



Overview of Engagement and Behaviour Policy – September 2020

Intent

In light of the current Covid-19 pandemic and because of increased need for social distancing and working in bubbles, we have decided to issue further guidance to support teachers, children and families in the engagement of the children in school.

An overriding principle for this guidance is to ensure the safe and efficient running of school at a time when resources may be further stretched.

Because of the change of leadership structure, the introduction of Head of Years, the guidance specifically highlights their role.

Implementation

- We have introduced clearer guidance for staff called 'Correct Choice Consequences' and 'Poor Choice Consequences'.
We aim for all staff to understand that we cultivate behaviour through what we pay attention to is what we get more of.
It is important it is built on the principles of the school Engagement Policy and the three R's – Routine, Relationships and Responses.
Forgiveness and reconciliation are a key part of the Catholic values, mission and charter of the school and will be taught by every member of school staff.
1. Acknowledge the child
2. Call them by their name
3. Say sorry
4. Explain what you are sorry for
5. Ask for forgiveness so we can move on
We reserve the right, in consultation with parents, to introduce a blend of home learning and school learning based on the needs of the pupils and the resources we have available at school.
We also reserve the right to exclude pupils if their behaviour is incompatible with the safe running of school and the safety of other individuals.

Table with 3 columns: Step, Correct Choice Consequences, and Poor Choice Consequences. It lists five steps of consequences for behavior, ranging from verbal praise to referral to SLT.

- If there are incidents of violent behaviour, children must go to step 3 and involve the Head of Year who will decide if it needs to be moved to step 4 and an appropriate sanction (missing of whole playtimes or lunchtimes).
The Head of Year can consult with SLT regarding the point above.
Any incidents involving the Head of Year will need to be recorded so we are able to track the effectiveness of the policy.
Further guidance for house points can be found in the Engagement Policy.
We encourage a nuanced approach as different classes may have different motivations and different methods would work e.g. marble in the jars, dojo, sticker charts.
In saying this, the process must have the essential elements of the above at its core.
Each year group, led by the Head of Year, will devise an age-appropriate way of communicating the procedures with the children (e.g. thought clouds, traffic-lights etc.)
This should also involve more opportunities for rewards, as positive praise has a positive impact. We understand that.
This will be displayed clearly in the classroom so that children are clear on the expectations.

Impact

- Calm, orderly classrooms
Enriched playtimes
Reduction in playground incidents over time
Clarity of understanding of staff and consistency of approach evidenced through staff voice