



Positive Behaviour Management policy

Milford Haven School Policy

The Principles

In order to enable effective teaching and learning to take place good behaviour should be evident in all aspects of school life. It is important that pupils, teachers and parents have a clear understanding of the high standards of behaviour which are expected. Good behaviour is necessary to ensure a safe, supportive and effective learning environment is experienced by all. This can be achieved by:

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

Roles and Responsibility

The Governing Body will establish, in consultation with the Headteacher and key stakeholders 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.

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 the Inclusion Co-ordinator. Pupil's behaviour on school transport is also the responsibility of the Headteacher.

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. Mutual support amongst all staff in the implementation of the policy is essential. Staff must have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and all other staff will ensure that both policy and procedures are consistently applied to ensure there is no discrimination in relation to ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the pupils are listened to and appropriately acted upon.

Parents and carers 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.

Pupils will be 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. Pupils also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy will be 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 fairly applied to promote the responsibility of every member of the school in securing a safe, happy and effective learning community.

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 pupils to realise that good behaviour and a positive attitude to learning are highly valued. Establishing positive relationships with pupils in either informal or formal situations is integral to the effectiveness of the reward system.

Sanctions

Sanctions are needed to respond to inappropriate behaviour that falls below the school's expectations. A range of sanctions are clearly defined in the procedures. The procedures make a clear distinction between the sanctions applied for minor and major offences

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy. External expertise in this field will be employed as necessary.

Interrelationship with other school policy

In order for the positive behaviour policy to be effective, a clear relationship with other school policies and procedures particularly equal opportunities, additional learning needs and anti-bullying be established.

Involvement of outside agencies

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 pupils are met to secure the best possible outcome.

Review

The Headteacher, in consultation with the staff and pupils 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 Head teacher 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 Head teacher, parents, pupils and key stakeholders.

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

Date adopted: October 2010