The right support, at the right time

Engagement For Learning Policy

Author	**Mrs Emma Rennie-Gibbons**
Policy Adopted	**March 2025**
Policy Published	**March 2025**
Review Date	**July 2027**
Amendments made	**July 2026**

This policy sets out the procedures for Engagement For Learning procedures in the Leading Futures Alternative Provision.

Mission, Vision and Values for our learners at Leading Futures Alternative Provision

Our mission is to provide our learners with 'the right support, at the right time'. We achieve this through our vision and values, which are driven by staff and woven through our provision and services.

By keeping our mission statement at the heart of all we do, we firmly believe that we make a difference to the lives of our learners. 'The right support, at the right time' gives learners the opportunity to thrive, fulfil their potential and lead happy, healthy and productive adult lives.

At Leading Futures, we are committed to delivering our vision and creating an environment where:

- learners feel safe and secure
- learners are engaged and enjoy learning
- learners experience success and achievement
- learners and staff model exemplary attitudes and conduct
- safeguarding and pastoral care are at the heart of all of our practice
- positive relationships are made with the provision, the local area and wider communities

Our vision is built around three core values: Aspire, Belong, Connect (ABC). We encourage all members of the Leading Futures community to consistently uphold these values.

Aspire for Excellence

Belong to a Community

Connect to Thrive

We are committed to creating a culture where learners **aspire for excellence** in all that they do. Learners are motivated to achieve their best, both academically and personally. This is achieved by raising learner aspiration, broadening their horizons and increasing their resilience and self-confidence.

We are dedicated to ensuring that all learners feel a sense of **belonging to a community** while receiving support from Leading Futures. Their sense of belonging will derive from our inclusive culture, where learners feel valued and cared for. Through this value, we appreciate the role of teamwork and relationships in educational experiences. We always promote good relationships to build a community which values kindness, care, good humour, good temper, and empathy for others.

Our nurturing environment will provide learners with the opportunity to **connect to thrive**, both within and outside of the provision. We support learners to develop skills that enable them to thrive in a global society. This could involve collaboration, communication and the use of technology to foster connections.

Together, these values create a holistic approach to education, emphasising personal growth, community involvement, and the pursuit of excellence.

To help reduce the likelihood of conduct issues related to social, emotional or mental health (SEMH), we will create a safe and calm environment in which positive mental health and wellbeing are promoted, and where learners are taught to be resilient and strategies to support self-regulation of

their emotions. We will achieve this through our culture, ethos and environment, curriculum and community engagement.

We ensure the safety and wellbeing of our young people, helping them to enjoy their Leading Futures experience whilst having excellent attendance and engagement and preparing them for pathways to adulthood.

Engagement for Learning at Leading Futures places academic and holistic growth at the heart of our organisation.

It is imperative we create an ethos that ensures both learners can learn and enjoy learning. Teachers at Leading Futures, ensure that they promote engagement within the classroom and around the provision building.

We recognise that the key to creating this positive ethos is consistency in our approach to learners and in delivering high-quality lessons. We also believe it is essential to create and nurture positive relationships with all learners. Importantly, these relationships support the needs and rights of everyone in our classrooms to be able to learn whilst feeling valued, respected and safe.

The main aim of this policy is to promote excellent engagement throughout the provision's community to provide an environment conducive to effective teaching and learning.

To keep all children and adults safe, the policy sets out to:

- Clearly define expectations, with regard to engagement for learning, to staff, learners and parents/ carers
- Recognise that praise plays a very significant part in improving engagement for learning
- Define a clear rewards system
- Present a series of consequences and sanctions which follow if learner displays unacceptable conduct
- Provide a clear uniformed system for monitoring and tracking engagement for learning at a provision and individual level
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions
- Define clearly our uniform code

"What you permit, you promote. What you allow, you encourage. What you condone, you own."

We expect <u>all staff</u> to consistently:

- Meet, greet and goodbye at the classroom door
- Refer to Leading Futures ABC Values
- Model positive conduct and build relationships (Praise in Public and Reprimand in Private)
- Consistent and effective application of rewards including positive phone calls home
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and give "take up time" when going through the steps
- Prevent before sanctions
- Support in the corridors during lesson change over
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not positively engaged

We expect all staff and volunteers to consistently:

- Adhere to this policy and ensuring that all learners do too
- Log all incidents and rewards as requested using appropriate method
- Promoting a supportive and high-quality learning environment, and for modelling high levels of engagement
- Support in the corridors during lesson change over
- As authorised by the Directors issue consequences for learners who are not positively engaged

We expect Directors/ senior leaders to consistently:

- Assume a supportive role for staff and demonstrate a unified consistency to learners
- Meet, greet and goodbye at the start and end of the day
- Be a visible presence around the provision
- Seek regular opportunities to celebrate staff and learners
- Regularly share good practice
- Support teaching staff and support staff in managing learners with more complex or entrenched negative conduct
- Use data to assess and drive a uniformed approach to the Engagement for Learning policy and practice

We expect learners to:

Comply with our Engagement for Learning policy by upholding the Leading Futures ABC Values. Outlined within each value are ways in which the Leading Futures values can be demonstrated.

Aspire for Excellence, examples

- Attendance & Punctuality
- Equipment
- Home Learning

Belong to a Community, examples

- Uniform
- Respectful
- Kindness

Connect to Thrive, examples

- Interaction with peers and staff
- Positive use of IT
- New Experiences

Learner engagement will be monitored by Tutors, Class Teachers and Directors during learning walks and via the reporting and recording systems within the provision.

Visual reminders will be displayed to support learners.

We expect parents/ carers to:

- Support their child/ children in adhering to this policy, the provisions' rules and expectations
- Inform the provision of any changes in circumstances that may affect their child's engagement
- Discuss any concerns with the appropriate staff promptly
- Take responsibility for their child/children when travelling to and from provision
- Attend parent/ carer evenings and parental workshops within provision

Parents/ carers will be notified of any information relevant to their child's education via phone call, letter, text message or email. It is important that all parents/ carers engage with communication from the provision. If there is a preferred method of communication the provision should be made aware of this.

Learners and parents/ carers are required to sign the Home - Alternative Provision Agreement during their child's induction to Leading Futures.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines an educational provision's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the Education and Inspections Act 2006, which require educational provisions to regulate learners' conduct and publish a behaviour policy (or Engagement for Learning policy) and written statement of behaviour principles, and give provisions the authority to confiscate learners' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Role and Responsibilities

The Directors are Responsible for:

- The monitoring and implementation of this Engagement For Learning Policy, the engagement of learners with the provision and procedures within the provision. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor engagement
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a uniformed culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the Leading Futures Complaints Procedures Policy

The Engagement Lead is Responsible for:

- The monitoring and implementation of this policy and the procedures within the provision for managing poor engagement. This includes the addressing of SEMH related drivers of poor engagement
- Establishing the standard of engagement expected by learners at the provision
- Determining the provisions rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents/ carers and learners at least once a year
- Reporting to the Directors on the implementation of this Engagement For Learning Policy, including its effectiveness in addressing any SEMH-related issues that could be driving poor engagement and disruptive conduct

Definitions and Examples of Poor Engagement:

Serious Unacceptable Conduct

Any conduct which may cause harm to oneself or others, damage the reputation of the provision within the wider community, and/or any illegal conduct.

This could include but is not limited to the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – conduct towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child abuse in any form
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from the provision
- Refusing to comply with consequences sanctioned to them
- Theft

- Swearing at staff, racist remarks or threatening language
- Fighting or aggression

Low Level Unacceptable Conduct

Any conduct which may disrupt the education of the perpetrator and/or other learners.

This could include but is not limited to the following:

- Lateness
- Low level disruption and poor engagement in the classroom
- Failure to complete classwork
- Refusal to follow instructions
- Rudeness
- Swearing
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

Low Level Unacceptable Conduct may be escalated as **Serious Unacceptable Conduct**, depending on the severity of the conduct/ action.

Challenging Conduct is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive conduct
- Extreme conduct – e.g. violence, running away from the provision, vandalism
- Any conduct that threatens safety or presents a serious danger
- Any conduct that requires the immediate attention of a staff member

Smoking and Vaping

- In accordance with part 1 of the Health Act 2006, this provision is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas
- Parents/ carers, visitors and staff are instructed not to smoke on provision grounds and/ or around the perimeter of the alternative provision
- Parents/ carers, visitors and staff are instructed not to smoke in front of learners and/or encouraging learners to smoke
- Learners are not permitted to bring any smoking materials or nicotine products into the provision. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes
- If a learner arrives to the provision with smoking materials or nicotine products, they will be expected to hand in the items and parents/ carers are notified if there is refusal to do so
- The confiscated items will hold securely for up to 48 hours allowing a parent/ carer, over the age of 18 years old, to collect these items
- If the confiscated items are not collected within 48 hours they will be destroyed

Controlled Substances

- The provision has a zero-tolerance policy on illegal drugs and legal highs, including cannabis vapes
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present

- The staff member will store the sample in the office safe
- The incident will be reported immediately to the police, home school and Local Authority professional responsible for the learner. The police will then collect the item and deal with it in line with their agreed protocols
- The provision will not hesitate to name the learner from whom the drugs were taken to the police, and a full incident report will be completed
- Any further measures will be undertaken in line with the provisions Engagement For Learning Policy, Child Protection and Safeguarding Policy
- Where controlled substances are found on educational trips away from the provisions premises, the parents/ carers of the learner, as well as the local police, home school and Local Authority (LA) professional responsible for the learner, will be notified

Prohibited Sexual Harassment

The provision prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the provision and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical conduct, such as deliberately brushing against, grabbing, massaging, or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements

Engaging in the improper use of provision-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- The provision will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence
- Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents
- The provision will address the effects of harassment and will locate support services for victims, or academic mentoring if the harassment has affected performance

Items banned from the alternative provision premises

The following items are banned from the provisions premises:

- Alcohol
- Solvents
- Any form of illegal drugs
- Any smoking paraphernalia – cigarettes, tobacco, cigarette papers, e-cigarettes, cannabis vapes, grinders, lighters, matches or pipes
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Stolen items
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

Searching Learners

On the very rare occasion when we may need to, Leading Futures Staff have the right to search learners, with their consent, for any item which is banned by the provision's rules.

Leading Futures follows The Department of Education Guidelines 2012 on screening, searching and confiscation in schools and educational settings.

Very occasionally, but when required, the Directors have the power to search learners or their possessions, without their consent, where they suspect the learner has weapons, alcohol, illegal drugs, legal highs including cannabis vapes or stolen items.

Searches may only be carried out by staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender.

Directors and senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a learner has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds'.

Searches without consent will only be carried out on the provisions premises or, if elsewhere, where the member of staff has lawful control of the learner, for example on an educational trip.

The person conducting the search may not ask the learner to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the learner has or appears to have control – this includes desks, lockers and bags. A learner's possessions can only be searched in the presence of the learner and another member of Staff.

Reasonable force may be used by the person carrying out the search but this would be a very rare event.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

Informing Parents/ Carers and Dealing with Complaints

Educational settings are not required to inform parents/ carers before a search takes place or to seek their consent to search a child.

There is no legal requirement to make or keep a record of a search. However, Leading Futures will record the incident.

Leading Futures will inform parents/ carers, home school and Local Authority professionals responsible for the learner, where alcohol, illegal drugs or potentially harmful substances are found. They will be asked to attend the provision to discuss the incident and any consequences for this poor conduct.

If there are any complaints regarding searching, they are dealt with through our complaints procedure which is accessible on our website.

Use of Reasonable Force

All Staff have the power to use reasonable force to prevent learners committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Staff trained in the use of restraint can use the techniques if required.

The use of reasonable force is a rare event at Leading Futures and is only to be used as a last resort.

Incidents of physical restraint must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Uniform

Leading Futures believes that the standard of how our learners present themselves is a measure of their approach to their learning and future pathways. Our dress code is extremely high and our learners' appearance is expected to be always outstanding.

Leading Futures t-shirt and/or sweatshirt must be always worn

- Clothing should be comfortable and suitable for learning
- Clothing should be appropriate and non-offensive
- Shoulders should be covered, no vests. T-shirt, shirts, blouses etc. are suitable options
- Stomach areas should be covered, no crop tops
- Shorts worn should be thigh length

- Skirts should sit slightly above the knee
- Black jeans (must not be ripped), trousers, leggings, or sports joggers are suitable options. One layer of bottoms only is permitted
- Make up should be subtle
- Nails should be a sensible and safe length
- Jewellery can be worn – studded earrings only, wristwatch, one ring, necklace. Jewellery will not be permitted during sporting vocational activities. You will be asked to remove it
- No sunglasses should not be worn on the premises, classrooms and during any activity
- No hats or head garments of a non-religious nature to be worn on the premises, classrooms and during any activity
- Suitable footwear should be always worn. Open toe shoes, sandals, crocs and sliders should not be worn

Positive Engagement in Classrooms

- The Engagement Lead will review these expectations with the Directors and ensure they are displayed in all classrooms and secured into the learner's exercise books, so that it is always clear, comprehensive, and enforceable
- The Engagement Lead and teachers explain the rationale behind the expectations for positive engagement to help learners understand why classroom rules are needed (assemblies, tutor time, PD days, regular feedback and lesson time)
- Teachers should consistently demonstrate the positive attitude, values and conduct which is expected of learners (DfE, Teachers' Standards, Part 1, Standard 1c)
- Teachers should ensure they use positive language rather than negative, when enforcing these expectations for positive engagement
- Teachers ensure that all learners fully understand what positive engagement in the classroom involves and what is expected of them
- Teachers explain clearly to learners what will happen if they breach any of the classroom rules so they are aware of the sanctions that may be imposed

LEADING FUTURES

Aspire Belong Connect

Positive Engagement In Our Classrooms

As a teacher I will:

- Remind learners regularly of high expectations for positive engagement in the classroom
- Establish clear routines and boundaries
- Use praise when learners demonstrate a positive attitude and effort towards their learning
- Consistently apply the rewards and consequences

As a learner I will:

- Hand in my phone at the start of my session
- Engage positively with my learning
- Respect the learning environment
- Respect others by always being polite and kind
- Use good manners at all times
- Not use unacceptable language
- Allow other learners to complete their class work
- Not put my feet up on tables and chairs
- Only drink water and squash in the provision
- Listen and follow instructions

Ask for help when I need to
Always strive to be the best version of myself

Aspire Belong Connect

Leading Futures Star Rewards

Attendance to the provision in full uniform
Positive engagement in the classroom
Positive engagement outside of the classroom

Remaining in the classroom and completing all work set
Demonstrates our ABC Values

Leading Futures positive engagement award achieved
Subject award achieved
Attendance award achieved

Each half term there will be Star Rewards for:

The top tutor group (AM and PM)
chocolates or doughnuts

The 2 individual learners in Year 10 and Year 11 (AM and PM)
chocolates or prizes

Leading Futures Consequences

Star deductions will be made by staff for poor conduct

Not wearing correct uniform
Poor engagement in the classroom
Poor engagement outside of the classroom

Leaving the classroom without permission
Not completing all work set

Unsafe conduct, for example running, throwing items
Refusal to follow instructions
physical contact with peers
Using unacceptable language
Causing damage to the building and wall displays
disruption to learning

This is a non-exhaustive list

Remember this will impact on your individual and tutor group star reward total

Other interventions for poor conduct include:

Catch up sessions
Reflection time with staff
Restorative conversations with staff
Report cards
Parent/carer meetings
Mediation with peer
Group changes
Suspension

Rewards, Recognition and Consequences

Our philosophy involves learners being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of engagement and fostering positive relationships within the provisions ethos
- It is the teacher's responsibility to praise learners whenever possible. This may be during lessons, when marking books, work or assessments and around the provision
- As a provision we promote the PiP (Praise in Public) and RiP (Reprimand in Private) approach as advocated by Paul Dix (Pivotal Education)
- All staff are familiar with the rewards and consequences system and apply it fairly and consistently

Rewards and Recognition

Learners can be issued with **Star Rewards** for a range of positive engagement. These are visibly recorded for learners on a star reward card.

Learners are handed their cards at the beginning of each session and are responsible for keeping their daily star reward card safe throughout the session.

At the end of each session, teaching staff and tutors will log the learner star rewards on an electronic tracking system and tutors will track progress with their tutees during tutor time.

- Certificates will awarded on a weekly basis for the top achievers
- Each subject should regularly recognise the success and progress of learners with certificates and a 'Star of the Week' display board.
- A learner should be recognised for the following:
    - Consistently good work, e.g. throughout a topic or half term period
    - Good engagement within the classroom
    - Being consistently helpful and supportive within the lesson
    - An outstanding piece of work
    - Outstanding effort and commitment
    - Regular attendance and positive participation in subject-specific clubs
    - Outstanding progress
- Director certificates will be awarded to learners for exceptional engagement and commitment to their learning
- Each half term there will be star awards for the top tutor group (AM and PM)
- Each half term there will be star awards for the top 2 learners in Year 10 and Year 11 (AM and PM)
- External Commitment and/or Success: Any award, qualification or certificate from an outside body that recognises their hard work, commitment or success in a particular area. Has made a significant impact within a charity or community group. This will be recognised in the provision's termly newsletter and a letter home from the Director

The rewards display board is run and maintained on a weekly basis by our Teaching Assistants.

Staff are expected to maintain a positive ratio of rewards to consequences for all learners.

Poor Engagement and Misconduct in the Community

Leading Futures has the authority to issue consequences for non-criminal conduct and bullying that occurs outside of the alternative provision premises, if it is witnessed by a member of staff or reported to the provision.

This includes when the learner is:

- Taking part in any activity organised by Leading Futures
- Travelling to and from the provision wearing Leading Futures uniform
- In some way identified as a learner at Leading Futures

Also, we will deal with misconduct at any time that:

- Could have repercussions to the orderly running of the provision
- Poses a threat to another learner or member of the public
- Could adversely affect the reputation of the provision
- All staff should insist on responsible conduct which complies with this policy

Consequences

The consequences system is built upon our core values: Aspire, Belong, Connect (ABC).

Staff are informed of a learner's additional needs via their Learner Provision Plans (LPP's), which details any condition(s) which may affect engagement and conduct.

The LPP also details recommendations for dealing effectively with their conduct.

The following consequences may be issued in managing conduct and supporting learners to modify their conduct:

- Verbal correction
- Phone call home
- Reflection time
- Restorative meeting with teacher and learner
- Restorative justice
- Pastoral 1:1
- Parent/ carer engagement meeting
- Catch up sessions
- Removal from the lesson to work under supervision out of the classroom environment if necessary
- Conduct points recorded
- Target card
- Fixed term suspension if necessary

The decision to impose a consequence must be fair, reasonable, and compliant with the Equality Act 2010, ensuring that no individual is subject to discrimination on any grounds. This provision guarantees that all consequences are proportionate to the circumstances and considers relevant extenuating factors, such as the learner's age, special educational needs and disabilities (SEND), and other individual circumstances.

Reflection Time

As a provision, we believe that reflection time is one of the most vital steps in supporting learner progress. This period of reflection during break time or at the end of the session will enable learners to understand consequences, improve critical thinking skills, heighten their motivation and recognise positives whilst cultivating positive individual learner/teacher relationships.

We will ensure that our learners are given time to reflect upon their engagement at the start of each session with their tutor.

Restorative Practice

Restorative and trauma informed practice is integral to the work that we undertake with our learners and is embedded in our daily routines. Where necessary, reflection time will enable a restorative meeting to take place, on the same day (or as soon as possible) as any significant incident, ensuring that learners and staff are afforded the opportunity to explore actions throughout the session which have had an impact upon learning. This will help strategies for supporting moving forward and continue to improve learner and staff relationships. Learner voice will be a significant driving factor, utilising Trauma Informed Practice for improved learner outcomes.

De-escalation Strategies

Where negative conduct is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a learner's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the learner and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the learner a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Intervention

All members of staff have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging provision property, and to maintain good order and discipline in the classroom.

The following situations are examples of where physical restraint may be appropriate:

- A learner attacks a member of staff or another learner
- A learner is causing, or is at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects
- A learner is running around the building or stairway in a way that may cause an accident or injury to themselves or others
- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary

- All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the provision understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used
- After an instance of physical intervention, the learner will be immediately taken to the Director, giving them space to regulate their emotions. The Director will then contact the learner's parents/ carers.
- The member of staff who has conducted the physical intervention must complete a Crisis Prevention Intervention (CPI) reflection form and submit to the Director or Engagement Lead
- Any violent or threatening conduct will not be tolerated by the provision and may result in a fixed-term suspension in the first instance. It is at the discretion of the Director as to what conduct constitutes for a suspension
- When using reasonable force in response to risks presented by incidents involving learners with SEND or medical conditions, the provision will recognise and consider the vulnerability of these groups

Appropriate Touch

Touch is a fundamental aspect of providing high-quality care and fostering trust with our learners. When used appropriately, it plays a vital role in supporting interactions, communication, and overall well-being. Staff must always ensure that touch is age-appropriate, contextually appropriate, and risk-assessed to maintain a safe and supportive environment.

When used with empathy and compassion, touch can enhance relationships and learning experiences. Its key functions include:

- Reinforcement, support, and guidance
- Facilitating interaction and communication
- Providing physical prompts
- Encouraging intensive interaction
- Engaging in play
- Delivering therapy (e.g., massage, sensory integration, etc.)
- Offering emotional support
- Assisting with personal and medical care
- Ensuring protection and safety
- Supporting curriculum activities (e.g., PE, dance, and drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate that the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child. Where possible staff should minimise touch.

It is never appropriate for staff to touch any learner in their intimate areas unless this is for medical care.

Parent/ Carer Conduct Meeting

If a learner's conduct is causing serious concern, the parents/ carers and the learner may be invited to attend a formal conduct meeting. This will determine the final actions required to ensure that the learner and parents/ carers understand that we will not tolerate unacceptable conduct.

All parties involved in the meeting will be made aware that there are further sanctions available to the provision which are more severe. The meeting will consist of Director/ Engagement Lead, and

where appropriate, the SENDCo. Minutes of the meeting will be taken, and a copy will be sent to parents/ carers with clear action plans to support the learner.

Suspensions

The provision is committed to reducing suspensions.

On the rare occasion that a suspension from the provision is deemed as the most appropriate action, the Director will contact the home school or the Local Authority professional responsible for the procedures. The provision will follow closely the Local Authority guidance for suspensions and will work closely with the stakeholders to ensure the learner has a suitable educational offer while the suspension and safeguarding processes are followed.

This will only be used:

- In response to a serious breach of the provisions Engagement For Learning Policy
- If allowing the learner to remain in the provision would seriously harm the education or welfare of the learner or others in the provision.

The duration of the suspension is at the discretion of the Director/ Engagement Lead.

The provision will inform parents/ carers, the home school and the Local Authority professional who is responsible for the learner immediately, by phone call, when the decision has been taken to 'Suspend' a learner. This will be followed, subsequently by a letter in which the terms of the suspension are sent out, together with the time and date of the **return to the provision meeting.** Parents/ carers are also informed that they have a right to make representations to the Director if they wish to challenge the terms of the suspension.

Following any suspension, the Directors are to conduct a **return to provision meeting** with the learner and parent/ carer, where the Director of SEND/ SENDCo will be present for learners with special educational needs.

Where appropriate any link member of staff should attend, and a restorative approach be implemented.

Learners returning from a suspension may be placed on a **two-day Target Card** that is to be monitored by the Engagement Lead. This strategy further supports the learner's reintegration back into the classroom.

A suspension is only administered by the Director, or, in the absence of the Director, the senior member of staff acting in that role.

Suspension may be used in response to incidents which constitute examples of serious unacceptable conduct and are infringements of the provision's Engagement For Learning Policy.

Alternatives to Permanent Exclusion

The provision is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to poor engagement and negative conduct.

If necessary, as an additional adaptive curriculum offer, the provision will support the learner with off-site programmes of learning.

Where appropriate, the Director may liaise with the home school or the Local Authority professional responsible for the learner, to further adapt the timetable and seek links with an external agency to meet the needs of the learner. It may include:

- Timely intervention and support from the LA
- Referrals to the LA Behaviour Support Team

Leading Futures can lawfully permanently exclude a learner for a serious breach of the provisions Engagement For Learning Policy or following several instances of challenging conduct that places the safety and welfare of the Leading Futures community at risk.

We ask parents/ carers to support our systems so that we work in partnership to ensure the very best for our learners.

Malicious Allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the provision will discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the provision will discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the Local Authority designated officer, where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The provision will also consider the wellbeing and pastoral needs of staff and learners accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other learners.

Supporting Our Learners

The provision recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging conduct may be differentiated to cater to the needs of the learner.

The provisions special educational needs co-ordinator will evaluate a learner who exhibits challenging conduct to determine whether they have any underlying needs that are not currently being met.

Where necessary and in consultation with the home school or Local Authority professional responsible for the learner, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/ carers to create the plan and review it on a regular basis.

The provision will anticipate likely triggers of unwanted conduct and provide support in an attempt to prevent them.

Safeguarding and Child Protection

The provision recognises that changes in engagement and conduct may be an indicator that a learner is in need of help or protection. We will consider whether a learner's misconduct may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.

Learner Transition

To ensure a smooth transition to Leading Futures from their previous setting, learners have transition sessions with their new teacher(s). In addition, the Director will hold a welcome meeting and request the learner files to ensure the correct support is in place prior to the learner starting at Leading Futures.

We also support learners who transition back into mainstream settings over a 4-week period. To ensure *'right support'* is in place, information related to learner engagement and conduct issues may be transferred to relevant staff in the new school setting.

Staff In Supporting Roles

At Leading Futures there are several key staff who support our learners on a day-to-day basis.

All Staff

All of the Leading Futures staff play a very important role in the support and guidance of our learners. They have a very good understanding of the learners within their care and monitor key aspects of their approach to their educational journey in the following areas:

- Engagement and conduct
- Attendance and punctuality
- Uniform
- Communicating with home
- Working with external agencies who are involved with the learners
- Attending meetings with external agencies or stakeholders
- Supporting young people who require additional support at Leading Futures

Tutor

All learners are placed in tutor groups upon their arrival at Leading Futures. The Tutor is the learner's first point of contact for their pastoral needs.

Tutors see their learners daily during their registration periods. This gives them the opportunity to monitor and drive improvements in the attendance, punctuality and engagement of the learners, in their tutor period on a daily basis.

Teaching Assistants

They provide timely and appropriate intervention on an individual or small group basis driven by specific presenting needs.

The overarching aim of this team is to support children to be able to access the many areas of the curriculum and to maximise their outcomes in order to facilitate the best possible life chances.

Timely and specific intervention leads to an increase in attendance, an increase in curriculum access/ engagement and the maximisation of outcomes.

The SENDCo

The SENDCo supports subject teachers in the further assessment of a learner's strengths and areas for improvement and advising on the effective implementation of support. The SENDCo is also responsible for overseeing the successful implementation of our Engagement For Learning and SEND policies to support learners with SEND.

Mental Health Lead

Our Mental Health Lead works to support the learners with personal challenges that they may be facing and enable them to feel heard, accepted and understood on issues such as anxiety, depression, bereavement, loss, stress, relationship difficulties, low self-esteem and anger management.

Our Mental Health Lead alongside the Directors, is also responsible for coordinating a uniformed approach at Leading Futures, as well as close liaison with outside agencies, including counsellors, and CAMHs.

Attendance and Welfare

Leading Futures works closely with home schools or the Local Authority professional responsible for the learner, to support, drive and advise on issues of attendance, engagement and welfare issues. The common goal of all the professionals involved, is to ensure learners are accessing their educational provision on a regular basis. At Leading Futures we encourage 100% attendance as we believe seeing a young person daily increases their outcomes and the time we have to support them academically and holistically.

Engagement for Learning Lead

Leading Futures has an Engagement for Learning Lead (ELL) that works closely with families to remove barriers to our learners accessing their education. The ELL will visit the family home or meet on neutral ground. The ELL can act as an advocate for the family and support during meetings.

Police

The provision will seek support with any issues, which may arise in provision and our community. This may include suspicion of a learner carrying prohibited items on the premises and to support a search for a prohibited item.

The provision may report an incident of a serious nature and child on child abuse.

The PCSO's offer incentives for children behaving appropriately but also can offer support in tackling anti-social behaviour and criminal activities.

Director of Service and Director of SEND

All of the Leadership Team are involved with our learners on a day-to-day basis and have overall responsibility for the support and guidance of our learners. The Senior Leadership Team acts as mentors to individual learners who require further support with their engagement for learning.

Staff Training

At Leading Futures staff are provided with training on managing poor conduct, de-escalation strategies, approved restraint training, as part of their induction process.

All staff will also receive training on the common symptoms of SEMH and the challenging conduct which may be displayed by the learners. This training equips staff with the knowledge and understanding to further support the learners and improve their own practice.

The management of poor engagement and misconduct will also form part of continuing professional development for staff.

Attendance

We expect our learners to strive to achieve 100% attendance.

If a learner's attendance was to be below 80% attendance during the academic year Leading Futures would be concerned as this will significantly impact upon progress, friendships and routines to support the learner.

If your child is unwell and unable to attend the provision, then please telephone us and leave a message on our voicemail by 8.45 a.m (AM sessions) and 12 noon (PM sessions).

We employ a full time Engagement for Learning Lead who is always available to support parents/ carers.

If there is a long-term medical problem, then a letter from your doctor is required. Learners with medical conditions will be supported by the SENDCo and parents/ carers should contact them for support and with updates on the condition.

Punctuality

We expect learners to be in the provision on time.

Sessions start at 9.00 am (AM sessions) and 12.45 pm (PM sessions) by which time learners must be onsite and present for registration.

If a learner is late to the provision (after 9.30 am and 1.15 pm), they are issued with a late mark.

Learners arriving late will be challenged and their parents/ carers will be telephoned to discuss the concerns.

Poor punctuality can impact their future pathway to college and place of work.

Signing In and Out During the Day

Learners are expected to liaise with the Director onsite if there is a concern that requires them to leave the premises early.

We do ask parents/ carers, where possible, to arrange routine medical and dental appointments outside learning hours.

If a learner needs to leave Leading Futures for any reason, they will be marked as 'authorised absence'.

Absence From the Provision During Term-Time

Any authorised absences requests in term time, will need to be raised with the home school or the Local Authority professional responsible for the learner. Home schools will work in line with the guidance issued by the Department for Education Policy and their Attendance Policy.

Modified Timetables

The Directors must approve any further adaptations to a learners timetable. These decisions should be made in consultation with the home school or the Local Authority professional responsible for the learner. In cases of children with special educational needs, our SENDCo will play a lead role, in conjunction with the above staff.

The decision-making process will be linked specifically to the individual case.

All learners on roll at the provision, who are subject to a modified timetable issued by their home school, will be made known to the LA. Leading Futures will insist that the Local Authority official paperwork is completed by the home school's Behaviour Lead, and signed by the Directors and parents/ carers before being submitted to the relevant LA officers.

The home school or the Local Authority professional responsible for the learner, is responsible for monitoring the learner's wellbeing when they are not engaged with an educational setting. Leading Futures will only carry out these safe and wellbeing checks if it is agreed in advance and in the best interest of the learner.

Mobile Phones

Mobile phones are brought into provision entirely at the learner's own risk. Leading Futures will not be liable for any damage or theft of the mobile phone whilst on the premises.

Mobile phones are not allowed in the provisions learning spaces and must be handed into staff upon entry to the provision, to be kept safe until the end of the session, when the learner leaves it will be returned to them.

If a mobile phone is taken into learning spaces, on the first occasion it will be confiscated by a member of staff, returned to the learner at the end of the session. Parents/ carers will be informed by staff.

If this happens again then the mobile phone will be kept in a safe place by the Directors until a parent/ carer can come into the provision to collect it.

We ask that mobile phones are kept at home unless it is necessary to bring them in for transport reasons.