



Fast Progress Tuition

ENGAGEMENT POLICY

Date Policy last reviewed: 26^h September 2023

Signed By:

 Director

Date: 26.09.23

To be reviewed annually or when
legislation/procedures require early review

Fast Progress Tuition
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- **Statement of intent**

Fast Progress Tuition (FPT) is a private Unregistered Alternative Provision. We are not a school and are not registered with the DfE. FPT regards the safety and well-being of our students as the highest priority and endeavours to uphold the same standards as establishments registered with the DfE. FPT are aware that a variety of different students attend: Electively Home Educated (parent referrals), pupils from a Partner School and pupils referred by the LA. Some of our students have experienced trauma in their family and school life and we will ensure that the safety and emotional well-being of our students will always be the primary consideration and any long term impact of any decisions will be carefully considered at all times.

Fast Progress Tuition (FPT) believes that, in order to facilitate teaching and learning, acceptable engagement must be demonstrated in all aspects of FPT life. However, we understand, that due to the nature of the children who attend FPT, that engagement in learning is a struggle due to anxieties and SEND needs.

FPT does not use the term 'Behaviour' as we acknowledge that lack of engagement due to SEND and anxieties may not be under the control of the student. Instead, the term 'Engagement' is used to represent 'Engagement in Learning' and 'Engagement with staff' in situations where staff intervention is required

FPT are committed to:

- Promoting positive attitudes towards oneself and others
- Actively promoting the development of self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding progress made by any child regarding engagement and interactions with other students.
- Challenging dangerous actions immediately and aiding with de-regulation wherever possible
- Providing a safe environment free from disruption, violence, intimidation, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and ensuring they are fully involved in their child's progress.
- Developing positive relationships with pupils to enable early intervention and mentoring.
- Promoting a culture of praise and encouragement in which all pupils can achieve and feel safe.

FPT acknowledges that engagement can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will ensure that these will be taken into account when considering strategies to aid engagement.

To help reduce the likelihood of engagement issues related to social, emotional or mental health (SEMH), FPT will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. FPT will aim to promote resilience using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Mentoring**- pupils will have access to Mentors who will aid them with any worries and who will discuss at length any interventions/strategies the pupil needs during curriculum-based lessons.
- **Community engagement** –FPT proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, engagement, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. FPT's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

This policy operates in conjunction with the following FPT policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The Directors will be responsible for:

- The monitoring and implementation of this policy and of the Engagement Procedures at FPT. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Developing and sustaining high levels of pupils' conduct and engagement and implementing measures to achieve this.
- Determining FPT's expectations and presenting them in FPT's Code of Conduct Policy.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

The Senior Leadership Team will be responsible for:

- Overseeing the FPT's approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related engagement difficulties, and how FPT engages pupils and parents with regards to the engagement of pupils with SEMH difficulties.
- Supporting Engagement management in line with the SEMH Policy.

The Mentor Leads will be responsible for:

- Collaborating with the Directors as part of the SLT, to determine the strategic development of Engagement and SEMH policies and provisions at FPT.
- Undertaking day-to-day responsibilities for the successful operation of the Engagement and SEMH policies to support pupils with SEND, in line with the FPT's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with engagement difficulties in collaboration with parents, Mentor Leads and, where appropriate, the pupils themselves.
- Aiming to teach all pupils to a high standard, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with engagement difficulties will be able to study the full national curriculum.
- Teaching and modelling expected conduct, engagement, and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of engagement.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of engagement
- Being aware of the signs of engagement difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific engagement needs.
- Keeping the relevant figures of authority up-to-date with any changes in engagement

The relevant figures of authority include:

- Mentor Leads
- Directors

Parents will be responsible for:

- Supporting their child in adhering to the FPT Code of Conduct and reinforcing this at home.
- Informing FPT of any changes in circumstances which may affect their child's engagement.

3. Definitions

For the purposes of this policy, FPT will define **“serious unacceptable actions”** as any action which may cause harm to oneself or others, damage the reputation of FPT within the wider community, and/or any illegal action. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – action towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive actions
- Extreme, dangerous actions, such as violence and serious vandalism
- An action that threatens safety or presents a serious danger
- Any action that seriously inhibits the learning of pupils
- Any action that requires the immediate attention of a staff member due to creating danger to others

For the purposes of this policy, FPT will define **“low-level unacceptable action”** as any action which may disrupt the education of the individual and/or other pupils, including, but not limited to, the following:

- Rudeness
- Use of mobile phones without permission

“Low-level unacceptable actions” may be escalated to “serious unacceptable actions”, depending on the severity.

4. Staff induction, development and support

All new staff will be inducted clearly into FPT's engagement culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of FPT. Staff will be provided with bespoke training, where necessary, on the needs of pupils at FPT to enable engagement to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's engagement, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading engagement or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Directors will review staff training needs annually, and in response to any serious or persistent engagement issues disrupting the running of FPT.

5. Managing Engagement

Instances of '**serious unacceptable actions**' and lack of engagement with staff when they intervene will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and pupils will be expected to engage with staff appropriately. Staff will consider afterwards how to prevent such actions from recurring.

The Designated Safeguarding Leads will keep a record of all reported incidents to help identify pupils whose lack of engagement may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's engagement that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of FPT by the DSL, will be provided alongside support from Partner Schools. After an initial incident of negative engagement, the following procedures will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reminders of the engagement aimed for

FPT chooses not to use a 'three strikes and out' procedure as we understand that SEND and anxieties pay a huge part of the ability to engage effectively.

Where a pupil's actions are causing significant disruption/danger to themselves or others, or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is asked to speak calmly with a member of SLT immediately.
- The Directors/SLT will investigate the incident and will decide whether it constitutes 'serious unacceptable actions.'

- If the Directors or SLT deems the incident to be serious unacceptable actions, they will record the incident. The actions will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other strategies in the classroom have been attempted or the serious unacceptable actions are so extreme as to warrant immediate removal, to maintain the safety of themselves and others, the pupil will be removed from the classroom and parents/carers will be contacted.
- FPT only physically restrains a pupil if it is the only way to ensure safety of the pupil and/or others around them
- Parents and Carers on the same day, where possible, will be invited to discuss the incident.

Following repeated incidents of low-level unacceptable actions, or one incident that is deemed to be serious unacceptable action, the following procedure may be implemented in line with the FPT's Suspension and Exclusion Policy.

- In the case of serious unacceptable actions, or vandalism, SLT and the Directors will establish, on the same day, whether the pupil should be able to return to FPT
- An Individual Behaviour Plan may be created to outline the necessary provisions in place and all members of staff will be made aware of the strategies.
- The strategies may revert to our 'Step Up Programme' whereby the pupil works with a mentor outside the premises, in the outside area based at the Discovery Centre, until it is established to be safe for the pupil to return to a classroom environment.
- Staff will always collaborate positively with parents in regard to strategies that will help the pupil remain at FPT and will endeavour to find a plan of action that prevent the pupil from feeling rejected as FPT understands the potential long-term damage that may cause.

Following further incidents of unacceptable actions, the following sanctions will be implemented:

To ensure that outcomes are balanced and fair, FPT will ensure that:

- Any decisions are made by a paid member of FPT staff, or a member of staff authorised to do so by the Directors
- Any decision is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- Any decision made that prevents a pupil from returning to FPT will be made carefully and will be thought through carefully exploring every other possible avenues of intervention.

FPT will ensure that all decisions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and strategies for unacceptable actions.

This section outlines the FPT's strategies for preventing unacceptable actions and initial interventions, minimising the severity of incidents, and using strategies to support effectively and appropriately to improve pupils' engagement in the future.

Initial interventions

A range of initial intervention strategies, discussed with the Mentor team, to help pupils manage their engagement will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and teaching staff are aware of any pupil that is:

- Persistently disengaged
- Struggling to development their engagement levels after interventions
- Displaying a sudden change in engagement from previous patterns of engagement

Examples of initial interventions to address disengagement will include, but are not limited to, the following:

- Frequently engaging with parents in a positive manner
- Providing mentoring and coaching to the pupil
- Long-term collaborative strategies which have been designed by the staff with the pupil
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan or the SENCO at Partner School if on-role

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's engagement exist.

Engagement curriculum

Positive engagement will be taught and modelled to all students attending FPT, to enable them to understand what type of engagement benefits them and others around them. Positive praise and the use of 'ROAR CARDS' will be used by staff where pupils need support in recognising positive engagement. These cards will be tailored to each child's level of engagement and can have different focuses depending on the need of the child. Lessons will touch focus on defining positive engagement and make it clear what this looks like, including the key habits and routines which result in positive mindsets.

Routine will be used to teach and reinforce positive engagement. Due to the objectives of FPT, staff will ensure that appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive engagement so the pupil's ability to reflect on their progress.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting disengagement. FPT will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which positive transitions can take place.

Preventative measures for pupils with SEND

Engagement will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their disengagement, FPT will consider this carefully before making any decisions regarding the pupil attending FPT.

FPT will aim to anticipate likely triggers of disengagement and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures FPT will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative engagement is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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.
- Acknowledging the feelings of the pupil
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. a choice of appropriate actions
- 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".

Physical intervention

In line with the FPT Physical Intervention Policy, **trained members of staff** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging FPT property.

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. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. 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, and where the pupil begins to engage appropriately with staff, the pupil will be immediately calmed and praised for calming down. Their parents/carers will be contacted. In all cases where physical restraint is required, the pupil will not be able to return to FPT unless the 'Step Up' programme is completed **and** when the Directors agree that the pupil is of low risk of physical restraint being necessary. FPT acknowledges that physical restraint is traumatising for any child, and endeavours to deal with triggers swiftly and will only offer options that are in the best interests of the child. It would not be in the best interests of a pupil to return immediately to FPT, however, working outside with a member of staff would be appropriate if safe to do so.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Any violent or threatening actions from parents/carers will not be tolerated by FPT and may result in complete removal of their child from FPT's register. It is at the discretion of the Directors as to whether any actions from a parent/carer warrants the pupil's removal.

Removal from the classroom

FPT staff may decide to request that pupils remove themselves from the classroom for a limited period. This could be due to the beginnings of deregulation or that the pupil's individual needs require 'time out' so they can be placated. FPT acknowledges that removal from a classroom, requested or otherwise, will not constitute a punishment in any way, more that it will be a chance for the pupil and a member of staff to reflect with the pupil and praise any attempts to allow co-regulation/self-regulation.

The pupil will be asked to seat themselves:

- On the sofa in Unit 1
- In the car in Unit 1
- In a space that is suitable to learn and refocus
- In a space that is supervised by trained members of staff

FPT will only request that a pupil exits the the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where they are able to calm themselves effectively.
- To allow the pupil to regain calm in a safe space

FPT will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends out of the classroom will depend on the needs of the pupil. If necessary, this could continue into the next session, but this will always be agreed with the pupil and their parents/carers.

If the pupil needs further help reintegrating back into the classroom, the Mentor Team will establish a clear process for the reintegration of a pupil when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and their ability to engage with their learning

Pupils will be permitted to eat with permission from the classroom teachers and may use the toilet as required.

7. Sexual abuse and harassment

FPT prohibits all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The FPT's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

FPT 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. Discipline 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.

8. Smoking and controlled substances

FPT will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, FPT a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on FPT premises. Pupils will not be permitted to bring smoking materials or nicotine products to FPT.

FPT will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, FPT will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

SLT will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item which puts other pupils or staff may be at risk. If a search is to proceed, the pupil's parents will be called and the police.

The prohibited items are:

- Knives and weapons.
- Illegal drugs.

- Stolen items.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.
 -

10. Effective classroom management

Well-managed classrooms are paramount to promote engagement. Effective classroom management will allow staff to:

- Maintain standards that are consistent so that they can understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish clear responses for handling engagement issues
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their engagement, pupils will be expected to follow FPT’s Pupil Code of Conduct (annex A)

Classroom expectations

FPT encourages the use of positive language in the classrooms at all times rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

FPT will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers will support pupils to understand and follow classroom routines. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them.

To support pupils’ continued awareness and understanding of classroom routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

FPT understands that a well-structured classroom environment is paramount to preventing poor engagement . This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers can employ strategic seating arrangements to encourage positive and meaningful interactions which includes the objective of developing social communication alongside academic progress.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

FPT recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the engagement that is being rewarded by referring to ROAR
- The praise is given immediately following the positive engagement .
- The way in which the praise is given is varied and is adapted to each child.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, FPT understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling positive engagement.

As with praise, FPT understands that providing rewards after positive engagement means that pupils are more likely to attempt that positive engagement again. For rewards to be effective, FPT recognises that they need to be:

- **Immediate** – immediately rewarded following positive engagement.
- **Consistent** – consistently rewarded to maintain positive engagement
- **Achievable** – keeping praise and rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for positive engagement will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Completion of ROAR CARDS for those students who have been issued one from their mentor

11. Data collection and behaviour evaluation

FPT will collect data from the following sources:

- Unacceptable serious actions
- Attendance, permanent exclusion and temporary removal from lessons
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed termly by the Directors and SLT. Attempts will be made to identify possible factors contributing to any engagement issues, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform FPT policies and practice and discussed with the Mentor Team in an attempt to support struggling students further.

12. Monitoring and review

This policy will be reviewed by the Directors on an annual basis; they will make any necessary changes and communicate these to all members of staff

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024



ANNEX A

THE FAST PROGRESS TUITION'S CODE OF CONDUCT GOVERNS THE CONDUCT OF ALL STUDENTS AND THE RELATIONSHIP BETWEEN FAST PROGRESS TUITION AND ITS STUDENTS. SIGNED ACCEPTANCE OF THIS CODE OF CONDUCT BY THE PARENT AND STUDENT IS A PRE-REQUISITE FOR ADMISSION TO FAST PROGRESS TUITION.

FAST PROGRESS TUITION HAVE AN ESTABLISHED CODE OF CONDUCT TO PROMOTE:

- A high standard of values and behaviour;
- Preparation and nurturing of students who are capable of achieving great things in a different environment which requires dedication, maturity and adaptability.
- Development of positive characteristics;
- Responsible behaviour at all times;
- Consideration and respectfulness towards others
- Display of good manners and courteous conduct at all times

AS A MEMBER OF THE FAST PROGRESS TUITION COMMUNITY, I UNDERTAKE TO ROAR:

RESPECT

- Be responsible for upholding the core values of Fast Progress Tuition.
- Respect myself by striving to realise my full potential and have pride in my actions.
- Respect others by being polite, considerate and helpful at all times, giving others every opportunity to realise their full potential.
- Respect the environment, by consciously caring for and protecting my physical and natural surroundings.

OWN

- Take ownership of your education and development.
- Take ownership of your engagement and endeavour to seek support to develop it
- Take ownership of reactions to others, and endeavour to improve them if they are inappropriate.
- Ownership takes time, and Fast Progress Tuition will help you to develop each aspect.

ACCEPT

- Accept responsibility by completing tasks given and recognizing that with responsibility comes accountability.
- Accept challenges and find ways to overcome them, by seeking support or by independently working through it.
- Accept and embrace the feeling of struggling to succeed face and overcome challenges.
- Accept others without judgement

RAISE

- Raise your expectations of yourself by pushing yourself in class.
- Raise others by helping them to achieve.
- Raise your mindset to think of positive outcomes and possible routes to success.

INITIAL EGOS AT THE DOOR

- We accept and support that each student is unique, with their own abilities and are on their own special journey.
- We do not look to COMPETE we HELP each other succeed
- We embrace everyone as an individual and that everybody has their own journey
- Regardless of whether you agree with or dislikes someone's views, we accept and embrace our differences.
- We are enhancing our skill set, to be the best that we can be. There are no Ego's at Progress Tuition.
- If you are good at something, we encourage engaging in the development of others.

SUPPORT AND ENCOURAGEMENT

- We believe in building confidence and bonds which last a lifetime and therefore we commit to support and encourage each other.
- We do not criticize or put each other down.
- We learn from each other, support each other and triumph on one another's achievements and successes.

COMMUNICATION AND CONFLICT MANAGEMENT

- We believe that, at all times, respect is shown to teachers, mentors and fellow students.
- We deal with challenges and concerns in a respectful mature manner to engage with a positive and uplifting result.
- In our pursuit to deliver, we encourage the following:
- No interruption of classes in progress by parents, to discuss personal issues, is inappropriate and distracting to both teachers and fellow students.
- Book an appointment with relevant teachers, to discuss further, if needs be.
- If it is urgent, kindly e-mail your queries / concerns to sclark@fastprogresstuition.com or ggriffiths@fastprogresstuition.com or in the alternative to our admin email admin@fastprogresstuition.com
- We grow, develop and encourage direct communication and conflict management with Full Time and Senior Students. Students in this group are encouraged to support each other with a positive and result driven outcome between each other.
- Unresolved issues to be addressed with Stephanie or Gemma, for further assistance.

PUNCTUALITY / COMMITMENT

- We honour each other by showing respect for time, classes and rehearsals.
- We aim to arrive 5 minutes prior to the start of class times.
- We uphold this standard throughout, and do not commit to events and rehearsals if we cannot commit to attending to all responsibilities required for deliverance.

INITIAL CLASS CONDUCT

- No disruption of classroom routine will be tolerated.
- The ambience of the classroom must be one of warmth and mutual respect.
- No cell phone calls during class times unless expressly authorised.
- No eating during classes unless expressly authorised – water bottles are allowed.
- Violence/ intimidating behaviour towards staff or other students will not be tolerated and any child exhibiting this behaviour will be asked/escorted from the premises.

ATTENDANCE

- We commit to attend all classes and communicate openly in case of emergencies.
- We understand that the teachers will support us in the acceptable responses and crises management.
- We will act accordingly to this, rather than taking direction upon ourselves.

ADMINISTRATION / SOCIAL MEDIA

- For effective purposes, communication of various events and classes are posted on various social media groups.
- This is also a resource used for Timetables and changes.
- We commit to ensure that notes are read and understood.
- We respect that this is not a platform for negative comments.
- We will endeavour to contact the administrator of each group directly if we are unsure.

REPRESENTATION

- We commit to uphold a positive attitude at Fast Progress Tuition and when representing Fast Progress Tuition on any platform / presentation / event.
- We carry FPT, teachers and organisers in the highest regard and communicate to them, and with each other, in this manner.

ANNEX B

Serious Unacceptable Action incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the disengagement?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this disengagement?			
Additional comments			

ANNEX C

Engagement Management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's disengagement?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			