Le Murier Engagement, Behaviour and Attitudes Policy

Policy Contents

- Policy Statement
- Our Aim
- Our Environment
- Inclusion & Engagement Team
- School Routines and Attitudes to Learning
- Our Non-Negotiables
- Consequences that challenge Engagement, Intervention and Attitude Policy expectations
- Exclusion
- Follow up, restorative resolutions, referrals and next steps
- Positive engagement and rewards
- Rights Respecting School
- SLEUTH
- Team Teach
- Responsibility for policy
- Scope of the policy
- Appendices

Policy statement

The Engagement, Behaviour and Attitudes Policy replaces the former 'Behaviour Policy'. This policy has been re-worked and reviewed by a working party consisting of representatives from all areas of the school. We recognised and became acutely aware in late 2021 a need for change, not only in approach to management of behaviours but also in our understanding of those behaviours and interventions required to better support and student meet needs. Consistency of response and clear message is necessary for effectiveness of this policy.

Our aim

We aim to ensure that every member of the school community feels safe, valued and respected, and that each person is treated fairly. This policy aims to promote the overall well-being of pupils and staff and to encourage an environment in which everyone feels happy, safe and secure; also listened to.

The whole School new Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally and emotionally;
- provide a safe environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment
- provide each young person with the motivation and confidence to learn effectively and be in a place to learn;
- promote a culture of praise and encouragement in which all students can achieve;
- provide every student with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each student's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour and how this can affect others;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- create a partnership of support and effective communication between home and school;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour (non-negotiables) and introduce rewards, sanctions and consequences and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:.

- make clear its expectations of good behaviour, through assemblies, tutor time, PSHE lessons and other learning opportunities including social;
- reward achievements and celebrate student achievement in assemblies, end of term assemblies, postcards home, communication home, newsletters;
- treat every member of the community as individuals and respect their rights (Rights Respecting);
- create a zero-tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- promote good relationships and a sense of belonging to the community;
- intervene early to recognise, challenge and re-shape undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.
- endeavour to work alongside parents/carers in supporting the policy and behaviour/intervention approaches - shared responsibility where both school and parents are committed.

Our environment

At Le Murier we want everyone, staff, students and visitors, to feel safe and enjoy coming to school. We want everyone to feel listened to and to know that they have pastoral, learning and MHWB support available whenever they need it. We strive for a positive and nurturing ethos.

As a school community we need to all work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents/carers). Having a positive ethos helps to ensure good behaviour and engagement from students in school.

We have an expectation that the school environment is safe, respectful and conducive to learning. We understand that we all need to be in a place where we are regulated and ready to learn and will support interventions to facilitate this for some students that might require adaptation and interventions. As a school we have made safe spaces as well as an Inclusion Hive to support intervention and 'time out' space.

We have an Attitudes to Learning expectation Attitudes to Learning which is shared across the whole school and with the parent community. A termly update for parents/carers against the Attitudes for Learning is also in place to provide a snapshot report noting progress and also areas to work on End of Term Report Template.

Students also have a visual 'river' format for reference which encourages and provides guidance in making better choices. BEHAVIOUR POSTER.docx

We recognise that consistency is crucial in maintaining high standards of attitude, behaviour and engagement alongside a culture that celebrates success and is not based solely on sanctions. To this end, we are committed to promoting and rewarding good behaviour.

Inclusion & Engagement Team

This team sits alongside the teaching team and consists of a Lead Inclusion Mentor, an Inclusion Mentor and an ELSA. This team is led by a dedicated SLT for Inclusion and Pastoral. The team is supported by several staff who have had the Mental Health First Aider training. The school nurse, within our school context, also plays an important role in this area. At least one of this team is available each session to support inclusion and engagement within learning as well as providing interventions and support to engage within classroom lessons. We also have a PSHE lead teacher who works and joins meeting swit this team where relevant.

School routines and attitudes to learning

Students and staff are expected to:

- be on time for lessons
- have the correct equipment for lessons
- move quietly around the building
- be in the correct place at all times
- only leave the building with permission and through the correct exit
- leave unsafe or valuable property at home (unless permission given)
- ensure the rights of others by following the responsibilities above at all times
- Adhere to the Acceptable Use ICT policy and mobile phone use guidelines
- Learn to become reflective, respectful and resourceful

Our non-negotiables - unacceptable behaviours are:

- Physical violence
- Smoking, vaping or other forms of drugs
- Threatening and intimidatory behaviour (verbal and physical)
- Abusive behaviour (verbal) and/or discriminatory behaviour (both verbal and physical gestures)
- Misuse of phones and social media whilst on site

To support our non-negotiables we have **Escalation Ladders** Escalation Ladder.docx which provide a clear and consistent stepped approach which is fair and proportionate. Parental/carer support is essential with this.

Consequences that challenge Engagement, Behaviour and Attitudes Policy expectations

The expectation is that the teacher, in the first instance, needs to address the low level engagement difficulties within the classroom. Teachers need to be responsible to ensure the

safety of their classroom as well as maintaining a calm and conducive environment for learning to take place. Behaviour presentation that challenges this needs to be addressed. For some students with more complex learning needs bespoke and tailored support plans are in place in collaboration with parents and other professionals such as PBS.

In the event of a situation escalating the 'alarm system' should be used and this will page SLT to the location as well as the Premises Team. Every attempt to de-escalate the situation should be used. Staff should follow support plans or PHPs, where in place, which provide guidance on managing and de-escalating strategies. In the last resort, where behaviour is physically challenging and the student is becoming unsafe or others are unsafe, Team Teach can be used (by those trained) providing this is seen to be 'reasonable and proportionate' at that time.

Parents/carers are to be contacted on the day of any incident or inappropriate engagement/behaviour happening. Communication should be verbal and via a phone call where possible. In some cases it might be necessary to request that the parent comes into school and discusses the incident with either the teacher, Head of Year or a member of SLT and/or the Headteacher. Re-entry meetings take place in line with the Escalation Ladders process.

All incidents that challenge the expectations of good behaviour and attitudes to learning should be recorded on SLEUTH.
A detailed consequences for unacceptable behaviour can be seen here
Consequences for Classroom behaviour x2.docx

Suspension

Where we can we aim not to suspend however there are times when some behaviours require time out of school to plan how we can best support and work together, along with parents/carers and potentially other agencies prior to returning to school. In short, to provide reasonable adjustments to avoid future chances of suspension.These behaviours that qualify in for fixed term suspension would be classed as wilful and/or with intent and would be either serious levels of dangerous behaviour to self or others, serious persistent challenge to behaviour policy and/or serious disruption to the learning of others. Suspension is taken under guidance of the Central Education Policy and would be for conduct classed as a 'non-negotiable' expectation that seriously jeopardises safety, good order as well as sustained disruption to learning. Suspended students need a re-entry meeting and plan with parent/carer prior to recommencing timetable. Work will be set for them during this time.

Follow up, restorative resolutions, referrals and next steps

Referral process: Where staff have concerns or questions about a student's behaviour, approach, management plans etc these should be directed through the SPICEs lead who will signpost the relevant support.

Restorative Justice: The principles of restorative justice are used daily when managing conflict between members of the school community and this reflects the school's belief that young people can modify their behaviour and learn from their mistakes. The role modelling of appropriate behaviour by school staff is crucial to this process and shows the importance of the school's recruitment and induction procedures.

Key points of Restorative Justice:

1. Help students take responsibility. ...
2. Make students aware of consequences. ...
3. Teach students conflict resolution. ...
4. Build emotional skills. ...
5. Help students practice empathy.

Positive engagement and rewards

Attitudes to Learning as previously discussed forms a guidance for positive engagement and attitudes to learning. Attitudes to Learning

We recognise that we can be quick to point out the negative but we need to ensure that we focus daily on 'catching them being good' and praising them for that. Staff to encourage 'show and tell' and celebrate work achievements. Staff to record positives on Sleuth as well.

At the end of half term the Headteacher sends out postcards to students and their families to celebrate the success. This is also done by subject leads.

Any achievement or progress (in or out of school) is celebrated in assemblies. Every end of term has a Celebration Assembly where any and everything can be celebrated and shared by the whole school. Within Cookery there is a 'Chef of the session'. House points are also used against the Attitudes for Learning.

Rights Respecting School

Le Murier is a Rights Respecting School where the voice of the student is valued and respected. Our Schools Council has a representation across the school student cohort. The rights of a child are encouraged, promoted and taught within PSHE, assemblies, tutor times and other lessons. We hope that the 'voice of the child' will just 'become that' and not form part of any planned teaching.

SLEUTH

This is an MIS that monitors and records behaviour incidents both negative and positive. It enables us to record behaviours, look at antecedents and potential patterns of behaviour and in time extrapolate analysis that we can use to provide further whole school intervention

training as well as parent/carer workshops. An accurate picture of behaviours, our actions and interventions can be seen and used to look at patterns of frequency and behaviour type.

Team Teach

Le Murier along with other state schools on Guernsey is trained in Team Teach. Team Teach is 95% de-escalation strategies and 5% physical intervention. Should a student be in danger of harming themselves or others, damaging school property or property or others, removal requiring physical intervention by a trained member of staff (Team Teach approach) will be used only as a last resort and within the guidelines of this being 'reasonable and proportionate'.

If other students can be removed first and kept safe then this will happen. This needs to be reported immediately and an incident report (RPI - Record of Physical Intervention) sent via Egress email to the Education Department within 24 hours by the Headteacher. Parents/carers also to be notified and discussed with. A debrief with the staff involved will also take place after the incident so that PHP (Physical handling Plan), support plan strategies can be updated/adapted if necessary and interventions considered.

There are alarms in key classrooms and others around the school; SLT, nurse and premises team hold pagers and attend alarm calls.

Responsibility for policy

All staff share responsibility for implementing the policy and approaches. Time will be given within staff meetings to reflect and discuss engagement approaches, incidents and interventions. Lead for Inclusion and Pastoral will ensure that the policy is kept current and relevant in discussion with the Inclusion Team (including Mentors and ELSA), and staff team.

Students will have a responsibility to adhere to the Class Charters that they have drawn up as part of Rights Respecting Schools.

Scope of the policy

This policy applies to all students. All new staff will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach, led by the senior leadership Team and followed by all staff.

Date written: September 2022
Reviewed: September 2024
Signed:

Lee Collier (Headteacher)

Kevin Childs (Deputy Head)

Paul Foad (SPICES Lead SLT)

Appendices

The following documents have been referenced and linked within this policy.

Attitudes to Learning

BEHAVIOUR POSTER.docx

Escalation Ladder.docx

Consequences for Classroom behaviour x2.docx