



**St Matthias**  
ACADEMY



# **Engagement Policy 2021-2022**

**We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.**

St Matthias Academy actively promotes the principles of equality and inclusion for all its students.

**Date: September 2020  
Reviewed Date: September 2021**

# Engagement Policy: Guidance for Managing Behaviour and Safety

## Promoting Positive Relationships

Positive relationships with the pupil are at the heart of engagement. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. It is therefore fundamental that we promote appropriate language and positive listening skills in all areas of our work

“Education is the passport to the future for tomorrow belongs to the people who prepare for it today “Malcom X

## Introduction

We believe that if pupils are ‘engaged’ then principally their behaviour is being managed. As a specialist provision we do not want to talk about just behaviour as this is usually done within a context of negativity. We accept the need for strong firm boundaries and the principles of sanction and recognition, but try to focus on working on the triggers which cause these behaviours rather than using a responsive model when a learner is in crisis. We use the term behaviour in the sense of it being a communication tool and a response to an individual set of circumstances. We support individuals to cope with obstacles that prevent clear communication, offering alternative ways to express themselves positively.

Behaviour management is not a discrete, separate element of school life but part of being engaged or disengaged with learning and the Academy. All behaviours are communications, all in response to a feeling, experience or stimulus. Behaviour is also a personal response to an individual’s own perception and or interpretation of a situation and or event.

Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. At St Matthias Academy, we understand that this is where behaviour management begins. We endeavour to create an exciting dynamic learning environment for all. We draw upon a wide range of creative ideas to place social, emotional growth, development and awareness at the centre of all we do. Interactive displays are an extremely valued tool to support the ongoing dialogue and developing awareness of how individuals are feeling and the impact these feelings can then have on behaviours.

*“Many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So, the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary.”*

Tim Brighouse

## **What do we want the engagement/behaviour policy to do?**

The engagement policy should allow us to build a framework from which to work that allows us to be consistent in our responses to learners. The policy should encourage the building of positive relationships and develop a sense of belonging to the St Matthias community that values and includes everyone. The policy should keep us focused on the core principles of the Academy which are inclusion and positive educational experiences.

## **Our promise to the learners at St Matthias Academy:**

WE WILL .....

- Let you know that we care and like you
- Make you safe
- Help you learn about your needs
- Help you meet your needs in balance with others
- Help you think about your ambitions
- Help you work towards your goals and ambitions

We want all our learners to leave for College, work or Apprenticeship with new hope, new skills and in a positive new direction.

Any behaviour management policy will only be as effective as the work of the staff who put it into practice. There are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and most importantly consistency throughout.

Parents/Carers and pupils' views are sought through questionnaires, meetings and ongoing dialogue which then informs the review process. The Academy community will review and reflect on the engagement policy each year to ensure that it is still fit for purpose, is being applied consistently is relevant and has a positive impact on learning.

## **Shared values and beliefs**

We believe the management of children's behaviour should reflect the values of the Academy. We choose an approaches and procedures which enhance the quality of all relationships between adults, between children and between adults and children. This principle should guide all our actions. The Academy recognises that any rules should be aspirational for all and recognises that they are a challenge to meet for many of our learners. Each class will have developed a set of expectations that are guided by the Academy rules and principles.

The formation of healthy relationships is the basis of positive engagement, good behaviour management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn and more satisfying ways of behaving.

**We believe that:**

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way
- rights and responsibilities are inseparable
- ongoing dialogue supports the understanding of rights and the individual's responsibilities of in the Academy in relation to these rights
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning
- if the ethos of the classroom and the Academy is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement
- good discipline can be clear and firm, yet supportive

**We aim:**

- to create a warm, caring, calm and orderly atmosphere of belonging that positively promotes learning and a sense of community
- to achieve consistency of attitude and response by staff which gives a sense of security and safety
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly
- to promote in all pupils a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for our environment
- to help pupils change their anti-social behaviour and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage their emotions and feelings and their behaviour and responses
- to create an environment that is safe, physically and emotionally, for everyone with a real energy for enjoying learning as part of a mutually supportive social group
- to develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and through dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs.
- to develop self-awareness and organised thinking skills

## Procedure

The Engagement(Behaviour)/Anti Bullying/Child Protection policies deal with most areas of social emotional and behavioural development.

Behaviour is recorded and monitored on Sleuth, CPOMS and SIMS and the students personal log depending on the nature of the information. Ensuring clear, precise up-to-date records of a young person's inappropriate and positive behaviours. These records form a means of monitoring a young person's social and emotional development over time and helps provide important information for parents/carers and other key professionals working with that young person.

Any Restrictive Physical Intervention is recorded in the bound and numbered book. This is a legal record monitored by the Head Teacher on a regular basis and reported on termly to the Academy Council. The young person is encouraged to have a voice in the recording of these serious incidents so we can continually review how a situation has been managed and continually seek to improve our practices.

## Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines and to train the children to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support children as they move to other environments and situations.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring
- Staff are calm and considered about the behaviour that challenges them

*“Children are like wet cement. Whatever falls on them makes an impression.*

*If you want your children to improve, let them overhear the nice things you say about them to others.*

*Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task.”*

Haim Ginott

We establish and insist on important routines throughout the Academy day, which are explained to all new starters as part of their induction visits.

## **Prevention**

We choose Team Teach strategies to diffuse or de-escalate potential incidents. The structure and routine in the Academy support this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils
- creating a positive, supportive climate
- a staff member being in the room before the pupils arrive then escorting the pupils to their next lesson at the end of each session
- providing a constant adult presence, never leaving the children unsupervised
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- making connections with previous learning
- ensuring equipment or materials needed are available and in working order
- having well-established routines for behaviour
- teaching the children strategies to deal with anger and frustration
- Appropriate humour in relationships to ensure all children feel a sense of belonging in the St Matthias community.

We also maintain the importance of confronting anti-social, aggressive behaviours that disrupt both the individual's learning and that of their peers. This supports pupils to find more effective ways of problem solving.

## **Bullying**

Bullying is not acceptable behaviour at St Matthias Academy. All the members of the St Matthias community, adults and children, have rights and responsibilities towards each other. There are clear complaints procedures set out for both pupils and adults. (See Anti-Bullying Policy)

## **Equal Opportunities**

We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to put it into practice at all times.

## **Parental Involvement**

St Matthias Academy endeavours to promote good relationships with parents and carers. Parents/carers are essential partners in the task of education and managing behaviour, as such, we attempt to positively involve parents/carers in all aspects of their child's learning and behaviour. The Induction process plays a key role in developing and supporting these positive links and enabling relationships.

Regular communication with home is extremely valuable in ensuring a positive relationship between home and St Matthias. Phone calls home to discuss pupils will be made regularly.

## **Ethos**

As a result of collaboration from pupil voice, staff and parents we believe that in order for success, we aim to encourage every individual at our Academy to develop belief in themselves to aim higher, to respect themselves, others and the facilities and to take responsibility for their decisions and actions. Our ambition is to help young people manage their behaviour so they can succeed and achieve at school.

We recognise every young person as equal and they deserve the very best. We recognise that we are all different in the ways we learn and interact. However, we recognise and encourage that we can all achieve together – as a learning community, as a student community and as a parent / carer.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. St Matthias Academy has a central role in the young person's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the young people developing their ability to conform to behavioural goals. This is measured using the competencies and skills assessment at the end of the induction period and when preparing for moving on to a new provision by the whole staff and at IBP review meetings by the tutor only.

Pupils attending St Matthias bring a wide variety of behaviour patterns based on many external and environmental conditions and one of the main reasons why young people are referred to ourselves as a result of persistent behaviour being the main barrier to access mainstream education. At St Matthias we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **As Adults**

Adults encountered by the young people have a high responsibility to model high standards of behaviour. This includes the dealing of the young people and dealings with each other. Adults influence young people through attitudes, exemplar character, teaching and the rapport they establish with the young people.

Young people are more likely to accept a code of behaviour if it is clearly understood, consistent, fairly applied, reasonable, sensitive and effective.

1. Be responsible for young people at all times, supervising their behaviours within sight and sound of them.
2. Follow Team Teach guidelines in developing / challenging situations and use positive scripts.
3. Create a positive climate with realistic expectations
4. Emphasise the importance of being valued as an individual within the group.
5. Promote positive relations built on honesty, responsibility, respect and belief.
6. Provide a caring and effective learning environment.
7. Ensure fair treatment for all regardless of age, gender, race, ability and disability.
8. Show appreciation of the efforts and contributions of all.
9. All staff to model the Academy's dress code.
10. Fulfil all our professional duties with regard to teaching and learning.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individuals, the active involvement of young people in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have **clear objectives**, **understood** by the young people, and **differentiated** to meet the needs of our young people of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the young people on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

## **Class Management**

Management of the classroom and teaching methods have an important influence on young people's behaviour. The class environment gives clear messages to the young people about the extent to which they and their efforts are valued. Relationships between teacher and young people, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way young people behave.

Each class should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall each class should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable young people to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Academy Facilities Expectations (including outdoor learning, workshops and halls).

These are places where we all work. There needs to be clear boundaries and expectations to allow everyone to work successfully and safely.

## Aspects of engagement

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.

To do this, staff and students focus upon 3 main aspects of engagement all of which are reviewed regularly by the Pupil-Voice, staff meetings and parent meetings. Reviews take place three times per academic year.

### - Be Respectful

talking to people	be kind to others	of other cultures	listen to others
respect others space	play nicely	be on time	help and support others
listen to staff	use kind language	of property	be clean and tidy

### - Be Ready to Learn

good listening	correct uniform	attend everyday	classroom voice
good sitting	try your best	helping others to learn	be in class
good thinking	correct equipment	observing	ask for help
on time	helpful	phones away	take turns

## - Be Safe

make the right choices	E-safety	keep hands and feet to yourself	listen to staff
use equipment appropriately	protect yourself and others	feet on the floor	Make the right choice
think first	right place right time	ignore negative behaviour	keep banned items out of the Academy

## Steps to managing behaviour.

### Step 1

Class teacher range of class-based strategies. This may involve class time out, class catch up, loss of points, gentle word, warning, phone call, points sheet. Staff to follow helpful strategies on students' IBP/ support plan, that may include splitting the class making use of the LSA and Teacher to create a positive supportive environment. Staff to use and exhaust a range of strategies before moving on to the next level.

### Step 2

When Step 1 approaches have failed. Class teacher calls 'Level 1 support' to the on-duty behaviour support team for additional assistance. The additional staff member will work with classroom staff to support the student back into learning or encourage to leave class for time out or a conversation about the issues affecting the student's ability to engage. Further consequences can be placed such as break or after school detention.

### Step 3

If/When Step 1 and step 2 approaches have failed. If the lesson lead suspects escalating, dangerous behaviour, then a 'Level 2 support' should be called in order to support in de-escalating and encouraging the student to self-remove from class. Should all de-escalation strategies fail then physical interventions can be used as a last resort and if escalation continues, home support may be contacted.

## **Expectations**

### **Start of lessons**

Young people are met by the lesson lead on entering the classroom

Young people enter rooms sensibly

Hand in items to be locked away if not already done so

### **During lessons**

When the lesson lead talks to the whole class, young people are expected to listen and concentrate

Young people are expected to work sensibly and not distract other pupils

Young people are expected to speak to each other politely and quietly

Young people must not leave the class without the approval of the teacher. If a pupil does leave the class, they must be supervised at all times – support staff to follow student out and check if the on-duty behaviour support staff are able to take over monitoring of the student. If yes, then the staff member returns to class. If not, then the staff member stays with the student until a duty member of staff is available

Mobile phones, i-pods, magazines or other distractions are not allowed and attempts to confiscate will be made if used in class unless it is part of learning

### **End of lessons**

Points are awarded for appropriate use of Learning, Language and targets. Additional bonus points can be awarded for exceptional work and behaviour

The lesson lead is the person who will signal the end of the lesson

When instructed young people should clear the room and any litter should be picked up

The chairs and desks should be ready for the next class

Only when the staff members finally tell the young people to go, should they leave the room

### **Out of school**

Walking locally or with a school group, young people must be reminded that the Academy's reputation depends on the way they behave. Trip leaders must recognise that they are in a position of parent/carers while the young people are in or out on a school trip.

This means in particular that:

There is no excuse for rudeness, disrespect or insolence towards any members of the public.

Any intimidation or acts of violence towards peers, staff and the general public will be treated as very serious offences.

The importance of completing points sheets and logging information for the Tutor to effectively write weekly reports and maintain effective communication with home.

Our approach to raising achievement in the area of pupil behaviour at St Matthias Park puts the tutor/class teacher as the pivotal point. Tutorials provide an opportunity for tutors to share points and positive/negative sleuth information, allowing young people to reflect on their previous points in order to monitor and promote individual improvement.

Class teachers / Tutors should have access to Sleuth from which patterns of behaviour can be seen clearly. This information should inform Engagement plans (IBP), Risk Assessments, EHCP meetings, Parent School meetings, Case Conferences and pastoral support.

We meet on a daily basis to discuss patterns of behaviour and additional strategies and discuss specific student concerns and safeguarding issues on a weekly basis.

The tutor/class teacher monitors the behaviour of each young person through Sleuth.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping young people to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups.

It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for young people. Rates of praise for behaviour should be as high as for work. Many of our young people require immediate physical recognition of their positive efforts. In order to provide this, a system of weekly enrichment activities along with termly reward enrichment trips are organised in order to promote good learning and behaviour.

Staff need to feel empowered to supporting this. Rewards and recognition of good behaviour, effort and achievement is recorded through Sleuth Behaviour Tracking system.

Weekly enrichment reward activities are differentiated according to points, encouraging young people to gain maximum amount of points. The highest points may include weekly enrichment trips out of school on activities such as climbing, whilst the least scale of points would include class-based activities.

Sleuth points are totalled towards end of term reward activities that may include additional out of school trips and residential camps.

For those young people who have been late to lesson or requires additional work to complete, catch up time is organised that is supported by leadership.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction in itself.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Tutor team, Learning Mentors, Deputy and Headteacher. Letters to parents, RTS meetings, ultimately and in the last resort, being educated off site. This is not an exhaustive list and additional strategies can be seen later in the policy (**Reducing inappropriate behaviour**). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Tutors follow a range of strategies to manage behaviour including the use of verbal Persuasive Scripts and Team Teach approach.

More serious in-class disruptions may prompt the subject teacher to inform the Behaviour Learning Mentor.

The tutor needs to inform the pupil's parents/carers of their concerns and what they intend to do. A meeting to review an Engagement Plan (IBP) or a Risk Assessment may be needed.

Unfortunately, a tutor/class teacher may reach the stage where having tried a variety of strategies and ideas they have recorded little or no improvement. In these circumstances they should involve the Senior Leadership Team.

Together they can review the situations and other more serious measures could be built into the Engagement Plan (IBP) action. The parents/carers must be informed again at this point and their involvement may help a more positive outcome.

Further concerns or very serious incidents need the involvement of the Head Teacher (or Deputy Head Teacher in their absence). No situations should reach this stage without the parents/carers already having been informed and involved unless it is a very serious first time offence.

In circumstances of a pupil committing a very serious offence (e.g. violent assault, bullying or racial abuse) the Head or Deputy Head Teacher will become involved. It will be the responsibility of the Head / Deputy Head Teacher to ensure the right action is taken by discussing it first with the pupil's tutor.

The action taken will be recorded on Sleuth.

A letter to parents/carers needs to be sent informing them of what action has been taken and why. It may be in these circumstances, additional agencies such as the police may become involved.

Note: For racial abuse or bullying incidents please refer to the Equal Opportunities policy.

Note: If Child Protection / Safeguarding concerns are raised please use the Child Protection recording tool (CPOMS) or a CP recording form and pass directly to the DSL (or the Deputy DSLs in their absence). Please refer to the Child Protection /Safeguarding policy.

In some cases, persistent and serious cases of behaviour may result in a young person receiving a Personalised Learning Plan (PLP) where a plan is drawn up of learning on and off the Academy premises and in collaboration with parents/carers, staff the Deputy Head and Head Teacher and agencies.

## **Monitoring**

Aside from the usual methods of monitoring and recording behaviours, there are instances where additional reporting is required.

Racist incidents require an additional form to be completed and sent to the headteacher. The head teacher will in turn collate and pass these onto the CEO of Learn@ MAT.

Bullying incidents also require additional reporting. Persistent, repeated or targeted abuse towards a young person will be recorded on Bullying incident reporting forms and sent to the headteacher. Again, the head teacher will in turn collate and pass these onto the CEO of Learn@ MAT.

## Reducing inappropriate behaviour

Sometimes the positive strategies may not be enough and, depending upon the situation, it may be necessary to deal with persistent misbehaviour by:

- Take up time
- Refocus on learning & tactical ignoring
- Remove audience
- Positive praise (public or private)
- Humour (use with caution & depending on relationship)
- Distraction
- Reminder of incentives
- Giving effective reminders of appropriate behaviour
- Time in the sensory room
- Using colleagues to help diffuse situations or who have a particularly strong relationship with an individual
- Not awarding points
- Twilight session (not Payback)– after school catch up
- ~~Break/lunch/after school detention~~ reflection time
- Restorative Justice. Young people are given the chance to make reparation with a member of staff. This can sometimes mean apologising by note or card, making up for work not done in break time, spending time with the victim of their insults or aggression.
- Involve parents/carers in working together on a particular strategy
- Withdrawal of privileges.
- Monitoring inappropriate behaviour using Sleuth.
- Internal exclusion from class/tutor group for specific lesson.
- Shadowing by the class LSA
- A parent/carer of the pupil coming into school to work alongside their child
- Lunchtime exclusion from dining hall or allocated rooms
- Head's Report
- Class change
- Involvement and referral to the Educational Psychologist from whom additional ideas and input may be beneficial. They will also be needed to review the placement if the behaviour persists without signs of improvement.

## Home support and Fixed Term Off-site education

As an Alternative provision we would never feel it necessary to permanently exclude young people but rather we would work with agencies and parents/carers to support the young person in dealing with challenging behaviours and providing learning.

As the Academy caters for a wide mixed need type, at times this can pose as a challenge in managing SEMH behaviours alongside SLCN and other needs. In extreme cases of inappropriate behaviour, it may be necessary for the Head Teacher to take the ultimate sanction of educating a young person off site for a short period of time. This will include daily visits from Learning mentors/tutors/education staff and potentially working at the Meriton Alternative Learning Provision to avoid a young person being excluded from learning.

### **Positive Handling (*Physical Intervention*)**

Please refer to the Positive Contact policy.

### **Searching Pupils**

Searching pupils may be necessary in certain circumstances if it is felt by the staff that the pupil may be concealing potentially harmful items. On Arrival, each pupil is screened according to our searching, screening and confiscation policy.

### **Support for staff**

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore, it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague. The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a later stage to have a de-brief regarding the incident with the Head or Deputy Head Teacher should be made available.

### **Attendance**

Please refer to the Attendance Policy

## **Other Relevant Policies and Procedures**

This procedure should be read in conjunction with:

Positive Contact Policy

Health & Safety Policy

Safeguarding / Child Protection Policy

## **Appendix A**

### **Covid 19 Related behaviour issues:**

If there is an incident of unsafe behaviour constituting a Health and Safety risk to the school population, such as failure to follow Covid secure practices of maintaining social distance / wearing face masks (unless exempt), coughing, sneezing, biting or spitting towards anyone, then a risk assessment will be carried out and parents/carers will be contacted. This may require a period of home learning whilst the risk assessment is completed. If the actions are repeated or perceived as deliberate, namely purposefully putting someone else's safety at risk, there will be a requirement for the pupil to engage in a programme of home learning. This is covered in our 'Remote Learning Policy' and ensures your child can still access learning. We will regularly review the risk assessment, and they will be welcomed back onto the Academy site when we all determine that the pupil is no longer a risk to the health and safety of others.