Positive Behaviour Policy

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Please read this document in conjunction with any specific Mynydd Haf School procedures as directed by the head teacher.

1. Supporting Documentation

- Curriculum Policy
- Exclusion Policy
- Additional Learning Needs Policy
- Staff Professional Boundaries Policy
- Attendance Policy
- Powers to Search Confiscate and Screen Policy
- Anti-Smoking and Anti-Vaping Strategy 2023
- The Equalities Act 2010 (Statutory duties) (Wales) Regulations 2011
- Additional Learning Needs (ALN) Code 2021
- The Right Way – A Children's Human Right's Approach in Education in Wales
- Independent School Standards (Wales) Regulations 2024
- Wales Anti-Bullying Guidance
- Keeping Learners Safe (2022)
- WG Guidance - Practical Approaches to Behaviour Management in the Classroom: A Handbook for classroom teachers in Secondary Schools 2012
- ESTYN: Guidance on reducing restrictive practices in childcare, education, health and social care settings 2024
- **Reducing Restrictive Practices Framework 2024 update: Welsh Government guidance on reducing restrictive practices in childcare, education, health and social care settings.**
- Spiritual, Moral, Social and Cultural Policy
- Safeguarding Children In Education Policy (2023)
- Risk Assessments
- Use of CCTV in Education Policy (2023)
- Online Safety Policy (2023)
- Education Quality and Governance Policy (2023)
- Positive Handling and Physical Intervention Policy (2023)
- Counter-Bullying Policy (2023)

2. Purpose

Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. At Mynydd Haf School our policy is underpinned by these philosophies:

- It is more effective to reward good behaviour than sanction poor behaviour.
- To ensure there is a clear system in place to manage behaviour that is understood by pupils, parents and staff.
- Improvements in behaviour should be recognised and celebrated.
- Once an award/point is given this should not be removed, i.e.do not issue demerits.
- Changes in behaviour can be a form of communication and the reasons behind the change should be investigated. (Keeping Learners Safe 2022)
- The providing of an interesting and appropriate curriculum is the most effective behaviour management tool.
- Most pupils entering school have come through some trauma in their lives and have largely negative experiences of education. Staff must understand this and adapt their approaches appropriately
- Effective reflection with pupils using a trauma-informed approach, including viewing of CCTV footage where appropriate (individual case will be evaluated against Article 8 of the Human Rights Act 1998 to ensure within pupils' best interests) will best support a pupil to improve their behaviour
- Curriculum must ensure all pupils develop an understanding and respect for the rule of law
- Smoking and vaping are health harming behaviours and as such are a priority for staff to robustly address through the Anti-Smoking and Anti-Vaping strategy adopted in 2023-2024

3. Aims

We understand that when pupil behaviour is poor, pupils can suffer from lost learning time.

Our policy aims to ensure we do not tolerate poor behaviour by;

- Providing a secure, positive and supportive environment in which each individual can contribute and feel valued knowing that his\her achievements are recognised.

- Fostering the social, emotional resilience and academic skills pupils need for adult life.
- Increase pupils' feelings of self-worth.
- Ensure staff are aware of, and understand how, a child's additional learning needs and/or trauma responses may affect their behaviour and apply appropriate strategies to consistently support them.
- Encourage pupils to be aware of the needs and challenges of others and to have consideration for the rights, views and property of others via delivery of the PSHE and Citizenship curriculum.
- Pupils being taught how to develop a responsible and co-operative attitude towards their work and roles in society.
- Promoting good attendance and punctuality as this can impact the individual, and their behaviour.
- Promoting a feeling of team spirit and co-operation.
- Promoting a sense of achievement through completion and accredited outcomes.
- Ensuring pupils with a statement / IDP, the provisions set out in that plan regarding behaviour are achieved (or secured) and we will co-operate with pupils, parents, local authorities and other bodies to try to achieve those outcomes.
- Promoting a sense of belonging to the inclusive school community.

4. Key Roles

Parents/legal guardians - To support the school, parents and carers are provided a copy of the policy in an accessible format. They will take part in the life of the school and its culture. Parents have an important role in supporting the schools behaviour policy and should be encouraged to reinforce the policy as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Pupils - Every pupil should be made aware of the school behaviour standards, expectations, pastoral support, reward and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture via the school council, termly safeguarding reviews and during governor visits to school. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Leadership and Management of Behaviour

All staff have an important role in ensuring and developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should feel confident to manage behaviour in and around the school to ensure that a safe environment is maintained.

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff to support setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

It is important that if following a gradual and graded response to poor behaviour, if poor behaviour persists staff escalate this matter to the Middle Leadership Team and ultimately the Head Teacher.

5. Behaviour and the Curriculum

A very high number of pupils we admit have under developed behaviour for learning skills (such as appropriate turn taking, or sitting quietly with their hand up waiting for staff support, or being able to self-regulate when they are finding the task difficult). It is imperative that staff teach pupils these key skills to enable them to access the full curriculum and achieve their full potential. At our school this is achieved by;

- Pupils accessing trauma support sessions using the TalkAbout Series, Anger Gremlin course and developmental deficits programme to first understand their own physiological reactions to external and internal stimuli and to develop socially appropriate ways to communicate their needs.
- Pupils accessing a strong PSHE curriculum
- Class rules, visual timers, school code of conduct and rewards charts for positive behaviour prominently displayed around school
- Behaviour intervention programmes such as PRR Model in IEPs to support reintegration into class cohort
- Reflection practice with pupils looking at impact of their behaviour on themselves and others using school's trauma roadmap method

6. Behaviour and Safeguarding

All staff are aware of their responsibilities as set out in Keeping Learners Safe (2022). Staff will receive regular training and updates to ensure they remain knowledgeable and vigilant. Behaviour can be a sign of bullying, including online bullying outside school hours as such all staff also need to be alert to signs of a change in behaviour and its possible connections to wider safeguarding issues such as, but not limited to;

Bullying and child on child abuse

All forms of bullying or child on child abuse are taken very seriously in school and will be thoroughly investigated. Swift reporting to DSL and Headteacher is imperative to ensure early intervention and support. A zero tolerance approach must be taken, Mynydd Haf School will consider all the facts before determining a response.

Harmful sexualised behaviours and acts of sexual violence

Any form of harmful sexualised behaviour or violence will not be tolerated and will be taken very seriously. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. School will investigate these matters thoroughly and sensitively, recording and reporting all occurrences in line with the safeguarding policy and local referral procedures.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it.

Behaviours Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.

Although online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Abuse online is a form of bullying and will be treated in the same manner as any other form of child on child abuse. Staff should also follow the guidance in the Online Safety Policy

5 Positive Praise and Rewards

Rewards

Rewards are planned systematically and used as incentives that help the pupil maintain good attendance, develop emotional self-regulation and improve own behave to the standard that is expected. This is in contrast to bribes that tend to be unplanned, poorly reasoned inducements that are not in the best interest of the pupil because they encourage him\her to do something they should not.

Only rewards that are part of the school system as per Parent/Carer Rewards and Sanctions letter should be used which are tracked by Pastoral Lead through 'Steps to Success' programme. Rewards offered by individual members of staff that are not part of the School system show an inconsistent approach and can leave that member of staff open to allegations of grooming.

The intrinsic rewards offered by warm relationships, verbal praise and stimulating curriculum are ideal rewards. However, Mynydd Haf School recognises that for many pupils a more tangible rewards system, which recognises all forms of social and academic achievement and which regularly communicates this 'good news' is necessary.

All school staff are committed to raising the self-esteem and aspirations of all pupils through the use of positive praise and rewards. Staff share the view that positive praise and rewards can:

- Help to build confidence and self esteem
- Motivate pupils
- Support a positive 'can-do' ethos
- Improve interactions
- Lead to success inside and outside the classroom
- Celebrate and validate achievement, success, effort, hard work and willingness
- Contribute to the inclusive and welcoming school environment
- Support pupils to develop empathy towards one another and community spirit

Rewards and praise are given, by staff, to all pupils that they come into contact with around school not just those that they teach. This will help to support the schools expectations of high standards of conduct, effort and achievement at all times of the school day, inside and outside of the classroom.

During the school day pupils will encounter verbal positive re-enforcement for positive behaviour and attitude displayed throughout the school. If appropriate this may be supported with one, or more of the following:

- Stickers / badges
- Awarding of Positive Progress Bank points recorded in Steps to Success booklets

- Reward of agreed choice of activity or extra activity time ie. Golden time football / basketball minutes
- Positive phone calls home
- A praise post card – posted directly to the parent / guardian

All of the above will be monitored and recorded by the pupils' key staff members and reported to Pastoral Lead at the end of day staff debriefing. It is the responsibility of the class teacher/key worker to ensure that all of the pupils within their class regularly receive positive praise and rewards.

7. Display of work and celebration of success

In addition to the daily praise received by pupils, it is important that their work is celebrated and displayed around the school with care and respect.

Regular events are held throughout the year to celebrate the achievements of pupils. These include;

- Assemblies
- Celebration days
- Parent events, such as coffee mornings
- Christmas and summer fayres

During these events pupils will be awarded with special awards such as certificates, medals or trophies. As record of special acknowledgments and celebrations are kept within the pupils file.

8. Break Times

We recognise that social interactions can be very challenging to our pupils and we provide fully supervised structured activities during break times and at lunch times.

9. Managing Difficult Behaviour
(Read in conjunction with the Counter Bullying and Safeguarding Policies)

Providing a relevant, engaging and challenging school curriculum is the main tool in schools ensuring a purposeful approach and minimising poor behaviour. A personalised

curriculum makes the pupil feel valued and academic achievement becomes important. Individual pupil behaviour plans (located in IEPs) should be in place for all pupils and used consistently by staff.

Consistency, calmness and fairness in response to difficult behaviour is vital at all times if a pupil is ever to learn from these incidents. As a consequence, while every pupil is different and therefore every incident is different, there are guidelines for steps to be taken when confronted with difficult behaviour.

Below is an indication of the path taken before a natural and logical consequence is given.

- Anticipation\early intervention (following pupils individual behaviour plan)
- Agreed time out, with the expectation of returning to work.
- Sanction awarded, followed by a debrief or mentoring session

Staff must aim to use positive reinforcement for positive behaviour that requires to be repeated with planned ignoring low level behaviours that are required to decrease. This does not mean that you should be permissive. The pupil's behaviour must be kept within reasonable limits, bullying can never be ignored.

The following are suggestions of possible ways of handling 'difficult behaviour'. Some techniques will work better with different pupils or with the same pupils at different times. They are not intended as an escape from trying to understand the reason for, or the meaning of a pupil's outbursts, but as an aid to deal with situations in the immediate here and now.

- Give ' time in' with an adult if this might help.
- Allow short, planned movement breaks for a pupil whose ALN means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Avoid difficult combinations of pupils.
- Supervise pupils properly at all times, observe behaviour.
- Act quickly to diffuse situations, divert wherever possible (without waiting too long trying to divert where the situation is out of control).
- Change the environment - separate pupils, change location and or adults if appropriate
- Remove audiences, (including unnecessary adults).
- Be consistent, kind but firm.
- Use positive responses wherever possible
- Listen - hear the pupil's communication (even though it may not be verbal)
- Reward rather than punish, be pro-active rather than re-active.
- Tolerance but not permissiveness**.**
- Explain clearly - instructions, boundaries and consequences.

- Keep repeating instructions calmly until the pupil has complied.
- Withdraw attention; inform the pupil what you are doing, why and what needs to happen to change things. It is important to record behaviour and consequences so that this can be fed back to the pupil at a later stage.

10. Warning Behaviours

For each pupil there will be certain 'warning behaviours' which signal that behaviour may escalate – these are written in the behaviour management plans in IEPs. Staff need to be sensitive to these and act quickly to de-escalate the situation. Some of behaviours that indicate a pupil may need some support are:-

- Boredom, excitement, giddiness, inappropriate language, destroying work, pupils plotting and colluding, verbal abuse, throwing small items, name calling, jokes etc. and wanting to leave the room.

11. Intervention following behavioural incidents

We understand that a key part of our role is to help pupils understand when and why their behaviour has dropped below the expected standard using trauma informed practice. For many of our pupils they find it difficult to identify the link between feelings, emotions and behaviours and see the potential risk associated with poor behaviour. It is imperative that we show the pupil CCTV footage of their undesirable behaviour (where appropriate) alongside completing school's trauma reflection roadmap so they recognise for themselves what behaviour they have demonstrated and the impacts on themselves and others and invest the time to support and educate pupils to develop coping strategies to avoid repetition of poor behaviour and reduce their exposure to the potential risks. This will hopefully reduce the need for further sanctions or fixed term exclusions. This can be achieved through a variety of approaches specific to that pupil.

It is imperative that after significant incidents staff have opportunity to de-brief and openly discuss how an incident was managed to support one and other and develop best practice.

12. Physical Intervention
(To be read in conjunction with Positive Handling and Physical Intervention Policy)

Most pupils entering school have come through some trauma in their lives and have largely negative experiences of education. This can lead to unpredictable and violent behaviour.

Due to the nature of some of our pupils' behaviours staff are trained in TeamTeach, an approved programme of physical intervention techniques, and used as a last resort to keep pupils and others safe, prevent property damage and disruption to learning for others.

Some young people may go through particularly traumatic periods in therapy or test the physical safety of their new environment. Staff at school are willing to see such processes through until warm trusting relationships are formed and the curriculum can be fully accessed.

All incidents requiring physical interventions are recorded on RADAR, discussed with the Head teacher and/or Deputy Head teacher / DSL and viewed on CCTV where available.

It is the intention to keep any form of physical intervention or restrictive practice to a minimum.

After every incident there is an opportunity for the pupil to take part in a positive debrief session with any appropriate member of staff, it does not have to directly include the staff member involved in the incident and will mostly be led by DSL.

13. Exclusions (to be read in conjunction with Mynydd Haf School Exclusion Policy)

Mynydd Haf School provide specialist education to young people who in all likelihood display challenging behaviours that have resulted in permanent exclusion from a previous school.

While all staff are provided with required training and have access to a range of support, each member of staff has the right to contact the Police if they have been subjected to violence or aggression. Such decisions are difficult, and staff members will be given support from the Head Teacher in whatever they decide to do.

Mynydd Haf School do not issue permanent exclusions and are steadfast in refusing to give up on any child. However, fixed term exclusions (up to a maximum of five days) may be used within school. If behaviour cannot be safely managed, school will contact LEAs to report the school is unable to meet the pupil needs due to the safety of others. Only the Head Teacher has the authority to issue an exclusion and it should be done following the Exclusion Policy. A fixed term exclusion may be issued for one or more of the following reasons:-

- Intentional physical aggression towards another student, staff member or visitor
- Repeated high risk behaviours where other strategies are not effectively reducing the risk (this is solely with a view to allow time for effective risk reduction measures to be planned and will be for the shortest time possible)

- Being in possession of, or under the influence, of illegal substances (including alcohol/legal highs or weapons)
- Intentional damage to the school's premises or property, including arson
- Suspected criminal activity such as theft
- Repeated serious misuse of I.T
- Continued bullying
- Smoking or vaping inside school building
- Videoing / taking pictures of peers and/or staff and uploading to social media platforms

14. Mobile Phones (Please read in conjunction with the Online Safety Policy)

We understand that into today's society mobile phones are an essential way for people to communicate, stay safe and interact with each other. We also appreciate a significant number of our pupils travel to and from school in taxis and this device is an essential way of communicating with people and a source of entertainment and that most secondary schools allow pupils to have phones and that SEMH pupils are consciously aware of the differences between themselves and mainstream peers which impacts their self esteem.

However mobile phones on school premises must be used appropriately and in line with the schools code of conduct and Online Safety Policy.

15. Powers to search, screen and confiscate items
(Please read in conjunction with the Powers to Search Screen and Confiscate Policy)

Searching should only be used where absolutely necessary and as a critical role in ensuring that schools are safe environments for all pupils and staff. Where staff have reasonable grounds to believe a pupil is carrying a banned item and presents a risk to themselves or others a search and confiscation could be considered. See the Search Powers to Search, Screen and Confiscate Policy for guidance.

16. Sanctions for behaviour outside of school

Pupil's behaviour outside of school can directly affect behaviour in school. Therefore school can support pupils and families with some behaviours beyond the school gate such as online conduct. Other behaviours that school might sanction pupils for include;

- misbehaviour: when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

17. Smoking and vaping during the school day

Mynydd Haf School has adopted a robust response to pupils' health harming smoking and vaping behaviours through the Anti-smoking and Anti-Vaping strategy adopted in 2022. Any confiscated smoking / vaping products or paraphanalia will require a parent / carer to collect and will not be returned to pupils from 1st April 2023.

Pupils who leave site must be followed by a staff member who will challenge the pupil if observed smoking or vaping regarding the health harming behaviour and illegality of their actions. Staff will report this to Pastoral Lead who will action through PSHE, contact with parent / carer and professional partners and issue sanctions.

Any pupil observed smoking or vaping in the school building will be issued fixed term exclusions issued by the Headteacher.

18. Sanctions

Staff must not get drawn into control battles by giving more and more punitive responses or arguing with the pupil. Sanctions must be relevant and proportionate and must not undermine the pupil's self-esteem. They should be appropriate to the age and developmental stage of the pupil. They should be implemented in a fair and consistent way. All sanctions should be recorded on the schools own system, Arbor.

All sanctions will be monitored every term by the school leadership team and periodically Regional Education Manager and visiting governors for appropriateness.

Other sanctions may include:

- Verbal reprimand (none denigrating to the pupil or their family)
- Reparation (whenever possible)
- Break time activities stopped
- Detention (during the day) and can be issued on the day
- Curtailment of activities available (e.g. not allowing the pupil to play with games, use tools or practical equipment etc., for the day. This should be related to the negative behaviour exhibited).
- Work sent home.
- Work completed in curriculum enrichment time.
- Sanctions are recorded electronically on Arbor in accordance with the Independent School Standards.

19. Training Requirements

Head Teachers will ensure that familiarisation with this policy is a part of the induction process for all employees. With each new employee any training needs will be discussed and considered.

20. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head Teacher. Mynydd Haf School will then actively respond to the enquiry.

Refer to Mynydd Haf School's Rewards and Sanctions Parent Letter for systems in place to recognise and reward positive behaviour and deal effectively with negative behaviours.

Appendix A – Our School code of conduct

Mynydd Haf School is a place where we want pupils to work purposefully; feel secure, safe, happy and confident and build resilience and social skills in an environment free from prejudice.

At Mynydd Haf School pupils and staff work together to:

- Create a caring, stimulating and secure environment in which students can work and thrive safely and happily.
- Promote and develop empathy and respect for self and others and prevent all forms of bullying among students.

EXPECTATIONS

Students are expected to:

1. Keep hands, feet and unkind words to themselves.
2. Take responsibility for their own actions.
3. Treat other pupils and staff fairly and without discrimination.
4. Follow staff direction
5. Value the school environment and its routines.
6. Only use mobile phones in class for authorised learning activities
7. Only attend shops safely at break time, crossing road using zebra crossing.
8. Return to class after break times in a timely manner
9. Try each learning activity
10. Not smoke or vape during the school day
11. No smoking or vaping on school premises
12. Adhere to the school appropriate clothing policy
13. No consuming energy drinks during the school day
14. No standing at bus stop or sitting at blue bench with peers during lesson time
15. Appropriately challenge discrimination and bulling
16. Engage with student council

The Code of Conduct covers all students on roll at Mynydd Haf School and extends beyond the school day and school premises to cover when students are:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- In some other way identifiable as a student at the school.

"Supporting each other to build success for everyone"

Appendix B – Banned Items

In order to maintain the good order and conduct within Mynydd Haf School and maintain a safe environment for pupils to live and learn the following items are banned from entering the school premises;

- Clothing that depicts association with, or symbolism of, extremist groups or hate messages of any type that are likely to cause offensive to the protected characteristics under the Equality Act (2010) or promote any form of extremist ideology.

- Clothing that links to illegal activities (such as weapon/drug paraphernalia / gangs). This includes balaclavas and face coverings such as scarves.

- Clothing which reveals torso (shoulders, breasts or midriff), upper thighs, lower back. If you are in doubt please contact school in advance.

- Weapons of any kind.

- Vapes, cigarettes, alcohol, illegal substances or legal highs of any kind and smoking / drug paraphernalia such as lighters, matches, grinders etc.

- Electronic recording devices, including cameras attached to drones unless the property of the school.

- Pupil owned electric or motorised vehicles without specific prior consent from the Head teacher. (proof of ownership and insurance will be requested).

- Fireworks.

- Toys such as water pistols, scooters and bicycles without written permission from Headteacher

- Any stolen items.

- Pornographic paraphernalia or images on pupil's mobile phone / smart device.