



Engagement Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: RA/WCF/KDH/6MA

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
January 2018	January 2019	January 2019	2	January 2020
		November 2019	3	November 2020
	GR6 Review (MA) GRK Review (BT)	Feb 2021 March 2021	4	Feb 2022 March 2022
	GRK Review	January 2022		
	GRW Review	January 2022		
	GR6 Review	January 2022		
	Overall Review	January 2022	5	January 2023

Introduction

The Green Room understands the issues which stop pupils feeling they can engage with school; and when they come to our school we put in place a raft of support, including cultural, practical and therapeutic measures to help every pupil engage continuously and successfully, and to help their parents/carers to support them appropriately.

Each pupil is assisted in accordance with their needs to facilitate the transition from their previous education to The Green Room School, and all our staff work together with the pupils to achieve their goals. We consistently offer encouragement and support throughout the pupil's time at The Green Room, and if engagement drops for some reason after transitioning to The Green Room, we aim to eliminate all barriers stopping a pupil engaging with school and provide a bespoke, tailored plan to get the pupil back on track.

If our approach does not work with a pupil we are obliged to carry out our 5 step sanction programme which is also explained below and in the attached flowchart.

Our aim is to be proactive as opposed to reactive with regards to engagement. If we see engagement issues arising we will do our best to keep pupils on track. Similarly if at home there are any hints of future engagement being a problem, it is essential to keep us informed. Good lines of communication are essential to the process.

What is Engagement?

The Green Room School has high expectations for the future of every pupil and we put all of our effort, resourcefulness, ingenuity, passion and patience into these expectations. In order to get the most out of their time with us we expect our pupils to engage with us i.e. to actively participate in school life in a positive manner. These are the school's expectations:

- We expect all our pupils to engage and participate in their lessons.
- We expect all our pupils to engage and participate in the care of animals (where relevant).
- We expect all our pupils to engage and participate in sport.
- We expect all our pupils to engage and abide by any staff instructions particularly with regard to the Health and Safety of all pupils, staff, and where relevant, members of the public.
- We expect all our pupils to abide by the school rules, specifically:
 - *No actual or threatened violence towards pupils, staff, animals or members of the public.
 - *No bullying.
 - *No absconding.
 - *No swearing.
 - *Phone to be in a locker or handed in to staff whilst at school (except is WINGS where students carry their phones and are expected to use them sensibly).

Judgements about lack of compliance with the expectations and the school rules are at the discretion of the Head of School. Lack of compliance with the school rules can result in immediate, fixed term and in some cases permanent exclusion - please see the Discipline and Exclusion section in the Behaviour Policy. Lack of compliance with other expectations are subject to the sanctions outlined below.

Why is Engagement Important?

Engagement at school is the way pupils realise their own innate abilities and interests. If a pupil is not engaged then they will not progress and it's an indication that The Green Room School is not the right place for a pupil. Only through regular and consistent engagement can a pupil hope to discover what is unique about themselves, and reflect on past behaviour in a supportive and caring environment.

Only through regular and consistent engagement can a pupil develop a truly inquisitive nature, gain access to previously un-encountered and unimagined ideas and receive the information necessary to absorb and retain as wide ranging and as relevant a knowledge-base as is possible. Only through regular engagement can a pupil hope to build character, to find themselves inspired, to learn how to be kind, brave and honest but above all else be happy. In short, continuous and successful engagement is about finding the purpose and drive to achieve and better oneself every single day.

Any lack of engagement affects the pattern of a pupil's schooling and regular lack of engagement will seriously affect development. Pupils can only benefit from and make the most of their educational journey if they engage with school continuously. The Green Room goal is 100% engagement.

Growth Mindset vs. Fixed Mindset

In a fixed mindset, pupils believe their basic qualities, like their intelligence or talent, are simply fixed traits, and believe that talent alone creates success - without effort. Pupils who have adopted a fixed mindset learn less than they could and also shy away from challenges. When pupils with fixed mindsets fail at something they tend to tell themselves they can't or won't be able to do it, or they make excuses to rationalise the failure.

Alternatively, pupils with a growth mindset believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Pupils who embrace growth mindsets may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills. Growth mindset is celebrated at The Green Room Schools.

Sanctions

If engagement develops as an issue The Green Room will pursue the following steps. (Please also see the attached flowchart.)

STEP 1: If it becomes clear engagement is an issue, for example there is a consensus amongst teaching and support staff that a pupil is not approaching a subject, lesson or session with the expected and required level of effort, The Green Room Schools will conduct an informal meeting with the identified pupil. The purpose of which will be to determine the reasons for lack of engagement and to agree a tailored bespoke plan to support the pupil going forward. This plan will include an agreed timescale for significant improvement.

STEP 2: If engagement does not improve significantly within the timescale agreed with the pupil in Step 1, The Green Room Schools will request a meeting with the Parents/Carers of the identified pupil. The purpose of which will be to improve communication between the school and home regarding engagement. Reasons for lack of engagement and measures for improving it will also be discussed, and a tailored bespoke plan of support for the pupil will be agreed between all parties. This plan will include an agreed timescale for significant improvement.

*At our post-16 provision, GR6, it is understood that students may have come to or stayed with The Green Room for very different reasons which may be evolving quickly during such a transformative time in their lives. As such, we realise that engagement with certain aspects of the curriculum may change as students discover a more vocational or academic pathway to the next stage of their journey. In these instances, there may be scope to revise a disengaged student's timetable to offer a more bespoke experience, whilst still offering them support learning in the areas of the timetable in which they have been engaged.

STEP 3: If engagement does not improve significantly a Pupil Contract will be formalised with the pupil, detailing key areas that need to be improved and ways in which the Green Room and the pupil can support this. This contract will include an agreed timescale for significant improvement.

STEP 4: If engagement still does not improve significantly a Parenting Contract will be formalised with the relevant parent/guardian. A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of a school and should contain:

- *A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract.

- *A statement by the local authority or governing body agreeing to provide support to the parents for the purpose of complying with the contract. The parent contract will include an agreed timescale for significant improvement.

STEP 5: If engagement is not improving after all the above measures have been exhausted, The Green Room School will arrange a managed move from The Green Room School to another educational facility.

Date

Co-CEO

Flow chart

