

Vale Primary School

Engagement Policy 2021



'Value All Learners Equally'

Our Intent

At Vale Primary School our aim is for our pupils to become confident and successful learners, motivated by their natural curiosity about the island and world they live in. We want them to enjoy life, be happy in school and aim to achieve this through the teaching of our 6 school values:

- ✓ We always try our best
- ✓ We are always honest
- ✓ We are respectful to ourselves and others
- ✓ We always listen to others
- ✓ We look after our school and each other
- ✓ We support our community

We believe that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive, and that everyone deserves to be treated with respect and dignity. To enable this to happen we work together with all members of our school community; children, staff and parents to promote our Vale community promise:

'To treat others as you would want them to treat you.'

Our philosophy

At Vale Primary we aim to have a positive caring ethos and provide a challenging, well-planned education for all in line with the Bailiwick curriculum. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts. Vale Primary School is committed to providing safe, secure and high-quality learning and development opportunities for every pupil. We believe children can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning. This policy aims to support a vibrant and positive school culture with a shared enthusiasm for learning. It reflects the school community's aspirations, supports the school's strategic aims and addresses the school's legal obligations under relevant legislation. This policy aims to support an engaging and safe environment for all pupils.

Our Approach to Positive Engagement

Implementation

Engagement strategies

The school works collaboratively with pupils and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's vision. The school implements a curriculum that inspires curiosity and engagement, leading to improved pupil outcomes and has quality first teaching. This style of teaching emphasises high quality, inclusive teaching for all pupils in a class. To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all pupils in the school.

For further information on engagement strategies see Appendix 3.

Behaviour management

Behaviour management strategies and approaches may be used as part of a staged response to challenging behaviour. It may be used in combination with other engagement and support strategies to address the range of factors that may have contributed to a pupil's behaviour. Behaviour management aims to retain the dignity of the pupil and any measures taken to exclude a pupil from learning will be avoided where possible. It is the responsibility of staff members to seek to restore their relationships with the pupil when any withdrawal has occurred.

Behaviour management strategies will be applied fairly and consistently in an agreed manner by all staff. Behaviour management will always be proportionate to the nature of the behaviour, and will be employed in combination with support measures to identify and address causes of the behaviour.

Internal and external exclusion are measures of last resort and can only be approved by the Head teacher.

Further information on the exclusion procedures can be found at <https://www.gov.gg/exclusion>

For further information on behaviour management see Appendix 1 and 4.

Incidents of Bullying / Cyberbullying

We take any incidents of bullying and intolerance very seriously and encourage children and parents to always let teachers know of any incidents so we can take positive action against it. Class teachers keep behaviour logs for detailing any incidents or concerns relating to a child's behaviour, and a separate log for incidents of bullying, racism or homophobia. Cyber bullying and internet safety are taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

Inclusion and identifying pupils in need of extra support

We recognise that some pupils, as a group or as individuals, may need extra support in their learning to flourish at school. In other instances, pupils may need additional support with social and emotional development when their behaviours impact on the learning environment of themselves or others.

Our school will utilise the following information and tools to identify pupils in need of extra support:

1. Personal information gathered upon enrolment
2. Attendance rates
3. Academic performance, particularly in literacy and numeracy assessments
4. Behaviour observed by teachers and support staff
5. Engagement with pupil families

6. Reports from external experts such as educational psychologists, SPLTH, Les Voies, CAMHS, CASS, SAS, MASH CIAS and other professionals.

Team Around the Child (TAC) Meetings

If, following the above measures, a child has had a series of fixed term exclusions or is at risk of exclusion, the school may convene a multi-agency meeting to formulate a plan of support to prevent this from happening. A part-time table may also be put in place to ensure that the child's needs are being met safely in school. Consultation about the child will be organised and this will involve parents, the Headteacher, SENCO, class teacher, Educational Psychologist and/or staff from other agencies working with the child according to the needs raised through discussion. When this happens and other services are involved, the **Team Around the Child** (TAC) process begins to support the child with their learning and behaviour.

Engaging with the community

The school values parent /carer input into its operations and curriculum, and seeks feedback through the Parental Surveys, and through the Parent Forum. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

1. Ensuring all parents/carers are aware of the school's Pupil Engagement Policy
2. Conducting effective school-to-home and home-to-school communications
3. Providing volunteer opportunities to enable parents/carers and pupils to contribute
4. Involving families with curriculum-related activities
5. Involving families in information sessions and open activities

Parents' responsibilities for supporting their child's attendance and engagement are outlined in **Appendix 2**.

Review

The policy will be reviewed every two years. The Head teacher may, however, review the policy earlier than this, if elements of the policy need to be altered prior to the review date.

- Appendix 1 – Sanction Structure
- Appendix 2 - Shared expectations
- Appendix 3 - School Engagement Strategies
- Appendix 4 – Staged Response
- Appendix 5 – Class Dojo Guide for Parents
- Appendix 6 – Example Class Incident Record
- Appendix 7 – Reflection Questions

Sanction Structure Year R – Year 6

This list is to serve as a guide for staff, pupils and parents. We recognise that this is far from exhaustive and encourage staff to gauge their actions according to their professional judgement; a “best fit” approach is recommended.

The severity of an incident may result in entry at any level.

A reflective conversation will take place with any child who receives **any** ‘level’ within this structure.

Incidents from Level 2 and upwards are to be recorded in the **child’s behaviour log in SIMS**.

Level One - Warning – no immediate sanction

- Incorrect uniform (no note of explanation)
 - Out of seat or not using it properly
 - Running/pushing in corridors
 - Talking over others and/or answering back
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Level Two – loss of breaktime

Phone call home/face to face conversation with parents

- Repetition of level 1 poor behavior, as above, despite warnings
 - Disrespectful or offensive language, or gestures, aimed at other children in a non-aggressive way
 - Defacing or damaging property
 - Questioning staff decisions
 - Interfering with others’ property
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Level Three – loss of lunchtime playtime

Phone call home/face to face conversation with parents

- Offensive language in presence of staff
 - Challenging or arguing with staff (failure to follow instruction)
 - Leaving school without permission
 - Fighting
 - Spitting
 - Inappropriate internet search (proven) (see also E-Safety policy)
 - Misuse of Electronic device
 - Serious misdemeanours or behaviour that prevents the class from learning when pupils need to be removed from the class and sent to another class/adult in a half term
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Level Four - Internal exclusion

- A serious misdemeanour or behaviour that prevents the class from learning when pupils need to be removed from the class and sent to a member of SLT/DHT/HT.
- Assault
- Dangerous behaviour
- Bullying of other pupils
- Verbal abuse of or offensive gestures to staff
- Theft

Any other offences that are judged serious by KS leaders and/or SLT

Level Five - External exclusion

- Repetition of verbal abuse of or offensive gestures to staff
- Threatening staff
- Refusal to accept the discipline of the school
- Theft of school property
- Serious assault (including spitting at others)
- Persistent bullying
- Seriously endangering the health or safety of others
- Possessing offensive items e.g. knives or BB guns

Any other offences that are judged serious by the SLT / Deputy Headteacher / Head teacher

*EYFS may decide to use a 5 minute 'timeout' as immediate sanction in Level 2 given the age and needs of the age group and their differing daily structure/timetable. For Level 3 they will be given a 10-minute time out at lunch playtime.

In Y1, a level 2 will begin with a 10-minute time out during playtime with a restorative conversation, to take into consideration their age. For Level 3 they will be given a 15-minute time out at lunch playtime.

Level 2 behaviours which occur in the second learning session can take place in their lunchtime playtime. Any that occur in the afternoon, take place the following day.

Each new learning session is a 'clean sheet' for the children, an opportunity to 'start again'.

Children who cannot behave responsibly may need special arrangements or ultimately may not be allowed to attend organised visits, trips, or occasions when outside groups visit the school, such as theatre/musicians.

It is recognised by all staff that any child who has an IEP or IBP will be operating outside of these parameters and, as such, will have specific strategies in place to support them to make appropriate behaviour choices and decisions.

These strategies will be under regular review in conjunction with the class teacher, parents and the SENCo.

Shared Expectations

	Pupils	Parents/Carers	Teachers/staff
<p>Engagement</p> <p>Participation in the classroom and other school activities</p>	<p>All pupils are encouraged to demonstrate:</p> <ul style="list-style-type: none"> • readiness to engage in, and take full advantage of, the school curriculum offers • effort to do their very best • self-discipline to ensure a cooperative learning environment • team work • modelling of the school values • preparedness to respect, value and learn from the differences of others • high expectations that they can learn • a capacity to reflect on and learn from their own differences 	<p>Parents/Carers are encouraged to:</p> <ul style="list-style-type: none"> • promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • support their child in their preparedness for the school day and in the provision of a supportive home environment • monitor their child's school involvement and progress and • communicate with the school when necessary • support the school's effort to embrace diversity by promoting an understanding and appreciation of diversity in the home • provide all relevant information to the school • actively participate in supporting their child's learning by building a positive relationship with the school through attendance at pupil led conferences and by participating in pupil activities, celebrations and responding to communications 	<p>The school will:</p> <ul style="list-style-type: none"> • comply with its duty of care obligations and responsibility to provide an educational environment that can effectively engage all pupils • provide appropriate, relevant and challenging curriculum that gives pupils the opportunity to have input into their learning and experience success • uphold the right of every pupil to receive a comprehensive education • collaborate with the school community to deliver policies and procedures consistent with its values, aspirations and the Department's guidelines • identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, pupil services and community linkages which are inclusive and responsive to pupil needs
<p>Attendance</p>	<p>All pupils are encouraged to:</p> <ul style="list-style-type: none"> • attend and be punctual for class every day that the school is open to children • be prepared to participate fully in lessons • remain on the school premises during school times unless they have permission to leave 	<p>Parents/Carers are encouraged to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment and contact details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all pupil absences and • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school to reintegrate pupils after prolonged absences 	<p>The school will:</p> <ul style="list-style-type: none"> • promote full attendance through clear statements of expectations and procedures. • ensure pupil attendance is recorded twice per day. • maintain accurate attendance records • monitor and follow up on absences • work with families to provide on-going support for pupils whose attendance pattern is of concern

		<ul style="list-style-type: none"> • work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance is of concern. 	
Behaviour	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • take responsibility for their behaviour and its impact on others • comply with all reasonable requests from staff. • respect the rights of others to learn • respect the property of others • demonstrate behaviour and attitudes that supports the wellbeing of others and contributes to a positive school environment. • understand that bullying, including cyber bullying, racism, homophobia, property damage, inappropriate language and disrupting the learning of others is unacceptable. 	<p>Parents/Carers are encouraged to:</p> <ul style="list-style-type: none"> • work with the school to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school. • have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations 	<p>The school will:</p> <ul style="list-style-type: none"> • promote and review preventative approaches to behaviour issues by incorporating child wellbeing at the centre of school business. • monitor behaviour issues and the effectiveness of implemented strategies. • provide appropriate professional development opportunities for all staff to build their capacity to promote pro-social behaviours. • use the Vale Engagement Policy to develop a class-based set of shared expectations with pupils. • teach children social competencies through curriculum content and pedagogical approach. • employ behaviour management strategies that reflect expected positive behaviours. • build a collegiate atmosphere to enable teachers to share strategies and support each other. • encourage teachers to reflect on their own behaviour management approaches, seeking updated professional development where needed. • work with families to promote consistency in positive behaviour management, with a focus on prevention and early intervention strategies

School Engagement Strategies

School-wide strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum following the Bailiwick Curriculum. • Our school will develop behavioural expectations for all members of the school community centred on our school vision. • Our school will regularly acknowledge, both informally and formally, examples of positive behaviour and pupil achievements. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our pupils. • Our teachers will be actively committed to improving classroom practice, ensuring consistent and flexible pedagogy. • Our teachers will develop positive and meaningful relationships with pupils to promote engagement, wellbeing and connectedness. • Our pupils will have the opportunity to participate in social and emotional learning, focusing on resilience. 	<ul style="list-style-type: none"> • Our school will offer programs to provide opportunities for pupils to feel connected to school. • Our Year 6 pupils will have leadership opportunities through House Captains, play leaders, digital leaders and librarians amongst others. • Pupils will have the opportunity to attend learning activities and camps that promote learning outside the classroom. • Special events, such as World Book Day, visiting performances, excursions and sporting events will provide further opportunities for connectedness. • Our Transition Program in EYFS and Y6 will minimise anxiety, increase resilience and ensure pupils make a successful transition both into and between levels of the school. • The active involvement of parents/carers will be promoted through reports; parent meetings and curriculum showcase for example. • Parental participation and feedback will be encouraged through membership of the PTA, Parent forum, surveys, Class Dojo and curriculum events • Attendance will be actively promoted to ensure parents/carers understand its importance. • A range of programs are in place to welcome new pupils and families to the school. 	<p>Strategies to support engagement and attendance of individual pupils include:</p> <ul style="list-style-type: none"> • Target setting linked to rewards • Collaborative learning opportunities • Peer support groups • Cross Age Tutoring • LSA support to work with pupils who require additional support. • Small group interventions • Personalised teaching

Staged Response

Staged response checklist for pupil behaviours outside of shared expectations:

This staged response is intended to act as a guideline to enable effective decision-making when facing behavioural issues across the school.

Level 1: Proactive strategies

Whole school proactive strategies to pre-empt positive interactions

- Establish whole school values that are visibly promoted across the school.
- Define and teach school-wide expectations for all.
- Be a positive role model. Use a quiet, controlled voice and use discretion to minimise audience.
- Communicate and work with parents, colleagues and support staff.
- Understand individual pupil needs.
- Develop social skills in curriculum and through PSHE sessions.
- Develop consistent school-wide processes to identify at risk pupils.
- Use of descriptive praise to exemplify 'good' behaviours.

Level 2: Responding to individual pupils exhibiting challenging behaviours

Suggested strategies

- Implement appropriate consequences that are proportional to behaviours (see Appendix 1).
- Catch them being good – adjacent and descriptive praise.
- Assist pupils to understand classroom rights and responsibilities through restorative conversations and 1:1 conversation with appropriate follow up.
- Assess the behaviour and its functions, influences and triggers (include pupils, parents and staff as appropriate).
- Stickers and other appropriate incentives used to support good behaviour choices
- Consider if any environmental changes need to be made
- Implement individual targets to work towards with built in rewards as an incentive. Communicate to parents.
- Give opportunities to develop self-esteem through helping in other year groups/activities. Give specific responsibility for an activity/role in school.
- Establish peer groups that allow particular pupils to feel supported
- Develop an individual Behaviour Support Plan and/or Individual Learning Plan (ILP)
- Build upon transition links with feeder Secondary school
- Engage Pupil Support Services and/or community services to provide assessments or specialist support

Level 3: Responding to individual pupils exhibiting challenging behaviours outside of Level 2

- Engage Pupil Support Services and/or community services to provide assessments or specialist support



Reflection Questions



Vale Primary School:

Reflection Questions

1. Tell me about what happened?
2. What did you choose to do?
3. What different choice could you have made?
4. Would that have made things better?
5. How can we put this right?

The above is an example of the Reflection Questions staff will ask children on a regular basis to resolve issues in and around school. These may be coupled with Decider Skills strategies too in use across the school and always aim to have a positive outcome.

These will be used by teachers, learning support assistants, administrative assistants, and other staff in school.



Vale Primary School Engagement Levels

Level 1

This is a verbal warning from your teacher to tell you that you are behaving in a way which is not expected or accepted.

Level 2

This means you have lost your playtime as a result of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day.

Level 3

This means you have lost your lunchtime playtime as a result of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day.

Level 4

This means you will be learning away from the rest of your class for a half day, or full day, as a result of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day by a member of the Senior Leadership Team.

Level 5

This means you are not to attend school for a day, and have been externally excluded, as a result of behaving in a way which is not expected or accepted.

Your parents or carers have already been spoken to by the Deputy Head teacher or Headteacher.



Engage with your child's class



With a Parent Account in Class Dojo, through comments, photos and videos, you can see the story of your child's day, week or latest project or topic and stay connected with your child's class.

Any device, any language

Parents can use any iOS device, Android device, Kindle Fire, or computer to connect. You can also read all Class Story posts in your preferred language instantly.

Usage guidance

There are several different ways to communicate with school and Class Dojo is a simple and effective way of teachers and parents communicating about your child's education and welfare. This guidance aims to clarify what is appropriate via Class Dojo, and what would be more beneficial to communicate to our school offices. This is done by way of examples below;

- ✓ Your child is ill or has a medical /dentist appointment - please contact our **school offices**
- ✓ Your child is going to be late or absent from school - please contact our **school offices**
- ✓ Your child's uniform, PE kit or personal items etc. are missing - please contact the **school offices**
- ✓ You would like to send a message to your child's teacher related to their learning – please use **Class Dojo**
- ✓ You would like to inform your child's teacher of an award, merit or certificate your child has achieved outside school - please use **Class Dojo**
- ✓ You would like to arrange a time to meet your child's teacher – please use our **school offices and/or Class Dojo**
- ✓ You would like to inform your child's teacher of something related to their learning or well-being [unrelated to school absence or a medical condition] – please use **Class Dojo**

Children's use of Class Dojo

Children may sign up for Class Dojo using the code issued to them via the letter sent to parents. They can create their own avatar and over time, with the assistance of their class teacher, may begin to use and develop their own pupil portfolio. However, the school does not expect any children to 'post' anything on Class Dojo to any teachers, staff, class/classes or other children. This is to safeguard both themselves and others within our school community, in line with our e- safety policy and procedures.