day from 3.10pm to 3.40pm and you as parents will be notified via the Classcharts app (you will receive your parent code to access Classcharts in the post). Failure to attend this will lead to a further consequence being issued, unless there is a genuine reason that your son/ daughter cannot attend e.g. a planned doctors appointment.
- the member of staff who issued the C3 detention will have a restorative conversation with your child during the detention time. This allows them to rebuild the relationship and to understand what went wrong and how they could have chosen to behave better before they return to the class for the next lesson. This helps enable the pupil to be more successful and learn from any mistakes made.

- you will receive a phone call home from the classroom teacher so you can discuss the reason for the C3 being issued

If your child receives multiple C3 logs in a day then your son/ daughters Head of House, the Engagement Officer linked to their house or their Additional Learning Needs (ALN) key worker will contact you (instead of the classroom teacher) about a further consequence following the poor behaviour choices that have been displayed in school.

We will not tolerate any disruption to learning. We expect pupils to be actively engaged in their learning, enabling pupils and staff to work in a caring, safe and secure environment. There are three areas that pupils will access if their behaviour in lessons does not meet the schools expectations.

- 1- **Return to Learn-** a space that will allow pupils to reflect, take responsibility and then prepare to return to their next lesson.
- 2- **Internal Exclusion Room (IER)-** pupils will find themselves in this area if they are removed from lessons more than once in a day or if their behaviour is such that it significantly affects their own and others' learning. If your son/ daughter is placed in the IER as a follow up to multiple logs in one day this will mean they will be placed in their from 8.40am to 4.00pm
- 3- **Revolving Door-** This focuses on prevention and will be used as a specific intervention to help individual pupils with managing their behaviour and as an alternative to a 'Fixed Term Exclusion'.

Lates

If a pupil arrives more than 3 minutes late to lesson and without good reason or a note they will be asked to take themselves to the 'Return to Learn' as this will affect the learning environment for those who are already actively engaged in their learning. Multiple 'lates' will lead to them being transferred to the IER where they will remain in school until 3.40pm.

Behaviour in the community

Pupils' behaviour to and from school and within the community is subject to the schools 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.

We make no apology for being equally ambitious for every pupil in the school, irrespective of their background, prior attainment or additional needs. All decisions, conversations and actions are taken with the aim of achieving excellent learning for all, so pupils can thrive in a positive climate and be given the best chances for the future. Please follow the link

<https://milfordhavenschool.co.uk/wp-content/uploads/2020/09/MHS-Positive-Engagement-Policy-2020.docx.pdf> to the new Positive Engagement policy and framework, which provides the 'rationale' regarding the changes we have made. If you would like to discuss anything, please contact your child's Head of House, a member of the Engagement Team or a member of the Senior Leadership Team.

We look forward to continuing to share with you our pupils' achievements over the coming months.

Yours sincerely

Mr R Berry- Deputy Headteacher

Appendix 1- Behaviour for Learning 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. It mirrors the rationale section in the Positive Engagement Policy and therefore reads from the bottom up, recognising that the vast majority of pupils behave well and make excellent progress, fitting in to the blue box at the bottom.

