



**Engagement for Learning Policy
(Behaviour Policy)
September 2020**

Written by: Jon Jones
Date: September 2020
Reviewed: September 2021

COVID-19

Our Engagement for Learning policy sets out the responsibilities, requirements and best practice expected from our staff, pupils and families.

COVID-19 has not altered our ethos and values concerning our “Learning and engagement policy”.

Please refer to the latest guidelines set out in our Academy Covid-19 Risk Assessment. (This is available on our Website [click here](#)). This document outlines the guidelines staff, pupils and visitors are advised to follow while on site).

In situations where a pupil is behaving in a way that puts themselves or others at risk we follow our *Steps to managing negative engagement* [Click here](#) to location in document.

To the reduce the risk posed by a pupils behaviour in relation to Covid-19, after an incident an engagement meeting will be held with parent/carers and the young person. Their PSP will be updated and a risk assessment completed. This meeting will inform the best actions for the pupil and the Academy to move forward safely.

Ethos

As a result of collaboration from Pupil Voice, staff and parent/carer input we believe that in order for success;

We will encourage every individual at our Academy to develop belief in themselves to aim higher, to respect themselves, others and the Academy. Take responsibility for their decisions and actions. Our ambition is to help young people manage their engagement so they can succeed and achieve.

We believe in equality and everyone deserves the opportunity to achieve their best. We are all different in the ways we learn and engage, but believe we can achieve together with willingness and a positive attitude.

Our Academy is not just the young people and staff, but includes our young person's guardians and wider community.

We acknowledge that we set our standards high. Our responsibility is to help develop young people so that they are both socially, emotionally, morally and academically astute.

Goals set for our young people to be able to progress will be difficult, but will be achievable. We focus on the achievements a young person has made.

These goals are measured both academically (EHCP targets / National Curriculum) and socially and emotionally (EHCP targets / Boxall targets)

As Staff

Staff working with the Academy have great responsibility. We have the duty of care of some of the most vulnerable young people in the South West region. Modelling high standards of engagement, attitude, attire, and willingness to progress is of paramount importance.

Young people are more likely to accept a code of engagement if it is clearly understood, consistent, fairly applied, reasonable, sensitive and effective.

1./	Be responsible for young people at all times, supervising their engagements within sight and sound of them.
2./	Follow Team Teach guidelines and use persuasive scripts.
3./	Create a positive climate with realistic expectation.
4./	Emphasise the importance of being valued as an individual.
5./	Promote positive relations built on honesty, responsibility, respect and belief.
6./	Provide a caring and effective learning environment.
7./	Ensure fair treatment for all regardless of age, gender, race, ability and disability. Equality.
8./	Show appreciation of the efforts and contributions of all.
9./	All staff to model the Academy's dress code.
10./	Fulfill all professional duties with regard to teaching and learning.

The Curriculum and Learning

We believe that an appropriately structured curriculum with suitable activities and effective teaching contribute to positive engagement. Thorough planning for the needs of individuals and groups is key. The active involvement of young people in their own learning with or without the support of staff coupled with structured feedback all aid a young person in positively engaging with their education.

It follows that lessons should have clear objectives, understood by the young people, and differentiated appropriately. Marking and record keeping can be used both as a supportive activity, providing feedback to the young people on their progress and achievements, and as a signal that their efforts and progress are valued.

Classroom Management

The classroom environment dictates the level and quality of engagement. A structured nurturing environment where there is little clutter and clear objectives and goals will aid the young people in class to achieve (See Staff Handbook "Learning Base at Learn@ KnowleDGE).

Relationships between staff and young people are the crux of achievement. Staff should always focus on the achievements of young people and the positive engagement they portray. Negative engagement is always challenged, but not always immediately, depending on the young person's needs.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall each classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable young people to work in co-operation with others. Praise will be used to encourage positive engagement.

Academy Expectations

Classrooms (including laboratories, workshops and halls) are the places where we all work. There needs to be clear boundaries and expectations to allow everyone to work successfully and safely.

Standpoints.

From our core values of Belief, Respect and Responsibility, our staff and pupils focus upon three main standpoints.

Be Respectful, Be Ready to Learn, and Be Safe.

- Be Respectful

talking to people	respect others space
listen to staff	listen to others
play nicely	be kind to others
use kind language	of other cultures
be on time	of property
be clean and tidy	help and support others

- Be Ready to Learn

good listening	good sitting
good thinking	correct uniform
kind looking	on time
try your best	correct equipment
helpful	attend everyday
helping others to learn	looking, listening, sitting
phones away	classroom voice
be in class	ask for help
take turns	

- Be Safe

make the right choices	use equipment appropriately
think first	e-safety
protect yourself and others	right place right time
good hands and feet	feet on the floor
keep hands and feet to yourself	ignore negative engagement
listen to staff	stay safe
	keep banned items out of the Academy

Belief, Respect, Responsibility
All equal, all different, all achieving together

We **BELIEVE** we can all achieve together.

We **RESPECT** our environment and each other.

We are **RESPONSIBLE** for our own actions.

Steps to managing negative engagement.

Step 1.

Staff will use a range of strategies to positively engage a young person. This may involve a gentle word, warning, reminder of expectations and the use of the positive point chart (ClassDojo). Staff to follow helpful strategies on pupil's PSP.

Step 2.

Step 1 approaches have failed. Staff calls 'Level 1 support'. (NURTURE TEAM) provide additional support where necessary.

Please refer to **Walkie Talkie Policy**

Step 3.

Step 1 and step 2 approaches have failed. Staff call a 'Level 2 support' to NURTURE TEAM for additional support. NURTURE TEAM will consult PSP and work with classroom staff to support the pupil back into learning. This may include supported time out in the Reflection Room or Safe Space.

If a member of staff experiences escalating, dangerous engagement, then a 'Level 3' will be called for immediate support to de-escalate the dangerous situation.

In extreme cases, guardians may be called to support. This could include support from the Police.

Expectations.

Start of lessons

- Young people are welcomed by staff on entering the classroom.
- Young people enter classrooms sensibly ready to positively engage.

During lessons

- When the teacher talks to the whole class, young people are expected to listen and concentrate.
- Young people are expected to work sensibly and not distract others.
- Young people are expected to speak to each other politely and quietly.
- When a young person arrives late without justifiable cause they must make up the amount of work lost. This is arranged according to the catch up procedures for each hub.
- Young people must inform a member of staff before leaving the class.
- Personal electronic devices or other distractions are not allowed and may be confiscated if used in class.

Please refer to **Searching, screening and confiscation policy**

End of lessons

- Points are awarded at the end of each lesson and recorded using ClassDOJO (Staff to record).
- The teacher is the person who will signal the end of the lesson.

- When instructed young people, should leave the room and leave it in a clean and tidy state ready for the next lesson.

Out of school

Walking locally or on an educational visit, young people will be made aware that they are responsible for their actions and those actions reflect on the Academy. Staff are responsible for the young people whilst on educational visits.

This means in particular that:

- Young people and staff treat all members of the public with dignity and respect.
- Any serious incidences will be investigated and appropriate actions will be taken.
- Risk Assessment meetings will be held if there are any issues with pupil engagement off-site.

The Tutor/Class Teacher System and Weekly Pupil-focussed Meetings.

Our approach to raising achievement in the area of pupil engagement at Knowle DGE puts the staff member at the pivotal point.

Tutorials provide an opportunity for tutors to share positive points (ClassDOJO) and allow young people to reflect on their previous points in order to monitor and promote individual improvement.

Staff should have access to Sleuth data so patterns of negative engagement can be analysed. This information should inform PSP's, TAC's, EHCP meetings, Case Conferences and Engagement meetings.

Hubs meet daily for De-Brief and every other week to discuss pupil concerns and Heads of Hubs inform the whole school on alternative weeks about specific pupil concerns and safeguarding issues.

The tutor/class teacher monitors the engagement of each young person through Sleuth and ClassDOJO.

Rewards

Our emphasis is on rewards to reinforce positive engagement, rather than focus on negative engagement.

We believe that rewards have a motivational role, helping young people to see that positive engagement is regarded highly.

Rewards can vary from verbal / physical praise to the receiving of certificates of achievement. This can include specific things requested by the young person or group as a reward for achieving a set goal.

This can only be achieved through the modelling of staff's positive engagement and attitude towards achieving within the Academy and wider environment.

Rewards and recognition of positive engagement, effort and achievement is recorded through the ClassDOJO system which is built around the current three standpoints (Be Safe, Be Ready to Learn & Be Respectful).

ClassDOJO points are totalled for each hub and celebrated across the whole Academy. Certificates and prizes will be awarded where appropriate.

Sanctions

Although rewards are central to the encouragement of positive engagement, realistically there is a need for sanctions to register the disapproval of negative engagement and to protect the security and stability of the Academy community. Sanctions are a last resort with the modelling of expected behavior being the best cause of action.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in engagement are required to avoid future sanctions.
- Group sanctions will be avoided as they lead to resentment.

Sanctions can range from time to remedy the misdemeanor, withdrawal of privileges, referral to the Head of Hub, Senior Leadership Team,

letters to guardians, re-integration meetings, ultimately and in the last resort, exclusion.

Tutors follow a range of strategies to manage negative engagement including the use of verbal Persuasive Scripts with a Team Teach approach.

The tutor needs to inform the pupil's guardians of any concerns and what the next steps are. A meeting to review a PSP or provision may be required.

Unfortunately a tutor/class teacher may reach the stage where having tried a variety of strategies and ideas they have recorded little or no improvement.

In these circumstances they will involve the Leadership Team. Together they can review the situation and other strategies could be built into the PSP action. The guardians will be invited to an "engagement meeting" and we expect their interaction and work together to aid a positive outcome for the young person.

Further concerns or very serious incidents need the involvement of the Senior Leadership Team. No situations should reach this stage without the young person's guardians already having been informed and involved in the build up to this point. Unless it is a very serious, first time offence.

In circumstances of a pupil committing a very serious offence (e.g. violent assault, bullying or racial abuse) the Senior Leadership Team will become involved. It will be the responsibility of the Senior Leadership Team to ensure the correct action is taken by discussing it first with the student's Head of Hub. The action taken will be recorded on Sleuth. An "engagement meeting" with guardians will be held informing them of what action has been taken and why.

All Tutors maintain a file of current PSP's in the classroom for reference during teaching time.

Note: For racial abuse or bullying incidents, please refer to the Equal Opportunities policy.

Note: If Child Protection concerns are raised, staff use the CPOMS system and with serious concerns, they are passed directly to the Designated Safeguarding Team.

Please refer to the **Child Protection policy**.

In some cases, persistent and serious cases of engagement may result in a young person accessing a "bespoke provision". This will be

implemented with collaboration of guardians, staff, Senior Leadership Team and other agencies.

Reducing inappropriate engagement

Young people can have difficulties engaging appropriately.

There is an infinite amount of strategies for helping young people to improve their engagement.

Communication between pupil, staff, and guardians is paramount. PSP's will be re-visited during these periods and "engagement meetings" held where appropriate with the Leadership Team.

Young people could expect to be given where appropriate,

- Report cards
- Class / Hub change
- Involvement and referral to the Educational Psychologist from whom additional ideas and input may be beneficial.
- Bespoke package

Fixed Term Exclusion

As a specialist provision, we would rarely feel it necessary to permanently exclude a young person. We would rather work with outside agencies and guardians to support the young person in dealing with their challenging needs and provide appropriate learning opportunities. In extreme cases of dangerous / criminal actions, it may be necessary for the Head Teacher to take the ultimate sanction of excluding a young person.

Positive Handling

Staff at Knowle DGE Academy including the LoDGE follow the guidelines set out by the DfE (2013) 'Use of Reasonable Force: Advice for head teachers, staff and governing bodies'. [Click here](#)

All staff who work regularly with young people have Team Teach training.

Further details of the Team Teach approach can be found on the Team Teach website. [Click Here](#)

Team teach training is held annually. This training focuses on the physiological and physical effects a young person can experience. It looks at persuasive scripts and strategies in aiding a young person when in crisis. There is also training on the use of physical techniques, which have been deemed safe and appropriate.

Please refer to the Positive Handling policy for further information.

Searching Pupils

Searching pupils may be necessary in some circumstances. An example would be if staff felt that the pupil could be concealing potentially harmful items.

This is done in accordance with the government “Searching, screening and confiscation: advice for schools” and wherever possible guardians will be informed prior to such action being taken, however this is not always possible.

Please refer to **Searching, screening and confiscation policy**

Support for staff

Our Academy is a nurturing environment to work in, but there are situations that occur which can affect staff both physically and emotionally.

These incidences are recorded with the SLEUTH system. This could also include the use of Bound Book where necessary.

Please refer to **Positive handling policy**

Staff who are in crisis due to the extremeness of a situation will have the support of the Pastoral Support Team and Leadership Team where appropriate.

This will include time away from the situation (cup of tea). Time to reflect on the incident and any other support that is required.

Staff have the opportunity at daily De-Brief to discuss any positive and negative incidents occurring during the day. Heads of Hub are available to discuss any issues.

If issues continue then concerned members of staff should inform one of the Senior Leadership Team.

Attendance

Please refer to the **Attendance and Punctuality Policy**

Other Relevant Policies and Procedures

This procedure should be read in conjunction with:

Positive Handling policy

Health & Safety policy

Safeguarding policy

Walkie Talkie policy

Searching, screening and confiscation policy

