



ENJOY, LEARN, ACHIEVE

**Positive Engagement for Learning Policy
2017/18**

Reviewed by: Mr T Smith, Students, Staff and Parents/Carers
Date: January 2018

*Due regard has been given to the Equalities Act 2010,
Section 89 of the Education and Inspections act 2006
DFE Exclusion from maintained schools, academies
and PRU in England 2017*



Diverse Academies
Learning Partnership

Positive Engagement for Learning Policy

If we are to create a community in which high quality learning can take place and all of its members can work happily together, an atmosphere of good order is vital. Academy rules and procedures exist to foster this ethos, but students are also encouraged to develop self-discipline and consideration for others. At the same time, our expectations must be rational and their enforcement reasonable, consistent and sustainable.

It is important that our young people value each other and feel valued by adults who work with them, through the way the academy conducts its business. We believe that the best incentive we can offer our students to co-operate in this enterprise is through the routine of academy life.

Students will be constantly rewarded by appreciation from subject teachers when they are working hard and by receiving encouragement when difficulties have to be faced.

A variety of more tangible rewards will be credited to students who demonstrate outstanding effort, achievement and service to the community (see our rewards section for detail).

All students should be aware of our general expectations of student behaviour which are both clear and concise:

LEARN 'golden rules' code of conduct

Listen – Follow all reasonable instructions without arguing (you will never be asked to do something we wouldn't be willing to do ourselves).

Engage and Enjoy – Bring the correct equipment, try your best at all times making positive contributions in all lessons and complete all homework.

Arrive on Time – Be on time to all lessons and activities that you are required to attend.

Respect – Always be polite and act in a way that would bring credit to the academy. Never disrespect someone's positive learning attitude.

Never Give Up – Work positively through all challenges and see failure as an important part of learning.

Positive engagement for learning is one of the most important factors in your child's academic progress. We expect the vast majority of students to meet the expectations above and thrive through positive rewards.

East Leake Academy has a zero tolerance approach to those who do not adhere to the **LEARN** expectations within our academy community. We firmly believe that if all students consistently meet these clear expectations; our community will be a safe and purposeful environment where everyone can achieve their best. We expect the full support of parents to help reinforce our expectations.

Students are expected to follow all reasonable instructions given to them by any member of staff (including the lunchtime supervision team) at the first time of asking without argument. We will never ask a student to do anything that we wouldn't do ourselves. This is an absolutely non-negotiable principle of our academy community, to ensure that we maintain a safe and respectful environment for all.

East Leake Academy believes that the starting point for the positive engagement with learning of our students is to provide an extensive range of tangible rewards, which will help to acknowledge and reward achievement. The table below shows some of the main ways in which the academy seeks to recognise the students who consistently meet our high expectations:

Positive engagement strategies/rewards	
Teacher praise	Teacher using Growth Mind-set language to praise students for their effort and excellent attitudes towards learning.
Praise stickers	Issued by teaching staff for work produced in lessons and homework.
Merits	Electronic credits given as a reward that can be seen by parents/carers
Rewards card stickers	Issued for outstanding work, effort, or contribution to the school community. These can be accumulated over time in the student planner and claimed in vouchers to spend in the school canteen.
Lunchtime queue jump card	Queue jump cards are issued on a half termly basis for students who meet the highest behaviour and attendance standard. Students have the privilege of jumping the queue and going straight into the dining hall.
Voluntary school trip priority	Students with excellent behaviour and attendance records will be prioritised when voluntary (non-curriculum) trips are oversubscribed.
Whole class fun activities	Teachers will reward teaching groups that have consistently met their class expectations over the course of a lesson with a simple fun activity for the final few minutes of a lesson. E.g. quick game that students might enjoy to build student teacher relationships and class identity.
'Role model student' Prize draw tickets	Issued by staff for visible genuine kindness, politeness and role model behaviour around the academy or in the community. Tickets can be handed in to reception by the student and will be placed into a prize draw to win prizes at the end of the academic year.
Praise cards	Issued for outstanding work, effort, or contribution to the school community. These are either taken home by the student or posted home to parents in some circumstances.
Positive behaviour log	Staff may write a positive behaviour log on INSIGHT for parents to see when students have gone above and beyond expectations.
Positive phone calls/text message home	From time to time staff will contact parents via telephone to have a positive conversation about a student's excellent contributions to lessons.
Leadership responsibilities	East Leake Academy provides an extensive range of student leadership roles that can be given to students at all levels. From lead learners in faculty lessons to Head Boy/Girl in the sixth form. These opportunities are available to all students who meet our high expectations.
Rewards trips	Students who meet high expectations will sometimes be invited to attend additional trips as a reward (e.g. going to watch the inter academy DALP quiz).
Positive report cards	Sometimes students will be placed on a positive report card to explicitly give them positive comments from staff during every lesson to help build confidence and self-esteem.
Young Driver Experience Days	Monthly Driver Days targeting Year 10 and 11 students.
Faculty 'student of the half term'	Certificates issued by faculties to students who they feel have been outstanding in their faculty area.
Awards evenings	The academy holds various awards evenings throughout the year to promote academic and pastoral achievement. Students who have won awards will be invited with their families to the events.

The positive engagement for learning policy's sanction structure flows naturally from our general philosophy to place relationships at the heart of everything we do. The policy will be integral in defining the difficult balance we have to strike between the needs of the individual and the needs of the community as a whole.

Needs of the individual

All stakeholders must acknowledge it is natural that young people will occasionally misbehave, but that they need to take responsibility for their mistakes wherever possible. What we must never do is see them as being incapable of improvement over time. We owe it to our students to have high expectations and this will at times require staff to make demands of them to ensure they have clear boundaries.

A demand is not a demand unless we are prepared to enforce it by appropriate means and these will depend both on the nature of the offence and the situation of the offender. Students with severe behaviour problems for example, must be regarded as having a type of special educational need (as detailed in the SEND code of practice). It is, therefore, neither rationally or morally justifiable to treat them in the same way as students who have behaved in an inappropriate way through personal choice.

It must be understood however, that the educational rights of the individual are not absolute. There is a practical limit to the amount of time a school can spend on trying to persuade an individual to comply with its rules. There is also the question of the hierarchy of needs in certain circumstances: for example in stark terms the rights of the bullied will almost always take precedence over those of the bully.

Needs of the Community

A community shows its values by not talking about them or even by incorporating them in published policies, but by acting. Unless it is prepared to act in their defence it cannot expect its values to be taken seriously. By responding sympathetically to the needs of individuals, and by striving to make its goals and attitudes relevant to those who do not readily perceive their relevance, a school improves the service it gives to all students. However, to accommodate those who actively reject its values – for whatever reason – is to undermine those values and thereby damage its service to other students. There is a point at which concern for many will outweigh concern over the needs of any one individual.

East Leake Academy will pay due regard to all three classical theories of sanction. **Reform** must be our first concern when dealing with young people who have made mistakes. Our primary aim is to assist in the development of good citizens whose underlying beliefs uphold the rule of law. Reform will therefore be the starting point when young people have made mistakes. We also owe it to our community to ensure that our actions also act as a **deterrent** to those who might also be susceptible to similar mistakes. **Retribution** will normally be a less prominent motive, but there may be times when we need to assert the community values in uncompromising terms, particularly for example when safeguarding other students' welfare is concerned.

Parents will be informed whenever the academy believes incidents are serious enough to warrant it or there has been a trend of relatively minor incidents which earlier sanctions have failed to correct. For any genuinely serious incident, parents will be expected to discuss the matter with a member of the leadership staff in an effort to establish a joint approach to the problem it represents.

Disciplinary sanctions will be used to help reform and act as a deterrent when students have made a mistake and displayed behaviour that is not appropriate. The table below shows the types of disciplinary sanctions that will be used by staff:

Disciplinary Sanctions	
Verbal reprimands	The offence is clarified, a warning of consequences of repetition is given and a verbal apology may be required. It is hoped that students will take this opportunity to immediately correct their behaviour so that no further sanction is required.
Demerits	Staff members to log inappropriate behavior or lack of engagement in lessons as well as incomplete or no homework. Categories are all on the PARS system and staff select the most appropriate description. This can then be viewed by parents/ carers on INSIGHT.
Staff imposed sanction	Staff member issues an imposed action following a student's refusal to correct behaviour. The teacher has complete autonomy to issue an appropriate sanction. E.g. extra work, formal letter of apology, essay to explain why behaviour is inappropriate, move seats, work in buddy class room for period of time.
Phone call/text message/letter home	Staff may contact a parent to discuss serious behaviour incidents, or a continuation of less serious incidents that have not improved through previous sanctions.
Serious incident behaviour log	Staff will write an account of any incident deemed 'serious' and this will appear on the parental INSIGHT account so that they can see what has happened. This will normally involve a text message or phone call to alert you to the incident details.
Punishments to 'fit the mistake'	Litter picking/collection for litter louts, table cleaning for table defacers, community service for vandalism etc. (Note: non-accidental damage may involve students/parents being required to fund repair or replacement).
Detentions	<u>Break time</u> – 15 min duration. <u>Lunchtime</u> – 15 - 30 min duration (may also involve dinner duty or community service). <u>After school</u> – 30 or 60 min duration (Note: Parents will be contacted to inform them of dates/duration of after school detentions. It will be the parent's responsibility to organise transport home if required and after school detentions are compulsory and non-negotiable).
Student report card (2 week minimum duration)	<u>Tutor report</u> – student is monitored closely by tutor. <u>House report</u> – student is monitored closely by their Head of House. <u>SLT report</u> – student is monitored closely by a Senior Leader.
Subject withdrawal	Student is withdrawn from a lesson or series of lessons for a period of time, completing work elsewhere before being re-admitted to the class.
Internal exclusion/withdrawal	Student is withdrawn from all lessons for a fixed period of time and works away from their peers for all of their lessons & break/lunch.
Partnership school exclusion	Students may sometimes be required to attend a different school for a fixed period of time and work in their inclusion area.
Fixed Term Exclusion (FTE)	Exclusion from school for a fixed period of time. This will appear on the students school record.
Governors final warning	Following serious breaches of the behaviour policy governors may issue a formal final warning.

Managed move	Students may be required to attend another school and meet a list of set criteria. This would be used to try and avoid a permanent exclusion.
Permanent exclusion	For extremely serious offences or at the end of a chain of offences where the Principal is convinced that s/he cannot control the behaviour of the student concerned.

With regards to **exclusions** (FTE) the school follows regulations and statutory guidance as laid out in the latest government guidance 'Exclusion from maintained schools, Academies and pupil referral units in England'. The Academy also applies the government guidance outlined in 'Behaviour and discipline in schools, advice for head teachers and school staff' document for all sanctions and behaviour interventions.

When students show continuous barriers to positive engagement in learning the academy will explore all avenues rigorously to try and understand the underlying cause (see below intervention framework). We expect that parents will fully support this process. Any lack of support and/or obstruction through non engagement by parents will be treated as a potential barrier in itself. If parents continue in this vein it will lead to a referral for external agency support (Social Care).

Student Intervention Framework

Inclusion Meetings are held weekly and are chaired by the PDBW Assistant Principal

Tier	Young Person Causing Concern	Staff Involved	Action Taken by Member of Staff	Possible Outcomes
1	Attendance starting to drop Behaviour (frequent incidents logged on PARS) over a short period of time Progress is showing a decline/ concerns from subject teacher Emotional Health and Well Being	Subject Teacher Tutor	Speak to Student Contact Home Speak to Attendance Officer Speak to Student Support Inform Tutor/ HoH Inform HoF (if required)	<u>Tutor Report- if 10 demerits issued. 2 week report cycle.</u> Meeting with Parents Attendance Letter Sent Home Appointment with Student Support Referral to School Nurse (if required)
2	ISSUES IN ONE FACULTY ONLY Attendance concerns Behaviour continues to be an issue Progress Emotional Health and Well Being	Subject Teacher HoF HoH	Speak to Student Contact Home- possibly arrange meeting at ELA with parent/carer Speak to Learning Support	Faculty Report (<i>Logged on PARS</i>) <u>HoH Report- if 20 demerits issued. 2 week report cycle.</u> Meeting with Parent/ Carer Subject Intervention Referral to HoH and SLT Line Manager
3	Attendance concerns (Below 95%) Behaviour escalating on a daily basis Progress Emotional Health and Well Being	Tutor and HoH HoF Attendance Officer	Speak to Student Contact Home- possibly arrange meeting at ELA with parent/carer Raise at Inclusion Meeting	HoH Report to continue Referral to AP PDBW <u>SLT Report- if 30 demerits issued. Minimum of 2 week report cycle.</u> Key Worker Identified from staff External Agency Referral (MARF/ MASH)
4	Attendance (Below 90%) Negative Behaviour on a daily basis in lessons and unstructured time Progress Emotional Health and Well Being	Tutor and HoH HoF Attendance Officer SLT	Speak to Student Contact Home- possibly arrange meeting at ELA with parent/carer Raise again at Inclusion Meeting	Meeting with Parent/ Carer Referral to Enhanced Learning Behaviour Support team Curriculum Adjusted Pastoral Support Plan SLT Sanction Issued (Detention or AP offsite for a selected time period) <i>Clinical Psychology Team Referral</i> <i>External Agency Referral</i>

Mobile Phones and other Personal Electronic Devices

In order to remove the daily upset and fall-outs over mobile technology please leave phones at home. Any student seen with a mobile phone or personal electronic device will be asked to put the device away immediately. If this persists, or happens again with the same member of staff then the staff have the right to have the device confiscated until the end of the day when a parent will be required to collect the device. All confiscated personal electronic devices will go into the school safe for safekeeping. Only parents can collect their item(s) from reception after 3.15pm.

If a student refuses to give the mobile phone or personal electronic device to the member of staff at the first time of asking the student will be given a sanction and the device will be confiscated until a parent or carer attends the school to collect it and discuss the incident with a member of staff.

As an Academy, we strongly recommend that if a mobile phone or other electronic device is being brought onto the site each day, then it is switched off/ on silent and left in the students' bag until the end of the day.

If a student persists in using their phone or device on a regular basis on the Academy site then the Academy will enforce the following:

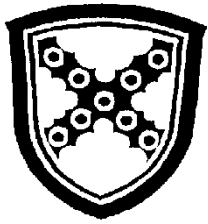
- 1) Parents/carers contacted and the Academy will inform them that the student will have to hand their mobile phone into the Academy office at 8.45am each day where it will be kept safe. The student will then be allowed to collect the device at the end of the day (from 3.15pm).
- 2) Alternatively, we will ask the parents to not allow their child to bring their device onto the Academy site each day.

Developing House Ethos

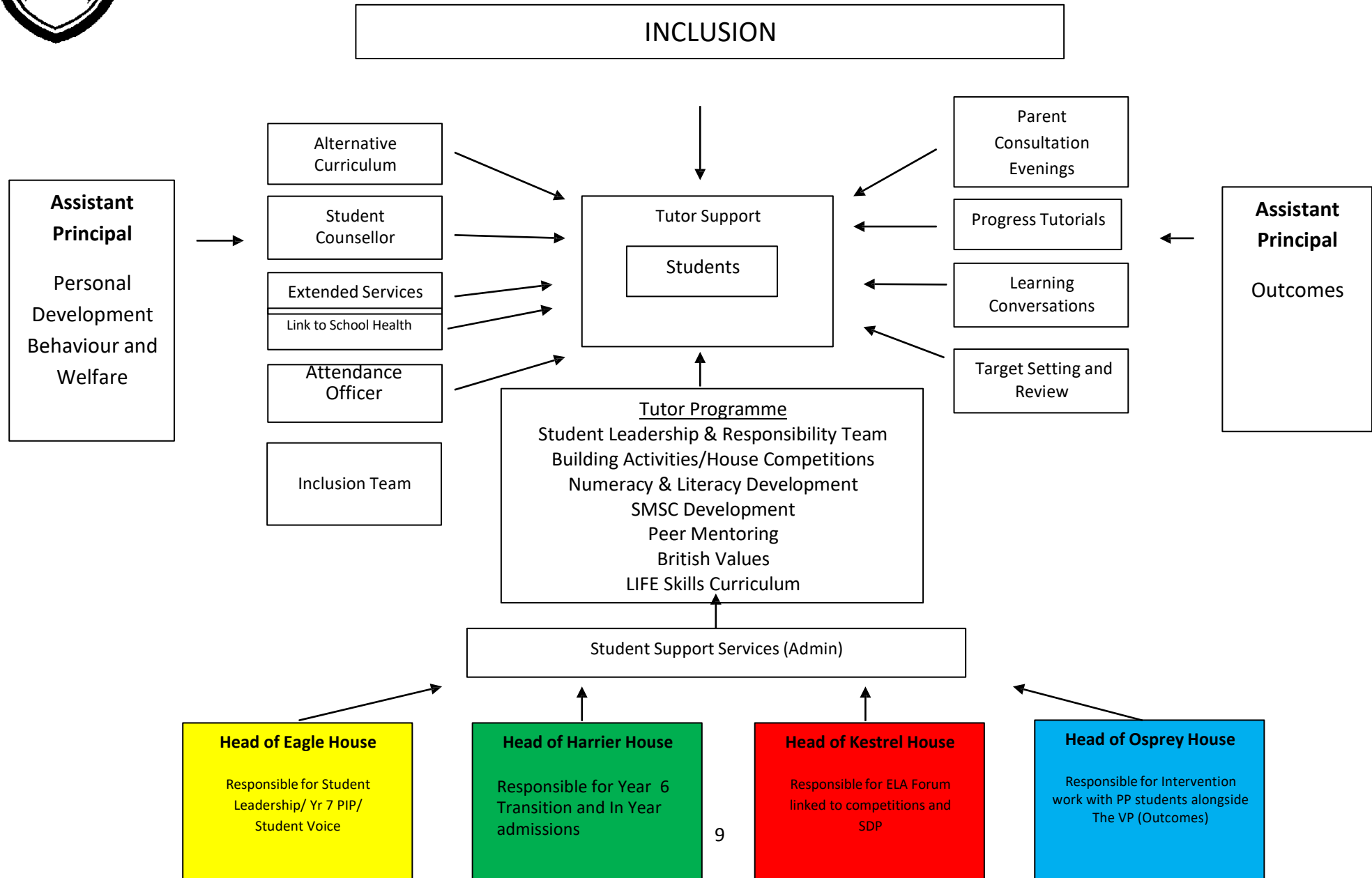
To improve ethos and community spirit there is a thriving Inter House Programme in place. Throughout the academic year the 4 houses compete for points with the aim of winning The Annual House Cup. There is also a tutor set cup for each house. This is awarded for merit totals at the end of each half term.

Inter House Competitions





Student Welfare, Guidance and Support Structure



Positive Engagement for Learning Golden Rules

Enjoy Learn Achieve



<u>L</u>	isten	Follow all reasonable instructions without arguing (you will never be asked to do something we wouldn't be willing to do ourselves).
<u>E</u>	ngage & Enjoy	Bring the correct equipment, try your best at all times making positive contributions in all lessons and complete all homework.
<u>A</u>	rrive on Time	Be on time to all lessons and activities that you are required to attend.
<u>R</u>	espect	Always be polite and act in a way that would bring credit to the academy. Never disrespect someone's positive learning attitude.
<u>N</u>	ever Give up	Work positively through all challenges and see failure as an important part of learning.

If you do not meet the golden rules above you will be given an appropriate sanction by your teacher.