



ENJOY, LEARN, ACHIEVE

**Positive Engagement for Learning Policy
2019/21**

Reviewed by: Mr T Reid, Students, Staff and Parents/Carers
Date: September 2019

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



Diverse Academies
Learning Partnership

1. Positive Engagement for learning statement

The East Leake Academy is committed to creating an environment where exemplary behaviour is at the centre of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Engagement for Learning Policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on safe, respectful and responsible behaviours.

2. Aim of policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all in our community are treated fairly, shown respect and to promote good relationships
- To refuse to give students attention and importance for poor conduct
- To help students take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationship
- To ensure that excellent behaviour is a minimum expectation for all

3. Purpose of the policy

To provide simple, practical procedures for staff and students that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem, self-discipline and self-regulation

4. Roles and responsibilities

The Governing Body:

- to review the policy every two years

- To support the academy in maintaining standards, ensuring an orderly and safe environment for students and staff
- To set the framework for the development of the Academy's Positive Engagement for Learning Policy in conjunction with the Principal and national guidance
- To monitor and review exclusions
- To consider representations about an exclusion made by the parents/carers of the excluded student.

The Principal:

- To be responsible for the day to day management and implementation of the Positive Engagement for Learning policy and procedures
- To set the framework for development of the Academy's Positive Engagement for Learning policy and communicate this to staff, parents, carers and students
- To make the decision to exclude a student.

Staff:

- Meet and greet at the door
- Refer to 'be safe, be respectful and be responsible'
- Model positive behaviour and build relationships
- Plan lessons that engage, challenge and meet the needs of all students
- Use visible recognition throughout lessons
- Be calm and look for prevention before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with students
- Never ignore or walk past students who are behaving badly.

Students:

- To do their best
- To take responsibility for their behaviour
- To follow the Academy's expectations in relation to conduct and learning
- To praise peers achievements
- To challenge poor behaviour from a peer
- To remind peers of the Academies expectations
- To promote the Academy positively in the community

Parents and Carers:

- To take responsibility for the behaviour of their child.
- To work in partnership with the Academy and support the Academies Positive Engagement for Learning policy and procedures.
- To attend Academy meetings and events, including parents' evenings.
- To be polite and courteous to staff, students and other parents.

5. Expectations

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 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:

Academy expectations

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

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 **Academy expectations** within our 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.

6. Rewards

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:

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Positive engagement strategies/rewards	
Rew	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 DA 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.
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 award evenings throughout the year to promote academic and pastoral achievement. Students who have won awards will be invited with their families to the events.

We provide a positive, caring and purposeful environment, which encourages every student to develop to their full potential in all areas. Rewarding students and recognising achievements brings about a sense of self-worth and raises self-esteem. It helps students to appreciate their strengths and recognise success in others.

In KS4, students work towards the Year 11 Prom alongside a range of reward programmes that are individual to each year cohort. The Assistant Principal for PDBW, The Pastoral Leader for Year 11 and the Behaviour Mentors determine these with a heavy focus on Attitude to Learning (ATL).

NB: Students who fail to achieve the required ATL, will not be eligible to attend the Academy Prom or other Academy events.

In both KS3 and KS4, a combination of Attitude to Learning scores (ATL) and Conduct points are used to determine rewards. **Conduct points** are calculated by deducting any behaviour incidents or failures to complete homework from the merits awarded. These are shown on Academy reports.

Merits are awarded for:

- exceptional pieces of work in the classroom and for homework
- acts of citizenship
- attendance at extra-curricular clubs
- representation of the Academy
- ATL
- attendance each half-term

Conduct points will inform membership of the Student Leadership Team.


Additionally, individual student achievement and improvement will be recognised via rewards such as stationery items, shopping vouchers, fast track lunch passes, etc.

These will be complimented by the usual rewards of:

- praise in lessons
- written and verbal feedback on work, homework or coursework
- postcards home (departmental and house)
- letters and telephone calls home
- departmental prizes certificates and letters home for attendance
- assemblies which positively reinforce achievements
- website articles promoting student and Academy achievements
- acceptance to attend trips.

Tutor group rewards will include termly breakfast and buffet lunch invitations.

Reward Slip for unstructured time

Rewards Slip			
Student name: _____		Tutor Group: _____	
Reward for:		Staff: _____	
Act of kindness	<input checked="" type="checkbox"/>	Date: _____	
Care for the environment	<input type="checkbox"/>		
'Caught' studying	<input type="checkbox"/>		
Good manners/respect	<input type="checkbox"/>		
Litter collection/disposal	<input type="checkbox"/>		
Role Model	<input type="checkbox"/>		
Please return completed slip to reception <i>Be Safe; Be Respectful; Be Responsible</i>			

We recognised that students need to be reward for their positive engagement during unstructured time. The above is awarded to students during this time. Receiving the above slips results in students being awarded 5 merits and placed in the termly price draw.

Principal's breakfast

Each half term the Principal will invite up to 16 students to a breakfast awarded for:

- exceptional work nominated by departments, or
- exceptional ATL

For all aspects of the rewards, students will be made aware of the thresholds for each award in assemblies and by Tutors.

7. Behaviour and Sanctions

All students are expected to behave in a courteous, responsible manner at all times following the Academy's expectations. This includes before and after Academy, during lessons, in corridors, in assembly and at break and lunch time. Where students do not

comply with the Academy expectations, clear sanctions will be imposed. Responses will be fair and proportionate.

Students whose behaviour and/or ATL does not support the Academy ethos, will not be allowed to participate in clubs, teams and non-curriculum trips until this improves.

Classroom Expectations:

- be on time to your class
- come into your classroom in an orderly way, with a positive attitude to learning
- remove any outside jackets, scarves etc. Keep bags out of the way under your desk
- always work to the best of your ability
- if you are asked a question, don't call out your answer
- be polite and respectful
- your mobile phone and MP3 player must be switched off and out of sight
- if you need to leave your seat, ask your teacher for permission
- at the end of the lesson, pack away when your teacher asks you to and wait quietly until you are dismissed.

Conduct around Academy:

- move sensibly and quietly round the Academy at all times
- speak politely to others and treat others as you would want to be treated
- show others respect by holding doors and allowing them to pass
- respect the environment by putting litter in bins
- take care of displays, especially other people's work and ensure walls and furniture are free from graffiti
- out of Academy, always remember that the Academy's reputation depends on the way you behave.

Consequences System

Where students do not meet the high expectations of the Academy in lessons, we have developed a Corrective Consequences System to be followed by all staff and students:

Low level disruption Behaviour intervention

Classroom Behaviour Plan Steps 1 - 5					
Rule Reminder	C1	C2	C3	C4	C5
Students remained of Academy rules: Safe, Respectful, Responsible	Subject Teacher / Tutor issue C1	Student relocated (moved seating if possible) given time to think and refocus	Final opportunity to engage with a positive choice to change current behaviour	Afterschool detention for the follow day issued (Parents informed)	On-Call Escorted to Isolation On-Call issue C5 Focus Room for the next 6 consecutive lessons plus a 45 minute detention
Issue rule reminder to student	Verbal Warning Teacher verbalises C1 to student	Teacher verbalises C2 to student	Final verbal warning C3 issued (Parent/carer informed)	Sanction issued C4 issued (Parent/carer informed)	Behaviour intervention C5 issued (Parent/carer informed)

NB:

- In any one lesson if 3 x C2 have been issued, the teacher will no longer issue Rule reminder or C1
- 3 x C3 in a day lunch time detention the following day

8. Use of the Focus Room

Students are sent to for the Focus Room at the C5 step of the Corrective Consequence system or for a serious breach of the Academy expectations.

The Focus Room is a place where students are support to reflect on the consequences of their behaviour.

The Focus Room is staffed by trained behaviour mentors who work with the students to unpick their behaviour and to develop strategies to improve their behaviour and attitudes to learning.

The East Leake Academy ensures that time spent in the Focus Room is productive as possible. Therefore, students are able to access work throughout their time in the Focus Room.

Students access the Focus Room for no longer than necessary.

9. Detentions

The Academy will give 24 hours' notice for an after-Academy detention via the electronic system. Detentions will take place **every evening**.

The system is centralised and students will report to a designated area for their detention.

Additionally, in some circumstances a telephone call will be made to parents to enable a same day detention to be issued, especially in relation to students placed in isolation.

Once notice of a C3, C4 or C5 has been issued, Student Services will contact parents as a matter of courtesy via the electronic system, so they can also address the issue with their child. **This is for information only**. Academy s do not require parental permission for students to attend detentions. The Academy will not debate with parents or students why a C1 to C5 has been issued.

When parents and carers secure a place for their child at The East Leake Academy, they agree to support the policies and procedures of the Academy. In line with national guidelines, they **therefore cannot refuse to allow their child to attend a detention**. The dates and time of detentions will only be amended in **very exceptional circumstances** as determined by the Senior Leadership Team. This does not include where a parent has to change personal arrangements that may cause inconvenience.

Failure to attend a detention automatically results in further action as detailed below (Fig 1)

Figure 1

ACTION	CONSEQUENCE
Failure to complete homework	30-minute detention after Academy with the class teacher. A homework point will be visible on Insight and the student will be issued with a slip by the class teacher.

Failure to attend R45 Academy detention	Automatic day in Focus Room
Extension of the Academy Day to 4:00 p.m.	The Academy day will be extended to 4:00 p.m. every day for students whose ATL is poor. This will be for a fixed period until ATL improves.


Students will be placed in the Focus Room or excluded if they fail to attend or behave poorly in detention.

Apart from minor instances, parents and carers are informed of courses of action being taken and are always welcomed into the Academy for positive discussion. Parents are able to view, in real time, attendance, behaviour, homework and achievement points via Insight.

10. Unstructured time sanctions

We expect students to uphold the academy rules and expectations at all times. Therefore, we have created a clear sanctions process for any student who does not meet these expectations.

Consequence Slip



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ACADEMY
AND SIXTH FORM
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Student name: _____ Tutor Group: _____

Sanctions:

Corridor Misconduct	<input checked="" type="checkbox"/>		Staff: _____
Eating/Drinking	<input type="checkbox"/>		Date: _____
Disrespectful	<input type="checkbox"/>		Comment
Jewellery	<input type="checkbox"/>		
Make Up	<input type="checkbox"/>		
Punctuality	<input type="checkbox"/>		
Litter	<input type="checkbox"/>		
Uniform	<input type="checkbox"/>		

Lunch Detention (please circle) mon tue wed thu fri

Be Safe; Be Respectful; Be Responsible

Students receive the above slip for failure to meet the academy's expectations. A student issued with the above slip receives a lunch time detention the following day.

The academy monitor students who are issued with this sanction and intervenes as needed.

11. Staged Approach

For students whose behaviour continues to be a concern:

- they will be placed on report to the most appropriate member of staff
- pre-exclusion warning letter issued
- Fixed Term Exclusion issued
- Student Support Plan
- amended timetable for fixed period
- attendance at a Governors Disciplinary Panel
- Permanent Exclusion issued

It is our continuous wish that sanctions will bring about improvement in the conduct and standard of achievement of a student and therefore this is always seen as a positive action.

For students with SEND, reasonable adjustments will be made to reduce the risk of permanent exclusion. Should it be deemed necessary, the appropriate sanction will be applied following careful consideration of the students' SEND, individual circumstances and a proportionate response. This will be considered alongside the aim of our behaviour management systems which are to maintain order in the Academy and to ensure that every child sees that sanctions are applied for misbehaviour and breaches of the behaviour expectations.

12. Policy on exclusion from Academy

The East Leake Academy has a Code of Conduct that stresses the importance the Academy places on self-discipline and good behaviour. Sometimes students breach the Code and the Academy has an escalating scale of sanctions it employs in response to breaches of the Code.

The most serious sanction is exclusion from Academy. In the first instance this will be a Fixed Term Exclusion i.e. removal from Academy for 1 to 45 days. The length of the exclusion is based on a professional judgement reflecting the severity of the incident.

The ultimate sanction of any Academy is a Permanent Exclusion when a student has to leave and move to another Academy.

The East Leake Academy considers the use of the exclusion sanction for the following serious breaches of Code of Conduct:

- Failure to comply with the Academy 's drug policy
- Theft
- Physical assault
- Defiance of the instructions from a member of staff
- Persistent disruptive behaviour in lessons
- Bullying (hate incidents)
- Deliberate damage to property
- Refusal to comply with the sanctions of the Academy
- Verbal abuse to any individual, including obscenity and the use of offensive language
- Extortion and/or intimidation

- Bringing an item into Academy which may be regarded as an offensive weapon (including replicas) or any item with the intent to use it as an offensive weapon (including replicas)
- Malicious accusations against Academy staff
- Any actions that result in reputational damage to the Academy.

Prior to any decision on exclusion a full consideration of the context, actions and any reasonable adjustments for SEN will take place.

A permanent exclusion will be used as a last resort, in response to a serious breach, or persistent breaches, of the Academy's Positive Engagement for Learning Policy; and where allowing the student to remain in Academy would seriously harm the education or welfare of the student or others in the Academy.

13. Support for students

Students do sometimes need support to manage their behaviour and attendance. The East Leake Academy use the following preventative and supportive strategies:

- monitoring via SIMS system and reports
- identification of students at risk of exclusion and recognition on the SEN register. This informs intervention strategies
- Mentor interviews and counselling
- use of Mentors and Teaching Assistants providing support in lessons
- Head of House, Student Services Team or Form Tutor mentoring
- Pastoral Support Plan (PSP) with behaviour targets
- use of external providers to support learning through alternative provision
- attendance monitoring interviews by Pastoral Leaders and the Academy Attendance Officer.

14. Support for staff

All staff work together and consistently to ensure the highest standards of behaviour across the Academy. Staff are supported by:

- the provision of a clear and consistent system of classroom management
- advice and guidance provided to all staff on managing and maintaining discipline
- the member of staff who is on the 'On Call' system
- Faculty Leaders and Line Managers
- Heads of House, Student Support Centre and the Student Services team
- professional development via the central teaching and learning programme
- appraisal
- Senior Leadership Team members.

15. Support for parents and carers

We encourage the development of positive links with parents and carers. There are times when they too need support in managing their child's behaviour. We provide this through, for example:

- early identification of issues
- informing parents and carers of behavioural issues at the earliest possible time

- providing information and guidance
- providing regular updates of progress through reports, letters and telephone calls to home
- inviting parents to come into Academy to discuss issues and progress
- inviting parents to parental meetings
- referral to appropriate external agencies.

16. Monitoring and evaluation

The policy will be reviewed every two years. Criteria for evaluation will include:

- analysis of impact of the policy on the incidence of inappropriate behaviour
- effects of behaviour on the quality of learning
- perception of behaviour by staff, parents and students
- perception of members of the community and visitors.

Further Academy Powers (Reference 'Behaviour and Discipline in Academy s' January 2016: DfE)

17. Students' conduct outside the Academy gates

Teachers have the power to discipline students for misbehaving outside of the Academy premises 'to such an extent as is reasonable'.

Subject to the Behaviour, Rewards and Sanctions Policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any Academy organised or Academy related activity
- travelling to and from Academy when wearing the Academy uniform
- who are in some other form identifiable as a student at the Academy .

Misbehaviour at any time, whether or not the conditions above apply, which:

- could have repercussions for the orderly running of the Academy
- pose a threat to another student or member of the public
- could adversely affect the reputation of the Academy .

18. Confiscation of inappropriate items

The law allows two sets of legal provisions which enable Academy staff to confiscate items from students:

- 1) general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully
- 2) power to search without consent for 'prohibited items'.

19. Searching

Academy staff can search a student for any item if the student agrees. The Academy will ensure that any search conducted will be carried out under the Government recommendations laid out below:

- the member of staff must be the same sex as the student being searched. There must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched
- there is limited exception to this rule. A member of staff can search a student of the opposite sex to them and without a witness present, but only where they reasonably believe there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarette/vaping paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy rules which has been identified within these as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

20. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Principal and authorised Academy staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent, for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers including e-cigarette/vaping paraphernalia, fireworks, pornographic images or articles which have been, or could be, used to commit an offence or cause harm.

