



ENGAGEMENT FOR LEARNING (BEHAVIOUR)

JOHN HENRY NEWMAN ACADEMY

Date of Ratified	Signed By/Position	Signature
March 2020	Head Teacher Katie Screaton	
	Assistant Heads Rachel Weston Kate Rudman	
	Chair of Governors Jean Holderness	

Rationale

John Henry Newman Academy aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

Our Engagement for Learning Policy reflects an ethos that values and supports all members of the school community.

Our approach focuses on positive attitudes based on our core, inclusive Christian values of Love, Courage, Community and Celebration. These values support learning in a Christian ethos which enables all children to 'Let their Light Shine'.

Through our Engagement for Learning policy, we aim to encourage and acknowledge behaviour which allows others to learn and our school to flourish. We value everyone as an individual, capable of growth, change and development. Our relationships, at all levels, are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Objectives

This document describes how we promote good behaviour (including the regulation of the conduct of pupils), encourage self-discipline and respect, prevent bullying and work in conjunction with families, governors, ODST and the local authority to ensure the best outcomes for all our pupils.

This policy applies to children whilst at John Henry Newman Academy travelling to and from the Academy and when they are representing the Academy.

Aims and Principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. Our Engagement for Learning policy is based on key principles we wish to nurture through our school:

- Respect and accept pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic or physical ability
- Allow teachers to teach and learner to learn
- To act with trust and honesty
- Follow L.E.A.R.N. (see Appendix A)
- Treat all members of the Academy community with consideration and respect
- Be polite, cooperative and friendly
- Work hard with a sense of purpose
- Appreciate the Academy environment and respect the property of others



It is very important that rewards and sanctions experienced by children at John Henry Newman Academy are at all times consistent and fair. Each class has a display which consists of LEARN, rewards and consequences (step system). The schools Good to be Green strategy encourages pupils to behave well and take responsibility for their actions. Our report system is in place to monitor and support children's behaviour with the involvement of their parents.

Children at JHN are expected to:

- Honour the vision of John Henry Newman Academy to allow all pupils to 'Let their Light Shine'
- Comply with LEARN
- Support and respect the positive learning and physical environment of the Academy
- Follow the Academy core values of Love, Celebration, Courage and Community

Positive attitudes promote courtesy, co-operation and consideration amongst all members of John Henry Newman Academy and its wider communities. Positive attitudes to learning are at the heart LEARN.

Many factors can influence a child's behaviour, some within school's control, others are not. These may include:

- motivation
- problems with peers
- problems at home
- self-esteem
- medical problems
- feeling alienated
- anxiety and stress
- social media

Therefore, all staff should consider the cause as well as the effect of poor behaviour. Support systems should be monitored regularly and external support will be sought for on-going areas of concern.

Role of Staff

It is the responsibility of all staff to implement the school's Engagement for Learning Policy consistently throughout the school as well as following the guidance in the Teaching and Learning Handbook. Adults have an important responsibility to model high standards of learning, both with the children and with each other, as their example has an important influence on the children.

Adults should:

- Uphold the Academy's Christian values of love, courage, community and celebration;
- Create a positive climate with high expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring, purposeful and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability in line with Equality Act 2010;
- Show appreciation of the efforts and contribution of all;
- Promote and demonstrate communication based on kindness and our Academy values;
- Adhere to the Academy Safeguarding policy at all times in conjunction with Keeping Children Safe in Education¹

If a child does not follow LEARN, there is a clear process to be followed using the behaviour steps. All staff are responsible for dealing with and appropriately recording incidents using SIMS. Sanctions are based on the behaviour steps (see Appendix B). If there is any doubt, staff are expected to refer it to or seek guidance from the Senior Leadership Team.

¹ Keeping Children Safe in Education – statutory guidance for schools and colleges Sept. 2019
March 2020

Discipline in schools – teachers’ powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction²
- This power applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on educational visits.
- Teachers can also discipline pupils in certain circumstances when a pupils’ misbehaviour occurs outside of school
- Teachers can confiscate pupils’ property (Appendix C)
- Teachers can discipline pupils on school premises or elsewhere when the pupil is under the lawful control of the member of staff

Power to use reasonable force³

Members of staff have to the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. The headteacher or other senior leaders 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 or cigarette papers, fireworks, pornographic images or articles that have been, or could be, used to commit an offence or cause harm.

As a proactive strategy, John Henry Newman Academy upholds the principles of Team Teach and positive handling. Risk Assessments, action plans, behaviour passports and specialist training will be determined by the needs of individual pupils on a case-by-case basis. All staff will be trained to the level required and the Home School agreement reflects the schools’ and parents’ commitment to the policy.

Role of the Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher to report to Governors, when requested, on the effectiveness of the policy and to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of positive learning, and by supporting staff in the implementation of the policy. The Behaviour Specialists keep and monitor all incidents of misbehaviour, reports to a member of SLT on a weekly basis and tracks and monitors trends over the term/year. All staff have the responsibility for giving proportionate sanctions to individual pupils for acts of misbehavior through the steps report system. Class teachers, the SENCO, Behaviour Specialist and link SLT member work in conjunction to write and deliver supportive measures within the Pupil profile, risk assessments and behaviour passports (where needed). All serious incidents must be reported to the Headteacher or Assistant heads and it will be their decision only on whether or not to exclude a child. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors are informed of all exclusions. Where a child has reached step 6 on the behaviour system, and

² Section 90 and 91 of the Education and Inspections Act 2006

³ Use of Reasonable force – advice for headteachers, staff and governing bodies July 2013

as a supportive measure, a child may need to have a reintegration timetable. This will only be considered after consultation with the local authority, parent/carer, senior leaders and governors (where appropriate). The local authority and ODST are made aware of all children who need to be on reintegration timetables. These are reviewed fortnightly and appropriate, supportive measures are put in place to ensure the best outcomes for the child.

Role of Parents

The Academy works collaboratively with parents, so children receive consistent messages about how to improve their learning and to ensure they achieve the most through their time here at JHN.

We expect parents to support their child's learning, and to cooperate with the Academy, as set out in the home school agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents if we have concerns about their child's welfare or learning.

If the Academy has to use reasonable sanctions to manage a child's behaviour, it is essential that parents support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher who will report any concerns to their Phase Leader. The Phase Leader will decide a course of action. Advice, where appropriate, can be sought from the, Assistant Heads or Headteacher.

Parents or carers can contact any senior member of staff if they have a concern which they do not feel is appropriate to discuss with the class teacher. If the concern remains, parents have the right to contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see Compliments, Complaints and Conciliation Procedure).

Behaviour will be a standing agenda item for Senior Leadership Team meetings whereby Phase Leaders will report on children who are on report; report on children who have had behaviour meetings alongside the weekly SIMS logs.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

Trustees within ODST expect LGBs to adopt and hold policies which set out measures in a locally adopted behavior policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils

Promoting Positive Behaviour

Relationships between teacher and child are supported through strategies for encouraging good behaviour. Praise is used to encourage good behaviour as well as good work.

Celebrations

As an Academy we are committed to promoting and celebrating achievement and recognise that our children possess a range of abilities, gifts and talents. As a reflection of this diversity we recognise and celebrate effort and achievement, both on an individual level and as a group. We praise, celebrate and recognise in a number of ways, such as, staff praise in books, phone calls home, certificates, assemblies with parent invitation, written communication, recognition of outstanding achievements and through the Academy's newsletter and/or website.

Sanctions

When imposing sanctions, there is the need to be sensitive in the way they are applied to curtail poor, inappropriate behaviours. The following principles must be remembered:

- focus on the behaviour, using LEARN, and not the student
- use private reprimands wherever possible and avoid public put downs
- be consistent when implementing the Engagement For Learning Policy

Once a sanction has been imposed the child should be made aware that the incident is over and they can make a fresh start.

Teachers should make every effort to resolve any discipline problems as they arise and ensure they follow the behaviour steps consistently.

Incidents and subsequent actions must be rigorously recorded using SIMS behaviour; The Behaviour Specialists will regularly review the reporting mechanism. Children will be expected to reflect on the incident.

It is everyone's responsibility to ensure excellent behaviour at all times - this includes staff intervening when they come across issues and following the behaviour steps as appropriate. It is good practice to offer support to a colleague if they are found to be engaged in sanctioning a pupil; offer support with the phrase 'help is available'.

Behaviour Report

A Behaviour Report will be viewed as a supportive measure, not punitive. They can be used:

- to identify areas of difficulty
- to set achievable, short term targets

Exclusion

Separate Exclusion Policy available

Physical Violence

If a child has shown physical violence towards another student a Fixed Term Exclusion may be issued. If a child has shown physical violence towards a staff member a Fixed Term Exclusion may be issued. Both of these could result in permanent exclusion.

Verbal Abuse

In severe cases, verbal abuse towards a staff member or another student may lead to a Fixed Term Exclusion.

The Curriculum and Learning

We believe that an appropriately structured curriculum and differentiated, effective learning activities contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feed-back, we aim to reduce poor behaviour. Further information can be found in the school's Teaching and Learning Handbook.

In Class Support/Individual Support

It is a non-negotiable at John Henry Newman for all teachers to have a class profile which outlines the strengths and needs for all children.

Where there is a specific need, the SENCo, Behaviour Specialist and HSALW can support staff in planning the correct provision for children who may not be able to access the curriculum based on a learning need or social/emotional need. This may result in a pupil profile.

Occasionally, children may be withdrawn from class to review their progress and set future targets for achievement. The Behaviour Specialist and HSALW, in cooperation with the Phase leader, liaise with parents and staff as necessary, especially if there is a perceived need for additional support.

Equality of Educational Opportunity

Equality of Educational opportunity will be ensured for all pupils in line with the Equality Act 2010. See the JHNA Equality and Diversity Procedures.

Monitoring, Evaluation and Review

The Governing Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout John Henry Newman Academy.

Appendices



At John Henry Newman we :

Listen carefully to our teacher
when they are talking.



Enter our classroom on time and
ready to learn.



Aim to always produce work of the
highest quality.



Respect the rights of others by not
disturbing learning.



Never call out, but raise our hand
politely to get the attention of our
teacher.



Appendix B

Red Card Step System

All children to receive a **WARNING** linked to **LEARN** before red card given. Yellow card to be placed in front of green card on chart to act as a visual reminder.

Exceptions: Continual defiance, swearing, violent behaviour and fighting will not be tolerated. Advice to be sought from Behaviour Specialist and SLT for next steps for that child on a case-by-case basis.

Step	Actions needed for child	Follow up actions from class teacher
Step 1 Red card in lesson	<ul style="list-style-type: none"> • 10 minutes lost break on the same day with class teacher. • Child to apologise to relevant child / children adult/s. 	<ul style="list-style-type: none"> ☑ Class teacher to contact parents ☑ Log behaviour on SIMS
Step 2 Second red card ON THE SAME DAY	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by TA) for that lesson with work and referral slip • 20 minutes learning lunch on the same day – child to be sent with work to the Red Room • Child is placed on behaviour report to the teacher. 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Where possible, Teacher to visit the child during their learning lunch ☑ Teacher to contact parent/s to organise a meeting to say they are on report ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents
Step 3 Child fails their step 2 behaviour report. Child receives two further red cards during step 2	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by TA) for that lesson with work and referral slip • 30 minutes learning lunch on the same day in the Red Room – child to be sent with work to the Red Room • Child is placed on behaviour report to Behaviour Specialist / HSLW (to be decided in meeting with parent/s). 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Where possible, Teacher to visit the child during their learning lunch ☑ Teacher to contact parents to organise a meeting with themselves, Phase Leader and Behaviour Specialist / HSLW (where appropriate) ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Relevant adjustments made to timetable/curriculum/interventions/SEND support to meet the needs of the child

<p>Step 4</p> <p>Child fails their step 3 behaviour report.</p> <p>Child receives a further red card during step 3.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by TA) for the remainder of the morning/afternoon with work and referral slip • 45 minutes learning lunch in the Red Room on the same day (or next if incident happened in the afternoon) • Child is placed on behaviour report to Phase Leader 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Where possible, Teacher to visit the child during their learning lunch ☑ Phase leader to contact parents to organise a meeting with themselves, class teacher and Behaviour Specialist / HSLW (where appropriate) ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Relevant adjustments made to timetable/curriculum/interventions/SEND support to meet the needs of the child
<p>Step 5</p> <p>Child fails their step 4 behaviour report.</p> <p>Child receives a further red card during step 4.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by TA) for the remainder of the day with work and referral slip. Not allowed with peers at break and lunch • Child not allowed back into class until a meeting has happened with parents • Child is placed on behaviour report to Assistant Headteacher 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Where possible, Teacher to visit the child during their learning lunch ☑ Assistant headteacher to contact parents to organise a meeting with themselves, Class teacher, Phase Leader and Behaviour Specialist / HSLW (where appropriate) ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Phase Leader/SENCO/Behaviour specialist to meet with child's teachers to assess the learning needs. ☑ Relevant adjustments made to timetable/curriculum/interventions/SEND support to meet the needs of the child
<p>Step 6</p> <p>Child fails their step 5 behaviour report.</p> <p>Child receives a further red card during step 5.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by TA) for the remainder of the day with work and referral slip. Not allowed with peers at break and lunch • Child not allowed back into class until the meeting has happened with parents 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Where possible, Teacher to visit the child during their learning lunch ☑ Head to contact parents to organise a meeting with themselves, Phase Leader and Behaviour Specialist / HSLW (where appropriate) – Assistant head if needed ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Phase Leader/SENCO/Behaviour specialist to meet with child's teachers to assess the learning needs.

Red Card Step System – break and lunchtime

Exceptions: Continual defiance, swearing, violent behaviour and fighting will not be tolerated. Advice to be sought from Behaviour Specialist and SLT for next steps for that child on a case-by-case basis.

Step	Actions needed for child	Follow up actions from class teacher, behaviour support, red room support
Step 1 Red card	<ul style="list-style-type: none"> • 10 minutes timeout with adult who has seen the poor behaviour • Child to apologise to relevant child / children adult/s. 	<ul style="list-style-type: none"> ☑ Inform class teacher ☑ Class teacher to inform parents ☑ Log behaviour on SIMS
Step 2 Second red card/incident that day or that week	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by adult on duty) for the remainder of the break/lunch time • Misses next break time and lunchtime • Child is placed on lunchtime/break time behaviour report to the teacher. 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Inform class teacher ☑ Teacher to contact parent/s to organise a meeting to say they are on lunchtime/break time report ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Inform Jane so that all lunchtime supervisors know who is on report
Step 3 Child fails their step 2 lunchtime/break time behaviour report.	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by adult on duty) for the remainder of the break/lunch time • Misses next break and lunchtime • Child is placed on lunchtime/break time behaviour report to behaviour specialist/HSALW. 	<ul style="list-style-type: none"> ☑ Log behaviour on SIMS ☑ Log report step on SIMS ☑ Inform class teacher ☑ Teacher to contact parents to organise a meeting with themselves, Phase Leader and Behaviour Specialist / HSLW (where appropriate) ☑ Complete meeting notes – give to Ness to save on SIMS, copy to parents ☑ Relevant adjustments made to lunchtime support to meet the needs of the child

		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inform Jane so that all lunchtime supervisors know who is on report
<p>Step 4</p> <p>Child fails their step 3 behaviour report.</p> <p>Child receives a further red card during step 3.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by adult on duty) for the remainder of the break/lunch time • Misses next break and lunchtime for following 2 days <p>Child is placed on lunchtime/break time behaviour report to Phase Leader</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Log behaviour on SIMS <input checked="" type="checkbox"/> Log report step on SIMS <input checked="" type="checkbox"/> Inform class teacher <input checked="" type="checkbox"/> Phase leader to contact parents to organise a meeting with themselves, class teacher and Behaviour Specialist / HSLW (where appropriate) <input checked="" type="checkbox"/> Complete meeting notes – give to Ness to save on SIMS, copy to parents <input checked="" type="checkbox"/> Relevant adjustments made to lunchtime support to meet the needs of the child <input checked="" type="checkbox"/> Inform Jane so that all lunchtime supervisors know who is on report
<p>Step 5</p> <p>Child fails their step 4 behaviour report.</p> <p>Child receives a further red card during step 4.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by adult on duty) for the remainder of the break/lunch time • Child off the playground for a week • Child is placed on lunchtime/break time behaviour report to Assistant Headteacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Log behaviour on SIMS <input checked="" type="checkbox"/> Log report step on SIMS <input checked="" type="checkbox"/> Inform class teacher <input checked="" type="checkbox"/> Assistant headteacher to contact parents to organise a meeting with themselves, Class teacher, Phase Leader and Behaviour Specialist / HSLW (where appropriate) <input checked="" type="checkbox"/> Complete meeting notes – give to Ness to save on SIMS, copy to parents <input checked="" type="checkbox"/> Relevant adjustments made to lunchtime support to meet the needs of the child <input checked="" type="checkbox"/> Inform Jane so that all lunchtime supervisors know who is on report
<p>Step 6</p> <p>Child fails their step 5 behaviour report.</p> <p>Child receives a further red card during step 5.</p>	<ul style="list-style-type: none"> • Sent to the Red Room (escorted by adult on duty) for the remainder of the break/lunch time • Child off the playground until agreed with the headteacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Log behaviour on SIMS <input checked="" type="checkbox"/> Log report step on SIMS <input checked="" type="checkbox"/> Inform class teacher <input checked="" type="checkbox"/> Head to contact parents to organise a meeting with themselves, Phase Leader and Behaviour Specialist / HSLW (where appropriate) – Assistant head if needed <input checked="" type="checkbox"/> Complete meeting notes – give to Ness to save on SIMS, copy to parents <input checked="" type="checkbox"/> Inform Jane so that all lunchtime supervisors know who is on report

Appendix C

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil'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 lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) **Power to search without consent** for "prohibited items"⁹ including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - 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; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.