



Bexhill
Academy

ENGAGEMENT FOR LEARNING POLICY

Updated: October 2019
Next Review: October 2020

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For Bexhill Academy

ENGAGEMENT FOR LEARNING

At Bexhill Academy we aim to provide a remarkable and engaging learning experience for every student, regardless of their starting point.

At Bexhill Academy we have 4 main values that underpin our motto of 'Be Remarkable'

- Focussed
- Aspirational
- Independent
- Resilient

In order to achieve our goal, it is imperative that students actively support our value of being **FOCUSSED**. Students need to come to school with a strong purpose to learn.

Therefore, we expect students to:

- Be on time to school, lessons and assembly
- Enter classrooms quietly and calmly, sitting as directed by any adult
- Be engaged with their learning, displaying good learning behaviours
- Being ready to learn with appropriate equipment and home study
- Being positive and eager - ready to face the challenges and complete tasks and challenges set
- Be respectful of others
- Show respect for staff, other students and school property/environment
- Follow the school rules
- Wear the correct uniform

We believe that effective learning can only take place if there is a calm and respectful atmosphere. Students, Parents and Staff at Bexhill Academy must share this belief and the desire to uphold the Engagement for Learning policy as a whole. We all recognise that:

- We learn best in safe environments, where boundaries are clear
- A positive learning environment leads to positive contributions by all
- We all respond better to encouragement than punishment
- We all need good role models
- Rights only come as a reward for responsibility
- Sometimes sanctions and consequences have to be put in place

In summary, we expect every student to make it as easy as possible for everyone to engage in learning and for the teacher to teach.

At all times students are expected to: -

- Speak respectfully to and comply fully with instructions given by any adult member of staff or designated trip/event leader or instructor.
- Dress in full compliance with the school's uniform
- When within buildings, move around in a calm and controlled manner
- Be helpful to all other members of our community
- When on the school site, avoid being present in any of the defined out-of-bounds areas
- For students not to be in possession of any form of smoking/vaping paraphernalia and/or other banned materials/items
- Be respectful of the organisation's and other people's property. This includes putting litter in bins, treating the property as if it were their own and not engaging in any vandalism or theft of materials/equipment.
- Avoid any inappropriate physical contact with other students or staff. For example, not engaging in fighting, aggressive, threatening or intimidating behaviour
- Do not bring any item into school that has the potential to cause harm or create a risk to other students or to staff

A wide range of systems & structures are in place to both communicate the school's behaviour expectations to all students/stakeholders and review the ongoing standard of student behaviour.

These include:-

- Daily communication through lessons, tutor time and assemblies modelled by staff of what is expected
- Staff briefings at a range of levels - Instructional notices (both within the building and around the site) to guide students about the positive behaviours expected and as necessary specific behaviour that is not acceptable –
- Weekly communication with students within their House assemblies and through their House teams/pastoral leaders. –
- Behaviour tracking, monitoring and intervention as required - Key information about individual students being shared with parents/carers via text, email, 1:1 phone calls and meetings –
- Sustained investment by the school in a structured pastoral support system/staff who are available to help guide student in making positive behaviour decisions and liaise, as appropriate, with outside agencies
- Updates and behaviour reviews at leadership meetings and to the governors in their meetings/visits to the school
- Signing of the home school agreement so all stakeholders commit to supporting and abiding by this policy.

These systems and structures allow the school to identify behavioural concerns as soon as they arise and put in place support and sanctions as necessary.

When students choose to behave well...

As a school and staff, we are keen to praise students where their behaviour goes above and beyond our basic expectations. Our “Be Remarkable” Badge system rewards acts above and beyond normal expectations. Carrots are awarded for good work in lessons, homework and work in tutor time, all of which can be exchanged for goods in the Carrot Shop. Consistent outstanding behaviour is recognised in assemblies and gatherings of Houses and Year Groups.

When students choose not to meet basic behaviour expectations...

Where basic expectations are not met by any individual/group of individuals, valuable time is taken away from teachers teaching and student learning and engagement. Poor behaviour creates disruption within our community, creates a safety risk to other students or has the potential to negatively affect the standing of the school within the community. Any incidents where these expectations are not met will be sanctioned. Sanctions are non-negotiable, however the school can explain the reasons for a sanction. It is an expectation that parents and carers are actively involved and support all student praise or sanctions.

Where a student chooses not to follow the school’s basic expectations, structured sanctions will be issued. These may or may not include:-

- Verbal reprimands
- Detentions after school
- Confiscation of items from students (this can include mobile phones or similar)
- Banning of students from school trips/activities/events
- Social time (breaks and lunchtimes) isolations
- Departmental reports
- Fixed duration removal/relocation of a student from a particular lesson
- Isolation from lessons
- Internal exclusions within school in learning recovery or similar
- External exclusion
- Directed alternative provision arrangements (off or on site)
- Permanent exclusion

The principles of equal opportunities and social inclusion underpin our management of pupil behaviour. The issuing of a sanction will always focus on the behaviour of the individual and take into account any contextual information (for example the students history of behaviour, circumstances at the time of the incident or SEND needs). A member of staff will contact the parent/carer to convey any sanction/action the school will be taking once facts have been established (after the incident occurred) and may do this via telephone, email, face to face meeting or via a letter. The school does not accept repeated patterns of students breaking school rules including defiance, disruption to learning or rudeness to staff as these prevent the student or their peers from learning to their full potential and teachers teaching. It is normal for sanctions to be escalated for instances where, despite additional guidance, support and previous sanctions, a student repeats the same unacceptable behaviours. In the case of the most serious behaviour incidents, the Executive Principal or

Head of Academy may choose to issue an external exclusion. In the most extreme or persistent cases where all support or reasonable adjustments have been made, the Executive Principal or Head of Academy may make the decision to permanently exclude.