



ENGAGEMENT FOR LEARNING (BEHAVIOUR)

**JOHN HENRY NEWMAN ACADEMY
(JHN.SP.007)**

Date of Ratified	Signed By/Position	Signature
	Head Teacher Katie Screator	
	Deputy Head Hannah Brown	
	Chair of Governors Jean Holderness	

Rationale

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 inclusive Christian values which support learning in a Christian ethos. We promote, celebrate and reward achievement in acknowledgement of the gifts which we believe reside within each individual child. We value and celebrate the diversity of our wider community and will provide our children with support that addresses the needs of the individual.

All teachers have the right to teach, and all children have the right to learn, in a mutually respectful environment. (This also applies to non-teaching members of staff.)

Aims and Principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our Academy:

- 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
- Value other people, their work and their opinions
- Respect the culture and belief of others
- Work within the Academy values.
- Follow L.E.A.R.N

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 displayed LEARN, rewards and consequences. 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.

Students are expected to:

- Honour the vision of John Henry Newman Academy
- Comply with rules
- Follow positive examples
- Cooperate with staff
- Cooperate with each other
- Support the positive environment of the Academy
- Follow the Academy values

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

Many factors can influence child behaviour, some within the Academy and some from outside. They include:

- motivation
- problems with peers
- problems at home
- self-esteem
- medical problems
- feeling alienated
- anxiety and inappropriate stress
- reputation

Therefore, all staff should consider the cause as well as the effect of poor behaviour. This policy applies to children whilst at the Academy, travelling to and from the Academy and when they are representing the Academy.

Role of Staff

It is the responsibility of all staff to implement the school's Engagement for Learning Policy consistently throughout the school. 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 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;
- 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.

John Henry Newman Academy upholds the principles of Team Teach and positive handling. Risk Assessments, action plans 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.*

All staff are responsible for dealing with and appropriately recording incidents in and around school. If there is any doubt, staff are expected to refer it to or seek guidance from the Senior Leadership Team, Behaviour Specialist, HSALW, SENCO.

Role of the Head Teacher and Senior Leadership Team

It is the responsibility of the Head Teacher 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 Head Teacher 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 Specialist keeps and monitors all incidents of misbehavior (i.e. SIMs) and reports to SLT on a weekly basis. The SLT and Behaviour Specialist have the responsibility for giving proportionate sanctions to individual pupils for acts of misbehavior through the report system. The Behaviour Specialist is responsible for delivering Behaviour Support Plans (BSP), Behaviour Pupil Profile (BPP), and Risk Assessments however, the Senior Leadership Team will support with meetings when necessary. All serious incidents must be reported to the Headteacher and it will be her 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.

Role of Parents

The Academy works collaboratively with parents, so children receive consistent messages about how to improve their learning at the academy.

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 Behaviour Specialist, Assistant Head, Deputy Head and Head Teacher. Behaviour will be a standing agenda item for Senior Leadership Team meetings whereby the Behaviour Specialist and Phase Leaders will report on children who are on report; have received letters home; SIMs logs etc. Parents can contact any senior member of staff or Behaviour Specialist 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).

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.

The Curriculum and Learning

We believe that an appropriately structured curriculum and differentiated, effective learning activities contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which could be a causal factor for behaviour. The SENCo, Behaviour Specialist and HSALW support staff in planning the correct provision for these children.

Classroom Management

Classroom management and teaching methods have an important influence on children's learning. Teaching methods encourage enthusiasm and active participation for all. Lessons develop the skills, knowledge and understanding which will enable children to work and play in co-operation with others.

The classroom learning environment gives clear messages to the our children about the extent to which they and their efforts are valued. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Relationships between teacher and child are supported through strategies for encouraging good behaviour. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the circumstances; following the academies 'What to do When' guidance (see appendix 5).

The organisation of furniture, seating arrangements, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence. Furniture should be arranged to provide an environment conducive to effective learning behaviour. Materials and resources should be arranged to aid accessibility and reduce disruption.

Promoting Positive Behaviour 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, trips, and the Academy newsletter/website.

Strategies for Support

To support the Academy's Attitude to Learning Policy, additional support for children may be provided.

In Class Support/Individual Support

In-class support can be arranged for children in subjects where they experience particular difficulties. The dedicated Behaviour Specialist and HSALW may offer support for children with emotional and/or behavioural difficulties. Strategies will be discussed with the class teacher, Phase Leader and the Subject Leader may also be involved.

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.

Pupil Profile – learning, behaviour and progress

A list of targets and strategies is drawn up for all students to enable the child to focus on key areas. The SENCO or Behaviour Specialist generates a pupil profile in consultation with others. This strategy may lead to a multi-party intervention to help individual children to better manage their attitude to learning. This particular development of the pupil profile program will be agreed with parents. The pupil profile must be reviewed for children at risk of permanent exclusion when all prior strategies have not produced a desired outcome. It will be an important reference within case conferences. Students with SEND Support will automatically be placed on a Pupil Profile the SENCO will oversee the completion of these documents in conjunction with a range of colleagues.

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 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. The option of referral should not be taken too quickly but, depending on circumstances, referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need assistance. It is not a failure for a teacher to face misbehaviour but it is a mistake to assume all is well when it is not. In the first instance, issues of concern should be passed to the Phase Leader, SENCO and Behaviour Specialist.

Incidents and subsequent interventions must be rigorously recorded using SIMs *behaviour*; The Behaviour Specialist 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 referring as appropriate. It is good practice to offer

support to a colleague if they are found to be engaged in the reprimand of a student; make your presence clear and offer *soft-touch* but explicit support.

To support excellent behaviour, staff will be expected to draw on key principles of best practice:

1. Establishing good habits early
2. Consistency in implementing Academy policies and when dealing with individual children
3. Early intervention with prompt action where there is poor attitude
4. Mutual respect through good relationships between children and staff
5. Understanding that children are individuals
6. Ensuring the curriculum is appropriate for each individual child, including using a variety of teaching styles

Consequences and Sanctions

This is based on the L.E.A.R.N attitude to learning programme which teachers are expected to apply consistently.

Classroom management

L = Listen to the Teacher

E = Enter the room correctly and with correct equipment

A = Aim to produce the highest quality of work at all times

R = Respect everyone and their right to learn

N = Not to call or shout out during lessons

Yellow card - Verbal warning

Teachers issue a verbal warning for breach of L.E.A.R.N. This is to remind the pupil to stay focused and follow L.E.A.R.N

Red Behaviour Step 1

A child receives a red card during a lesson.

- ✓ Teacher to contact parents/carers and log on SIMs

Red Behaviour Step 2

A student receives a second red card on the same day.

- ✓ Child is sent straight to the red room for that lesson.
- ✓ Teacher to contact parents/carers and log on SIMs.
- ✓ Teacher to meet with parents/carers.
- ✓ Child is placed on a Behaviour report.
- ✓ The child is NOT allowed to return to the lesson where the child received two red cards, until the completion of a meeting with parents/carers.

Red Behaviour Step 3

1. A child fails their behaviour report
2. Child receives a further red card

- ✓ Child is sent straight to the red room for that lesson.
- ✓ Teacher to contact parents/carers and log on SIMs.
- ✓ Teacher and Phase Leader to meet with parents/cares.
- ✓ Child is placed on a Behaviour report.
- ✓ The child is NOT allowed to return to the lesson where the child received a red card, until the completion of a meeting with parents/cares.

Red Behaviour Step 4

1. A child fails their behaviour report
2. Child receives a further red card

- ✓ Child is sent straight to the red room for that lesson.
- ✓ Teacher to contact parents/carers and log on SIMs.
- ✓ Teacher, Phase Leader, Behaviour Specialist or HSALW to meet with parents/carers.
- ✓ Child is placed on a Behaviour report.
- ✓ The child is NOT allowed to return to the lesson where the child received a red card, until the completion of a meeting with parents/cares.

Red Behaviour Step 5

1. A child fails their behaviour report
2. child receives a further red card

- ✓ Child is sent straight to the red room for that lesson.
- ✓ Teacher to contact parents/carers and log on SIMs.
- ✓ Phase Leader, Behaviour Specialist or HSALW and Deputy Head teacher to meet with parents/carers.
- ✓ Child is placed on a Behaviour report.
- ✓ The child is NOT allowed to return to the lesson where the child received two red cards, until the completion of a meeting with parents/carers.

Red Behaviour Step 6

1. A child fails their behaviour report
2. Child receives a further red card

- ✓ Child is sent straight to the red room for that lesson.
- ✓ Teacher to contact parents/carers and log on SIMs.
- ✓ Phase Leader, Behaviour Specialist/HSALW and Head teacher to meet with parents/carers.
- ✓ Child is placed on a Behaviour report.
- ✓ The child is NOT allowed to return to the lesson where the student received a red card, till the completion of a meeting with parents/carers.

Behaviour Report

A child will be placed on a report when they have received two or more red cards. This report will run for 5 days. The report will stay with the class teacher at the end of each day. Parents/carers will need to sign the report daily. If a child fails, their report then they move up a step and continue on a 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

If a child continues to show disregard for the Academy Engagement for Learning Policy and (in most cases) having tried alternative strategies, then it may be necessary to consider exclusion from lessons:

Internal Exclusion

Internal exclusion can be issued for poor behaviour and attitude, verbal and physical abuse towards other members of the Academy and local community. The duration of the exclusion will be dependent of the behaviour step the child is on and the individual circumstances. The child will be placed in the red room, and work will be provided.

Fixed Term Exclusion

This will take effect normally at Behaviour Step 6 or if a serious incident occurs, (please see exclusion policy). This is a serious sanction and, following exclusion, parents/carers must attend the Academy for a readmission meeting with the child to discuss future education strategies.

Permanent Exclusion – Further specific details are available in the Exclusion Policy

This occurs in exceptional circumstances at the discretion of the Head Teacher. There are certain examples of exceptional misbehaviour that can lead to permanent exclusion from the Academy without previously using earlier sanctions.

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 will be issued, pending a permanent exclusion.

Verbal Abuse

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

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.

Equality of Educational Opportunity

Equality of Educational opportunity will be ensured for all pupils. See the Academies Equal Opportunity Policy.

Assistant Principal to keep a running log of all pupils on report to be shared with Principal, Vice Principal and SLT on a weekly basis at SLT meetings so that all pupils can be monitored.