



POSITIVE ENGAGEMENT POLICY

Approved/reviewed by	
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Positive Engagement Policy

1. Introduction

Lindsworth School caters for pupils with Social, Emotional and Mental Health Difficulties, for whom assessment has identified a need for a provision away from the mainstream environment.

Inappropriate responses, which are usually associated with other complex conditions or circumstances, are the main barrier to achievement for our pupils. Therefore effective provision to meet their needs, through an appropriate Behaviour Policy, is key to promoting learning.

Lindsworth strives to empower pupils to effectively address and manage their SEMH to promote social and academic 'inclusion' and to facilitate eventual reintegration into the mainstream, where this is appropriate.

The Behaviour Policy embodies the mission statement and aims of the school and is continually reviewed and modified. Each revision adds new impetus and purpose to staff efforts and recognises the fact that any system is interactive; involving staff, pupils and other stakeholders.

At Lindsworth School we have a positive ethos, celebrating both behavioural and academic achievement. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil. Positive behaviour management is embedded throughout the life of the school, enhanced through; planned activities (group or individual), circle time, modelling and de-brief after incidents.

The philosophy and ethos of the school reflects respect for all pupils' irrespective of their age, gender, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other students impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline/ self- esteem.

It is crucial to the maintenance of this ethos that the staff recognises the importance of their leadership role and present as positive role models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which students can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They

should be taught strategies and given support to enable them to show tolerance, empathy and understanding and to demonstrate this through their daily actions.

2. Aims of the Behaviour Policy

- To ensure pupils have full access to their curricular entitlement across **Key stage 2/3/4**.
- To promote a whole school ethos concentrating upon positive aspects of behaviour
- To encourage the development of:
 - Self-respect
 - Respect for others
 - Positive interpersonal relationships
 - Respect for the fabric of the school
 - Accepting personal responsibility for one's actions
- To provide consistency between individual staff throughout the school.

3. Value Statement

Lindsworth School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
 - (a) meets statutory requirements;
 - (b) reflects the cultural diversity of society;
 - (c) meets the needs of all pupils;
- maintaining close contact with the home: making parents/carers welcome in the school to enable them to play a full part in the education of their children.

“The aim of the policy is to promote positive behaviour in order to establish an ethos where support and encouragement is provided to enable all pupils to learn, work and play successfully together.”

To achieve this we agree that:

- all pupils are of equal value and must be respected and supported appropriately;
- all pupils can demonstrate measurable progress in their learning;
- all pupils can behave in an appropriate manner.

We will do this through:

- creating an orderly and safe working environment where staff, pupils and parents/carers can work together;
- taking care of the health and safety of every pupil;
- developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;
- developing a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;
- a commitment to continuous staff development to effectively meet individual needs;
- developing a school environment which is an attractive and stimulating place in which to work, reflecting the achievements of our multicultural community.

4. Parental Involvement

We value our partnership with parents/carers and encourage involvement in all aspects of school life. Staff welcome early contact if parents/carers have a concern about their child. We believe that pupils engage more positively and achieve better outcomes through partnership working.

We value parent/carer contributions in a number of ways including:

- Ensuring that pupils arrive punctually for the start of the school day.
- Attend all scheduled meetings to assist in the progress of the pupil.
- Supporting the school expectation that pupils respond in a responsible manner, showing consideration, courtesy and respect for other people at all times.
- Ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- Ensuring regular attendance at school and avoiding unnecessary pupil absence.

We aim to:

- Welcome parents/carers into school regularly and make them feel valued.
- Develop good communication between parents/carers and school including emails, calls and text messages.
- Ring all parents/carers on a weekly basis and provide additional text messages home re: behaviour/attendance and all positive aspects of school life.

Parents/carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements. Should pupils damage the school environment or buildings, parents/carers may be invoiced for the cost of any repairs.

5. Detention

At Lindsworth School we are committed to promoting a learning culture of mutual respect, which allows all to achieve their full potential. The school recognises that all members of its community have rights and responsibilities which we as a school are determined to safeguard. We will not allow the disruptive actions of an individual to affect the learning of others. The school's Detention Policy is designed to support the school's commitment to learning and to reinforce the school's values. The school insists all its members feel safe and valued, and behave towards each other in ways that are:

- Respectful
- Reasonable
- Responsible
- Supportive
- Caring and considerate
- Dignified
- Fair and just

Aims

Detentions are one of the sanctions used by the school in response to unacceptable behaviour or breaches of our Behaviour Policy. Teachers record positive and negative behaviour using BehaviourWatch.

Objectives

To ensure that behavioural sanctions are fairly and consistently used to reinforce positive behaviour and discourage negative behaviour.

Key Principles

5.1 Break and Lunchtime Detention

The school follows an agreed behaviour system that is based on responses during six periods of the day. Children earn a score, from 1-5, which is recorded on BehaviourWatch.

Should pupils receive a negative score for their behaviour during the morning session they are expected to pay back the time allocated during their free time. The expectations to avoid receiving a 1 or a 2 score are exemplified below.

2	Partially engaged in the learning experience	Consistent learning support and guidance needed	Task incomplete	Increased periods of off task behaviour Or Low level disruption Some Mobile Phone (Use Mobile phone script as reminder)	No Merits 2 Engagement Points available 10 minutes catch up time in Home Units
1	Not engaged in the learning experience Off task and distracting others	Regular staff input to re-focus pupil Serious levels of disruption	Work avoidance Threats to pupils and staff	Substandard work or no work produced Lateness to lesson Constant Mobile Phone	No Merits /1 Engagement Point 20 Minutes Catch Up at Lunchtime for Lessons 1-4

5.2 Afternoon Detention

In response to unacceptable behaviour or breaches of the school's rules pupils are allocated negative points (1's and 2's) by members of staff. If a pupils gains 3 (1's) in a day, behavioural entry's on BehaviourWatch (for example; negative point or poor punctuality, lack of equipment or no homework) they will attend a one hour detention on the same day between 3.15pm and 4.15pm.

Parents/carers will be immediately informed by the pastoral team on that day. The detention will be supervised by members of the pastoral team.

Pupils are expected to:

- Follow all staff instructions
- Adhere to the school's rules
- Attend the detention promptly and complete academic work during the detention.

Pastoral staff are expected to:

- Monitor their year group allocation of positive and negative points.
- Follow the Behaviour Policy in response to negative behaviour, using the agreed negative point strategies to intervene.
- Support colleagues to improve classroom management within their year group.

Form tutors are expected to:

- Inform pupils of their positive and negative points totals
- Ensure pupils are informed of their detention using BehaviourWatch

Parents are expected to:

- Support the school in maintaining a positive ethos in which good behaviour is the norm.
- Work in partnership with the school.

The Headteacher is expected to:

- Ensure that the policy is implemented and report to the governors on its impact.
- Carry out the statutory duties of the Headteacher with regard to behaviour as defined by the DFE.

The Governing Body is expected to:

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DFE Monitoring and Evaluation.
- The Pastoral Lead with responsibility for behaviour will evaluate and review the impact of this policy by analysing data by year group, incidents and significant group trends.

6. Behaviour Management Plans

If our normal behaviour management operation is not effective we will implement Behaviour Management Plans, after consultation with Pastoral Managers/Teachers, Pastoral and Learning Support team, Senior Leadership Team, pupils and parents/carers.

7. Positive Handling/Physical Intervention

At Linsworth we recognise that, at times, some of the children may significantly deviate from the Behaviour Policy. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The Children Act 1989 in the UK states that “the welfare of the child shall be the paramount consideration”. Therefore when physical restraint is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force. It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a restrictive physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the child and be based upon an assessment of the risks associated with the intervention. Staff will always ascertain whether restrictive physical intervention is appropriate, necessary and proportional. All staff need to follow set guidelines on handling children and should be trained. Restrictive physical intervention should avoid contact that might be misinterpreted as sexual and restraints need to respect the cultural expectations of the individual.

Physical restraint is permitted at Lindsworth School but will only be used in order to stop pupils causing injury to:

- Themselves
- Other pupils
- Damaging property

It will always act as the last resort as staff will attempt to deescalate the situation and talk down a potentially aggressive and physical situation. All staff are trained in MAPA techniques and undergo regular refresher training to ensure good practice and high quality care, welfare, safety and security.

8. Reporting and Monitoring:

If a restraint takes place it is the staff responsibility to:

- Complete the slip on BehaviourWatch which is time and date stamped and save as it immediately informs SLT/Pastoral Managers of the event in real time, this must be completed within 24 hours.
- If the form is not completed on the same school day the SLT and Pastoral Manager must be informed verbally or by email in regard to the incident.
- Make contact/ring the parent/carer of the pupil prior to them arriving at home that evening.
- The form will be read by senior staff and a meeting will take place between the pupil and the members of staff involved about why the intervention was needed and possible strategies moving forward. Pupil views will be recorded on the RPI recording system.
- The risk assessment will need to be revisited depending on the severity of the incident.
- If injury occurs to the pupil during a restraint the Headteacher or, in her absence, the Assistant Headteacher, should be notified and the LADO team will be contacted. First Aid should administer if required.
- If an unauthorised RPI is used then the staff member should report this to the Headteacher or in her absence, the Assistant Headteacher, who will contact the LADO team.

9. Exclusions

Internal exclusion

We encourage children to understand that following the rules and complying with instructions is the best way to achieve at Lindsworth School. If a child does not respond to any of the previous consequences, continues to disrupt the learning of others or presents a danger to themselves or others, they will be educated away

from their peers. This will be supervised by members of staff, often within the year group team.

- Parents/carers will be informed of the internal exclusion.
- The exclusion and its staffing will be discussed at the before or after school meeting.
- The reason for the internal exclusion will be fully explained to the pupil by a senior member of staff.
- The child will be given work in a separate, identified, room (Internal isolation).
- When one task is finished the next will be offered.
- If the exclusion runs over a lunch period then the meal and the break will also take place away from other children.

External/Permanent Exclusion

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. However, in exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exclusion is usually the last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour. It may also operate in very serious cases of unprovoked violent or abusive behaviour towards staff and/or children.

Criteria for the Exclusion of Pupils from School

Only the Headteacher can exclude a student from school for a fixed term period. No student is to be permanently excluded without the express agreement of the Headteacher (see Exclusion Policy for further details)

Exclusions will be fixed term of one or more days depending on the nature and severity of the incident. Parents, carers, any other involved agencies and the LA will be informed, in writing, of the exclusion and the date of return to school. The aim is always to return the child to school as soon as possible.

Parents or carers will be expected to attend a 'Reintegration Meeting' with their child after a period of exclusion to discuss the incident and explore strategies to prevent a reoccurrence. During this meeting, the child will be included and asked to contribute. This will be conducted in a way that is appropriate to the age and ability of the child concerned and shared with relevant staff. The details of this meeting are recorded on the BehaviourWatch System.

10. Anti-Bullying

There is a separate policy document on bullying containing:

- procedural guidelines;
- support mechanisms.

The school as a community will not tolerate bullying, racist behaviour or any form of harassment under any circumstances. However, it would be unrealistic to think that these undesirable behaviours do not occur from time to time. All colleagues have responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents. **Instances of such behaviour must always be completed on BehaviourWatch and referred to Pastoral Managers/SLT without undue delay.**

11. Enrichment

Rationale:

The purpose of curriculum enrichment is to raise achievement by motivating young people to become more effective learners through activities which enrich the curriculum, improve key skills and raise achievement. These activities take place both in and out of school hours. There are three strands – out of school hours learning and experiential learning opportunities designed to enrich the curriculum, where pupils can trial and develop new skills in areas not accessible in the school curriculum, developing the pupil holistically.

Curriculum enrichment is grounded in the belief that all young people can achieve success through three key ingredients:

- opportunities to learn;
- sustained support for learning and
- a challenge to succeed.

Lindsworth School aims to provide a range of out-of-class study and leisure activities designed to encourage good study habits and promote the idea that learning can be fun.

Curriculum enrichment at Lindsworth aims to raise achievement by enabling pupils to:

- Build upon work done previously in class and give a real purpose for follow up work within the classroom.
- Work individually.
- Develop good study strategies.
- Support and work cooperatively with others.
- Work in a safe and supportive environment including the outside environment.
- Take part in activities unavailable during the normal school day.
- Develop self-esteem.

- Enjoy a broader range of direct experiences of activities, people, cultures and places.
- Develop communication in English.
- Take a cross-curricular approach to learning with all year groups teaching key skills within a topic area.

Curriculum enrichment benefits the school by:

- Better use of resources and outside spaces.
- Closer partnerships with parents.
- Improved links with the community, through volunteer activities, as well as improved parental understanding of the importance of CE.
- Extending opportunities for family learning.
- Extending the skills of staff.

Evaluation

The success of curriculum enrichment is to be measured by:

- Levels of pupil attendance
- Numbers of pupils taking part in activities
- Higher levels of attainment as measured by National/end of year assessment'
- Pupil/teacher relationships
- Pupils' attitudes to learning.

Lindsworth Key Stage 2

Introduction and Rationale

Our pupils are aged 9–11 (Years 5 and 6) and experience social, emotional and mental health difficulties. In previous settings our pupils have exhibited challenging behaviours which are frequently associated with a wide range of complex conditions, including ASC, ADHD and Attachment Disorder. Pupils may also have experienced, or are currently experiencing, (ACE's) Adverse Childhoods Experiences.

Many of our pupils will have had a disrupted period of time to their education prior to joining our school. We provide a nurturing environment, with firm boundaries, where we support pupils to develop strategies to manage their responses appropriately. We celebrate success and achievements to build self-confidence and esteem whilst allowing space and time to reflect. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil. Positive engagement is embedded throughout the life of the school, enhanced through; planned activities (group or individual), circle time, modelling and de-brief after incidents.