

**FOXFORD**  
School & Community Arts College

## Engagement for Learning Policy

Approved by governors May 2018

## **Foxford School**

### **Engagement for Learning Policy 2017/18**

Reviewed and updated by Sarah Beestone – Deputy Head Teacher May 2018

Date of next review April 2019

All students at Foxford need to be enabled to feel safe, enjoy school and achieve their potential. At Foxford we are committed to creating a learning environment and culture that encompasses respect and self-management of behaviour.

#### **Rationale**

The Engagement for Learning Policy is based on an inclusive approach to education to enable staff at Foxford to cater to the needs of all our students as individuals and enhance the quality of all our students' opportunities. The policy aims to allow students to better manage their learning behaviours to ensure all can engage and access the curriculum and will encourage the full involvement of parents and carers. The policy is a whole-school approach to behaviour providing students with consistent and clear expectations of behaviour. The policy is built on positive and quality relationships and encourages a shared responsibility for standards of behaviour. At Foxford we understand that through mutual respect students will feel valued and therefore will in turn learn to value others. We will work to reinforce positive behaviours and attitudes to learning and personal development in school, developing both academic and social skills in a supportive environment.

#### **Aims of the Engagement for Learning Policy**

- To create a safe and purposeful environment for learning
- To raise students' self esteem
- To promote / develop empathy and respect for self and others
- To develop in students a sense of self-discipline and self-management, including the acceptance of responsibility for their own behaviours
- To develop an awareness of and adherence to appropriate behaviour
- To encourage students to value the school environment and routines
- To encourage students to value themselves and others
- To ensure that students are confident and secure in their right to be treated fairly
- To empower staff to determine and expect appropriate behaviour from everyone, everywhere within school
- To acknowledge that maintaining high expectations and standards of behaviour within the school is the shared responsibility of all staff and students
- To work with a positive and restorative approach to behaviour management
- To ensure the policy is consistently applied throughout the school
- To ensure that effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community.

## **Our Ethos**

### **Students**

The school has an ethos embedded with a belief that we want all our young people to grow into successful adults.

At Foxford we believe that

- **success is realised in variety of ways,**
- **people can and do change**
- **growth is achieved through learning and partnership.**

Our students follow a **PRIDE Code of Conduct: Pride, Respect, Involvement, Determination and Excellence.**

1. **Pride** in all that we do
2. **Respect** for ourselves, for others and for our environment
3. **Involvement** in our community
4. **Determination** to succeed
5. **Excellence** in learning, progress and achievement

**Underpinning this Code of Conduct are our expectations for PRIDE in the way students prepare for their learning in every classroom:**

1. **Pen, pencil and ruler**
2. **Ready to learn**
3. **Involved from the start**
4. **Date and title**
5. **Everything underlined**

### **Staff**

All staff have a responsibility to model appropriate behaviour and attitudes, by showing respect to others in and around the school in line with the Staff Code of Conduct.

In lessons all staff follow standard operating procedures to ensure that students have a consistent experience of school.

- Students go straight into lessons from the corridor and the teacher meets and greets
- Students are given a bell task to engage them from the start
- The register is taken during the bell activity by the member of staff reading the names on the register and students answer with “Yes Sir” or “Yes Ma’am”
- Homework is set if appropriate
- Differentiated learning objectives are shared – “In today’s lesson we are going to learn about....”
- Slang is challenged and the teacher encourages discussion in subject specific language

- The learning is summarised towards the end of the lesson – “Today we have learnt...”
- At the end of every lesson students stand behind their chairs and are dismissed a group at a time into the corridor.

Underpinning these standard operating procedures are our expectations that staff will regard each lesson as a fresh start and understand that classroom practices can be both strict and warm concurrently.

Staff should:

- Ensure that students enter lessons in an orderly fashion and sit in a seating plan which ensures maximum learning and minimum distraction.
- Ask and expect that students start the lesson with coat off, digital technology away, the correct uniform on, equipment and organiser out on the desk.
- Facilitate appropriately planned lessons in an engaging and positive way, utilising a range of techniques including visual aids, questioning, oracy and collaboration to support mastery of learning.
- Be clear about high expectations of learning and engagement; expect that students will behave in an appropriate manner that enables maximum learning to take place for all students and insist on high levels of presentation. Staff will utilise praise, positive language and strategies to defuse and de-escalate behaviours but also utilise the sanction system as appropriate to need.

Behaviour expectations in ALL classrooms should be in line with the PRIDE Code of Conduct.

### **Praise and Rewards**

We believe that students thrive on encouragement and that achievement and high standards should be recognised.

At Foxford School students can be rewarded for various achievements including:

- Attendance
- Effort and achievement in lessons
- Outstanding classwork and homework
- Being polite and respectful
- Representing a school team
- Attending revision classes
- Attending extra-curricular activities
- Making positive contributions to the school community

Praise points are awarded in lessons and postcards and letters can also be sent home to parents/carers to recognise outstanding achievement. The school also has an Annual Awards Evening which takes place in July.

## **Student Leadership**

The school provides a number of student leadership pathways to promote confidence, self-esteem, aspirations and to recognise the talent of our student body. These include membership of Year Councils and the School Council, Peer Mentors, Language Mentors, use of the PiXL Edge programme in Key Stage 3, the MVP mentoring scheme in Year 10 and the Senior Student Leadership team in Year 11, including Head Boy/Head Girl.

## **Sanctions**

The emphasis will be on building **positive relationships** between staff and students by using a **restorative approach** to poor behaviour; allowing students to reflect and accept responsibility for poor behaviour, whilst allowing positive relationships to be built between staff and students.

At Foxford we look to promote students' self-management of their behaviour, by providing students with a choice, in making the right choices students will be given the opportunity to correct poor behaviour. Students will be expected to take responsibility for their actions and accept the consequences of poor behaviour that is not corrected. Sanctions should be used when students fail to adhere to the expectations of the engagement for learning policy and the PRIDE Code of Conduct.

## **The Sanction System**

The following system is to be used by all staff, examples of each stage of the system are provided, however staff judgement on the most appropriate level of sanction based on the PRIDE Code of Conduct will form the final decision on the stage of the sanction system a student ends up at.

## BEHAVIOUR MANAGEMENT SYSTEM – BMS

Our BMS (Behaviour Management System) is designed to give you the choice to de-escalate your behaviours at each point. However you can enter the sanction system at any point depending on the seriousness of the behaviours you choose to display.

LEVEL	DESCRIPTION	SANCTION
<b>S1</b>	You have not met basic expectations.	You will be warned.
<b>S2</b>	You have not responded to the warning.	You will have your phone confiscated if you have it out in lessons without permission. You will be asked to move seats. You will be kept for 5 minutes at the end of lesson for a restorative conversation or asked to come back for 5 minutes during a break. Your teacher will send a text or letter home to your parents/ carers.
<b>S3</b>	You are deliberately choosing to continue with behaviours which are impacting your learning and/or the learning of others.	You will be sent out of class for 5 minutes to reflect on your behaviours. You will need to complete a 15 minute learning recovery session with your teacher either during a break or after school. Your teacher will either send a text, a letter or make a phone call home.
<b>S4a</b>	Your behaviours have now become extreme – they are severely impacting the teaching and learning in the classroom.	You will be moved to work in another classroom within the faculty. You will need to complete a 30 minute learning recovery session after school with your teacher and either the Director of Teaching and Learning for that faculty or your Director of Learning. Your parents will be contacted by phone or asked in for a meeting.
<b>S4b</b>	If you do not attend the S4.	You will need to complete a one hour detention with a member of the Senior Leadership Team on a Friday after school. Your parents will be contacted by phone or asked in for a meeting.
<b>S5</b>	If you do not attend SLT detention or if you are aggressive or threatening to staff or other students or if you persistently refuse to complete sanctions or if you are involved in anything illegal on school site.	You will either be internally or externally excluded. Your parents will be contacted by phone or asked in for a meeting. There has to be a formal meeting with your parents and a Senior Leader if you are externally excluded because a decision has to be made on whether you can come back to school.

<b>Examples of S1 Behaviours Pupil has not met a basic expectation</b>	<b>Examples of S2 Behaviours Defiance</b>	<b>Examples of S3 Behaviours Deliberate challenging behaviour</b>	<b>Examples of S4 Behaviours Extreme disrespectful behaviour</b>	<b>S5 Aggressive or threatening behaviour or persistent refusal of resolution</b>
<b>Class Teacher</b>	<b>Class Teacher</b>	<b>Class Teacher</b>	<b>Class Teacher with support of Director of Teaching and Learning (DTL)/ Director of Learning (DoL)</b>	<b>Director of Learning/ Senior Leadership Team referring to MQM (Internal Exclusion)/ SSB (External Exclusion).</b>
Late	Repetition of S1 offence	Continuing to sit in the wrong seat	Blatant refusal to follow instructions	Dangerous behaviour putting students and/ or staff at risk
Lack of equipment	Doesn't follow an instruction	Continues to not follow an instruction	Continues poor behaviour having been allowed back in the classroom	Fighting
Incorrect uniform		Verbally insulting	Bullying	Physical aggression
Inappropriate language		Behaviours designed to disrupt learning	Damage to property	Drug/ alcohol use
Not engaged			Truancy	Persistent avoidance of school sanctions
Mobile phone / earphones out etc			Persistence avoidance of faculty sanctions	Refusal to follow the instructions of any member of staff constituting a health and safety issue
Eating or drinking				Homophobic, sexist and racist <u>abuse</u>
<b>S1 Sanctions</b>	<b>S2 Sanctions</b>	<b>S3 Sanctions</b>	<b>S4 Sanctions</b>	<b>S5 Sanctions</b>
Warning				
For lateness to lessons student apologises and makes up minutes late	Phone/earphones /incorrect item confiscated for the remainder of the lesson or until the end of the day	Sent out of class to stand outside for 5 minutes followed by restorative conversation.	Moved to another classroom within the faculty. Removal from faculty.	Internal or external exclusion (As agreed by DoL/SLT)
For lack of equipment student apologises, equipment given and tutor contacted.	Restorative conversation at time or student kept for 5 minutes at the end for restorative conversation	New seat.	30 minute Learning Recovery Session after school with DtL/DoL present (DtL/DoL to liaise).	
For incorrect uniform the student is asked for their note from home and if there is no note the tutor is contacted.	Student moves seats	15 minutes Learning Recovery Session at break or after school (courtesy phone call home for after school LRS).	Phone call home from DtL/DoL.	
For mobile phone out student apologises and puts it away.	Faculty generated text or letter home	Letter or phone call home.	Referral to SLT detention by DtL or DoL if LRS not completed.	

**It is expected that staff deliver a verbal warning to the student before they enter the sanction system.**

Students should be given an appropriate amount of take up time to correct the poor behaviour. Staff should reinforce the correct and expected behaviour by giving a clear explanation of why the sanction has been issued and allow the student to make the correct choice and self-manage their behaviour.

For an S1 the teacher should keep their own record in their mark book. This is in order that a teacher has their own record of S1 sanctions so they can escalate if necessary – also to provide a record of evidence if required by DTL or DOL. Staff must have due regard to known medical conditions when issuing sanctions. Please note that parental consent is not required for students to be kept after school but the member of staff issuing the learning recovery session should have discussed the reasons with the parent/carer. Staff should also have due regard for whether issuing this sanction will compromise a student's safety, whether suitable travel arrangements can be made by the parent if the student may be at risk and whether the student has known caring responsibilities. In such a situation the sanction should be split into two school breaks. With lunchtime sanctions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

**Where appropriate, students may be asked to make a financial contribution to repair or replace items/property that they have damaged.**

### **Repetitive Disruption to Learning**

If a student continues to cause low level disruption to learning for on-going lessons or they are gaining repeated referrals to the S3 – restorative conversation sessions from the same lesson the following procedures should take place in stages, each time students are given the opportunity to correct their behaviour and make the right behaviour self-management choices.

### **Repetitive: Warnings, S1s, S2s, S3s**

1. Teacher makes a phone call home, sets targets for improved behaviour within a restorative conversation with the student (break/lunch/afterschool) to be arranged by the teacher.
2.
  - a. DTL / (Assistant DTL) informed by teacher
  - b. DTL/ (Assistant DTL) call home or letter sent home
  - c. Learning Recovery Session to take place after school with DTL mediating and targets set. Student goes on DTL report.
3. No improvement in behaviour - parents to be invited in for a restorative conversation with student, DTL and teacher. Targets set. Student on report to DTL for 2 weeks. DOL to be informed at step 2 to make them aware the process has started. As student moves up the stages DOL to be kept informed of outcome.

## **Multiple Faculty Areas – S3/S4s**

Students that are receiving S3/S4s in more than 2 faculty areas are picked up by the DOL. The number of S3s and S4s logged for students will be reviewed on a weekly basis. Students that gain S3/S4 in 3 or more areas will be placed on the following stages:

1. Tutor/Progress Reviewer Achievement Report (or Positive Behaviour Report). Targets are set and agreed during a behaviour conversation between student and Tutor/Progress Reviewer. Students are rewarded for making the right choices.

If a student does not make the right behaviour choices at stage 1 then they move to stage 2

2. Parent contacted via phone call/letter home. Student placed on Behaviour Report to Tutor/Progress Reviewer with sanctions as per report. Targets are set and agreed during a behaviour conversation between student and Tutor/Progress Reviewer and parent informed of targets. If a student does not make the right behaviour choices at stage 2 then they move to stage 3

3. Parent contacted via phone call/letter home by DOL. Student placed on Behaviour Report to DOL with sanctions as per report. Targets are set and agreed during a behaviour conversation between student and DOL and parent informed of targets.

Failure to make the right behaviour choices at the end of stage 3 and the DOL reviews the case and individual sanctions take place with possible movement to SLT report.

## **Multiple S5s**

Student will be considered for additional support/ withdrawal to either the Key Stage 3 or 4 Learning Zones to have interventions to promote a more positive engagement for learning. If the correct behaviour choices are not made students can move to a 6 week placement at an alternative secondary school (reciprocal agreement between Coventry schools).

## **Exceptional Circumstances**

In exceptional circumstances, the Head teacher may deem it appropriate to permanently exclude or move through the supported transfer route for a first or 'one off' offence.

- a) Serious actual or threatened violence against another student or a member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug;
- d) Carrying an offensive weapon
- e) Serious damage to school property including arson

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school

community.

The decision to exclude permanently or move through the supported transfer route may also be taken as a result of cumulative serious breaches, incidents or other concerns or a student failing to improve behaviour choices after internal interventions and/or after being offered a 6 week preventative placement at an alternative secondary school. In the case of an accumulation the school expects to have identified problems at an earlier stage and put in appropriate support.

### **Sanctions for behaviour issues outside of the school premises**

Sanctions will be issued for non-criminal bad behaviour and bullying which occurs off the school site and which is witnessed by a staff member or reported to the school.

The sanction system will be used for misbehaviour when the student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school.

For students engaged in criminal behaviour the school will liaise with parents/carers and the Police and appropriate school sanctions will also be considered.

### **Use of reasonable force**

All members of staff at Foxford School have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is necessary, given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could have been used to commit an offence or cause harm.

Staff must under no circumstances strike a pupil.

For more information on the use of reasonable force please see the following guidance from the DfE: Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

### **Monitoring and Review**

Behaviour management will be under constant review throughout the school. This document is freely available to the entire school community on request or via the

website. It will be reviewed on an annual basis

## **Appendix A**

### **Confiscation of inappropriate items**

What the law allows:

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

- 1) The general power to discipline 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 lawfully. 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" 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
  - an item banned by the school rules, which has been identified in the rules 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.

- Weapons, knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

## Appendix B

### Personal Electronic Devices

This should be read in conjunction with the School's Policy on E-safety.

Personal electronic devices (mobile phones) are a part of modern society and the school accepts that many students will possess them. There is growing evidence that using such technology in the classroom can help students to concentrate for longer and has the potential to enhance learning. However usage should be determined and monitored by the teacher. Teachers and students have the right to teach and learn in a learning environment free from interruption by such devices.

The use of personal electronic devices in schools presents a number of challenges.

These include:

- a. Interruption of lessons and disrupting the learning of others
  - b. Loss or theft of personal electronic devices
  - c. Devices being a barrier to teacher-student communication
  - d. Devices being a distraction to learning.
1. The School accepts **no responsibility** for personal electronic devices that are brought to school and **takes no responsibility** to investigate their misplacement, loss or theft.
  2. Students must not use such devices or have earphones attached to them during lesson changeover or during lessons.
  3. Students are not allowed to connect any of their own electronic personal devices to school equipment.
  4. Unless permission is given, personal electronic devices must be switched off and out of sight in class, stored in bags. They must be switched off and out of sight during all assemblies.
  5. A teacher may give permission for students to use electronic devices in class; students must not assume that they have the right to use such devices in class. Our policy is that the authority to permit use personal electronic devices rests with the teacher; students may not have such items out without the teacher's permission in class.
  6. When students breach these guidelines and persist in using them after a warning, their devices will be confiscated by the teacher. The teacher can choose to give the device back at the end of the lesson or to give it personally to the Headteacher's PA, who will store it in the school safe until the end of the school day. Students will be required to go to Student Reception at the end of the day with the teacher, their tutor or their Director of Learning, to collect their phone. The school accepts that, for safeguarding reasons, parents and carers might expect their child to carry their phone with them on the way to and from school.

## **Appendix C**

### **School Uniform**

We believe that students achieve at their best in a purposeful, interesting and challenging school environment. Teaching and learning are of prime importance. However, students' attitudes to learning and education and the promotion of a structured learning environment are vital. School uniform supports the development of a positive approach to learning and contributes to a strong, cohesive school identity which all pupils can relate to. The wearing of school uniform also protects students from social pressures to dress in a particular way and influences the wider public perception of the school.

It is important that students feel a sense of belonging and allegiance to Foxford and are able to identify with the ethos of the school. We are proud of our diverse cohort of students and we ensure that our uniform respects religious and cultural dress. We believe that there are practical advantages for parents/carers and students alike by having a functional school uniform.

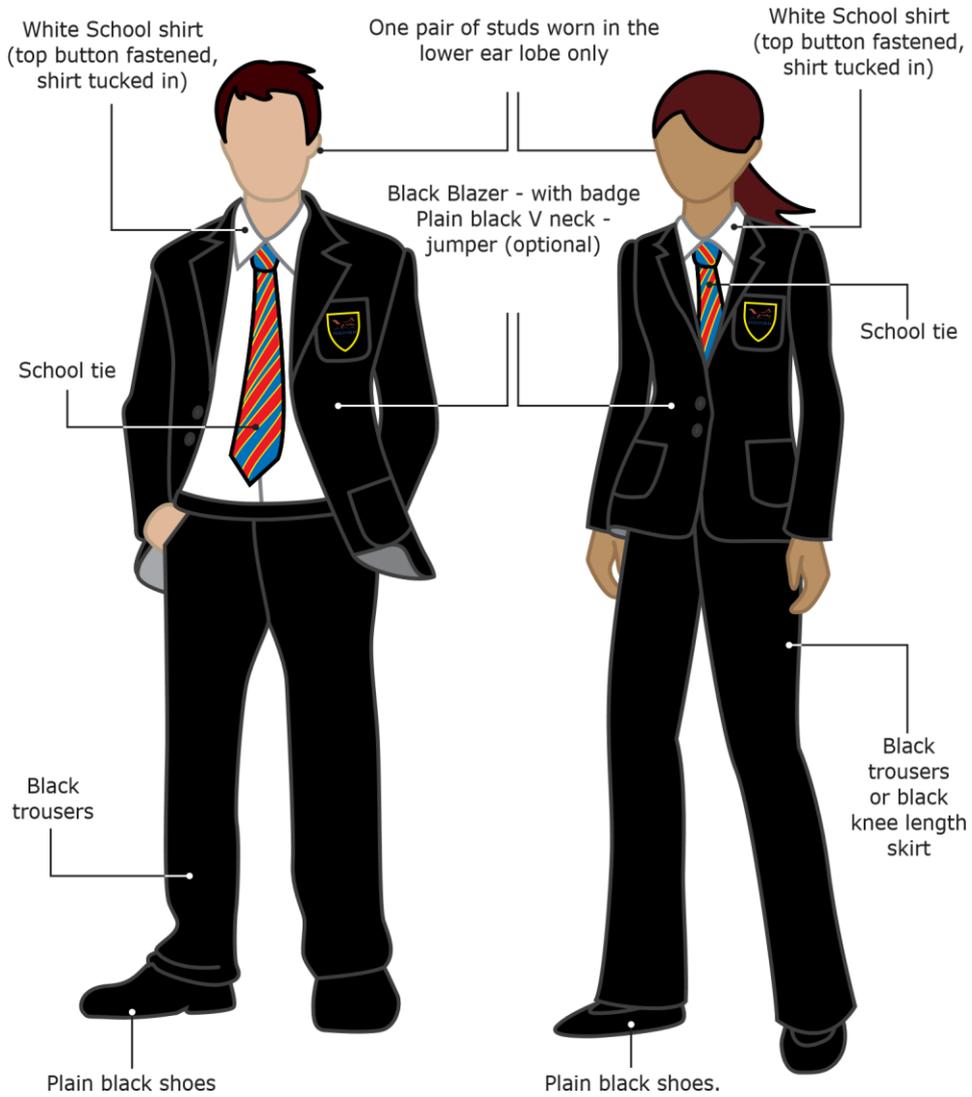
- School uniform is intended to be smart, conventional and free from fashion extremes.
- School uniform is also worn to help identification of pupils and to create a more secure establishment.
- All items of clothing in our school uniform shall be 'school wear' not fashion items.
- The School will endeavour to ensure minimum cost is incurred to achieve an acceptable standard.
- The Head teacher's decision on suitable items will be final.
- We will regularly review uniform items to ensure that they are of good quality and value.

### **School Uniform Expectations**

Students at Foxford School are expected to conform to a dress code.

- Black blazer with school badge (COMPULSORY) •
- Black school trousers / skirt - at least knee length (COMPULSORY)
- White shirt (COMPULSORY)
- School tie (COMPULSORY)
- Plain black footwear (COMPULSORY)
- Black v neck jumper (OPTIONAL)
- No hats are to be worn inside buildings, however Sikh students may wish to wear a black turban or head covering. Muslim girls may wear a black hijab and boys may wear a cufi
- Only minimal jewellery may be worn:- One pair of studs in pierced ears, one small chain necklace, watch. Sikh bangles may be worn but no others.

- PE KIT: Pumps or trainers, Black joggers, Black polo shirt, white socks, suitable swimming costume.



## **Uniform infringements**

It is a professional responsibility of all staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted, and to take appropriate action.

If a student arrives to school without correct uniform, without the authorisation of a signed parental or medical note, the tutor needs to take the following action:

1. Contact home by phone to ascertain reasons for incorrect uniform and expected date of compliance. Note put in student organiser, signed and dated by tutor.
2. Non-school jumpers, hats and jewellery should be removed on teacher request and retained securely; jewellery should be placed in an envelope with the student's name on and retained in a locked drawer until the end of the school day. If non-uniform items cannot be retained securely by the staff member then the student should be sent to Director of Learning to remove jewellery/ non-uniform items which need to be retained securely.
3. For continued non-compliance the relevant Director of Learning should be informed and parents/ carers should be telephoned again by the Director of Learning and issues discussed.
4. If there is further non-compliance, except where a reasonable arrangement has been made with parents/carers, the infringement will be considered an act of defiance and further sanctions will be considered by the Director of Learning and may include student losing social time.

## **Around School/ In Lessons**

All staff are expected to challenge students that do not comply with the School Uniform Policy. Students should show notes in organisers where appropriate. For students not complying with the uniform policy around the school or during lessons and who cannot provide a note the staff member will inform the relevant tutor and tutor will contact home.

## **Appendix D – List of Banned Items which will be confiscated**

1. Any item that can be used as a weapon (including replicas)
2. Laser pens
3. Cigarette Lighters
4. Cigarettes and e-cigarettes
5. Any smoking paraphernalia
6. Drugs of any description
7. Any drug paraphernalia
8. Matches
9. Fireworks
10. Alcohol
11. Energy drinks
12. Fizzy drinks which do not have a school compliance label
13. Aerosols unless stored in a bag for personal use
14. Loom bands/ spinners/ fad items
15. Stickers being used inappropriately
16. Any pornographic material
17. Any computer games console
18. Any age restricted product
19. Any electronic tablet not bought into school for educational purposes
20. Any electronic device requiring a mains adaptor
21. Phone and tablet chargers
22. Hair straighteners
23. Inappropriate clothing
24. Inappropriate piercings
25. Inappropriate jewellery
26. Inappropriate head or hair attire
27. Any other item or substance that has an adverse effect on learning.

This list is not exhaustive and staff reserve the right to declare new banned items. The school will not take any responsibility for the theft or loss of banned items or substances bought onto school site.

Student use of mobile phones is covered elsewhere in this policy.

Please note students are prohibited from using motor bikes and motor vehicles on the school site.