

Policy directive, procedures and Guidelines

Engagement Policy



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**St. Anthony's Catholic Primary School
Part B**

House Points

We have established systems of **recognition** for all kinds of achievement and positive behaviour. Whilst we recognise the importance and efficacy of rewards, we do not want the children to become overly dependent on them. We try to move them from extrinsic (reward based) motivation to intrinsic motivation (self-motivated).

In school our recognition system focuses on each aspect of the school day. Children receive house points for the following:

- 1 point for positive engagement in learning and best effort
- 1 point for respecting: themselves, others, their learning, equipment and/or individual differences
- 2 points for sustained effort and attitude

Points should be used at regular intervals to praise the children. The points should be clearly displayed on the classroom wall/ jars and behaviour for learning plenaries at the end sessions recognise what children have done well and what they have developed.

Achievements Bronze, Silver and Gold

- The bronze, silver and gold award system is individualised so the teacher can recognise achievements for individual success rather than for the completion of tasks
- The principle that should be followed is that if it is worthy of sharing in class as a big achievement it is a bronze award, if it is worthy of sharing with SLT then a silver award and if it is worthy of sharing in assembly then it is a gold award.
- All the awards are shared with children and their parents/carers in the form of postcards, raffle tickets, phone calls home. Gold awards include a golden tweet/facebook message????
- The recognition of personal achievement is greatly appreciated by parents and children. All praise and positive comments should be recorded and fed back to the child.

Assembly

The Friday assembly is a 'good news' event and recognises peoples achievements including good attendance, improved attendance, star of the week and gold awards.

Bullying

Bullying is not acceptable behaviour in our school. All the members of the school community, adults and children, have rights and responsibilities towards each other. There are clear complaints procedures set out for both children and adults. (See Anti-Bullying Policy)

Rules

We believe that it is important to not overwhelm children (and staff) with lots of rules so we have two clear school rules that are linked to engagement.

- **To engage positively with others**
- **To engage positively with learning**

Behavioural Mistakes are learning opportunities'
Rob Long

Equal Opportunities

All children should have opportunities commensurate with peers regardless of their challenges. We believe in equality of opportunity for all children and ensure we differentiate approaches and provide additional support if a child is finding it difficult to engage with aspects of school life. We offer a constantly reviewed curriculum to meet the needs of the child.

Parental Involvement

St. Anthony's endeavours to promote excellent relationships with parents and carers. Parent/carers are essential partners in the task of education and managing behaviour. We attempt to positively involve parents/carers in all aspects of their child's education.

Prevention

We choose MAPA strategies to diffuse or de-escalate potential incidents and the structure and routine in school supports this. We try to minimise the occurrences of challenging behaviour by:

- Establishing positive relationships with children
- Creating a positive, supportive climates
- Having well planned, meaningful lessons differentiated to meet the needs of the child
- Making connections with previous learning
- Ensuring equipment or materials needed are available and in working order
- Having well-established routines for behaviour
- Using appropriate humour and relationships to ensure all children feel a sense of belonging in their school community.

'Children without boundaries will go in search of them' Rob Long

Class Strategies

We use a range of classroom strategies to support us in engaging learners

- Treat children with respect even when they are exhibiting behaviours that challenge
- Ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this must always be followed up.
- Avoid talking above background noise
- Focus on those who are behaving and working well and praise and encourage them

***"Journeying together with Jesus Christ
We learn to love and love to learn"***

- Use eye contact, facial gesture and or signals to express approval and disapproval initially
- Have a quiet word with the child who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop
- Describe the effects of the behaviour not the behaviour itself (“*when you are making a noise or messing about, the others can’t hear or learn*”)
- Use the MAPA script in full or in part if appropriate to support a child in crisis
- Allow children time to make amends or take time to follow up an instruction
- Follow up inappropriate behaviour with a child on their own where possible rather than in front of the class. Discuss problems and difficulties privately as far as possible.
- Only raise our voice in exceptional circumstances and always in a controlled manner

The Teacher “*I have come to the conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather. Haim Ginott*

Sanctions and Consequences

Sanctions and consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child and avoid shaming the child; it should **focus on what we want to see** not, what we don’t want to see.

Traffic lights

We use the traffic lights system to promote positive behaviour as outlined below:

Positive reinforcement	Reminders of behaviour and warnings
Pupil’s name placed on the green light	Pupil’s name placed on the 1 st thinking bubble
Pupil’s name moved to the rocket	Pupil’s name moved to the amber light
Pupil has made it to the gold star	Pupil’s name placed on the 2 nd thinking bubble
Pupil receives a postcard/ phone call home from the AHT/ DHT/ HT	Pupil’s name is placed on the red light

Making Restitution

Children should be given the chance to make reparation with a member of staff. This can sometimes mean apologising by note or card, making up for work not done in break time, spending time with the victim of their insults or aggression.

Referral to members of the Senior Leadership Team

If behaviour incidents are causing a significant concern then referrals can be made to the SLT. A record of such referrals will be kept.

Time lost from learning

This can be made up at break or lunch. Childs can be offered time or task

Isolation for a fixed period

If a child would benefit from time away from his/her classroom to think about how their behaviour impacts on themselves or others, time outside the classroom may be used in certain circumstances.

Alternatives

If the school is struggling to meet the needs of an individual child, we would work with parents/carers and other agencies to look for creative solutions to engage them

***As a member of staff I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised."* Haim Ginott**

CPOMS

Any concerning incidents of behaviour are recorded on CPOMS so that we can provide further tracking and support for childs where necessary. Recording of incidents allows us to:

- Understand what's going on, who is involved and how staff have responded
- Identify individuals and groups that need **support** and help **plan** intervention strategies
- Monitor the **impact** of interventions and provision, evidencing progress and improvement.
- Record Safeguarding issues securely
- Complete skills based assessments about child's social, emotional, behavioural abilities along with their wellbeing.

Our final thought is always offer a way out and try to look for win-win situations rather than win-lose.