



STUDENT ENGAGEMENT AND WELLBEING POLICY

(Guidelines for Managing Student Behaviour)

Related Policies:

Anti-Bullying Policy; St Joseph's Primary School, Wauchope

Suspension and Expulsion Policy; Catholic Schools Office, Lismore

2017

Policy Written: December 2013

Updated: December 2015

Updated: February 2017

Review: Continuing for PBS



FUNDAMENTAL BELIEFS FOR STUDENT ENGAGEMENT AND WELLBEING

- Clear and consistent expectations are to be set
- All individuals have the right to be safe, heard and respected
- Relationships and rapport are fundamental to changing behaviour
- Situations will be dealt with in a clear, calm manner
- Every person is provided with equal opportunity to learn
- There needs to be differentiation between the deed and the doer.
- Allow for the differing needs in which children learn
- Learning opportunities allow for engagement and success for students.
- Mistakes are an opportunity for positive growth and change
- Resilience is learnt and practised.
- Self-awareness and owning one's behaviour leads to change
- All individuals have the ability to modify their behaviour
- Consequences are logical, relevant and determined by all involved
- Behaviour management is a partnership
- All school members are aware of rules and processes for reflection and change (i.e. Affective questioning)
- All school based discipline methods exclude corporal punishment of any nature
- Any adult in supervision will be guided by Child Protection guidelines

Proactive Strategies for Expected Behaviours

In order to create an environment of cooperation and support, the following implementation strategies will be applied within the classroom context to assist with and encourage positive management of behaviour.

- Each home class will display and follow PBS behaviour expectations:

At St Joseph's Primary School Wauchope:

We are respectful. We are responsible. We are resilient.

- Each home class will display a **Behaviour Expectations Matrix** (Appendix 2) aligned with the PBS policy.
- Each home class will display a **Discouraging Inappropriate Behaviour Flowchart** (Appendix 1) aligned with the PBS policy.
- Throughout the year, regularly revisit/ revise and teach the PBS Behaviour Expectations Matrix.
- Begin in Term 1 with familiarising students with the school's behaviour expectations and the matrix.
- Develop reward systems tailored for students aligned with school reward system.
- Develop visual and verbal cues to cater for student needs.
- Ensure classroom programs and procedures are consistent with PBS policy, procedures and expectations
- Continue to educate children in Affective Questioning of Restorative Practices Philosophy (Appendix 1a)
- Utilise Effective Questioning when dealing with children
- Utilise **Microskills** and other strategies such as fidget toys and movement and sensory breaks, to prevent the escalation of a situation.

Microskills

- Establishing expectations - Making Rules
- Instruction Giving - Telling what to do
- Waiting and Scanning - Stopping to look at what is happening
- Cueing with parallel acknowledgement- Praising a particular student to make a point
- Body Language encouraging - Smiling, nodding and moving near
- Descriptive encouraging - Using a particular type of praise
- Selective attending - Ignoring some behaviour
- Giving a choice - Describing the student's options and likely consequences
- Following through - Doing what you said you would
- Defusing - Talking it through

<http://www.leo.eq.edu.au/microskills.htm>



AFFECTIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

CLASSROOM - RESPONSIVE MANAGEMENT

When a child disregards or chooses to act in discord with the Positive Behaviour Support (PBS) system, the following consequences should be applied. The referring teacher determines the starting step dependent on the nature and severity of the behaviour. The *Discouraging Inappropriate Behaviour Flowchart* (Appendix 1) order is followed at the discretion of the Principal depending on the severity of the incident. Each day is considered a new start for the student. Students are made aware of the severity of the infringements using the minor and major section of the *Discouraging Inappropriate Behaviour Flowchart* (Appendix 1).

1. **Follow School Reward Plan:** Teachers will use the school's *Proactive Strategies for Expected Behaviours* (p.4), teach lessons around the *Expected Behaviours Matrix* (Appendix 2a) and positively frame **behaviour expectation reminders** to assist students to display appropriate behaviour expectations.
2. **Warning:** (Approx. 10 mins): If the expected behaviours are not followed, the student will receive a warning. A suitable space, that is visible to the supervising teacher, is chosen within the classroom/withdrawal room which allows the child some time to reflect on the behaviour/choices that resulted in a warning being given. Students should reflect on how they will return to the class and follow behaviour expectations. At the end of this time, the teacher will remind the student of the school's behaviour expectations:

At St Joseph's Primary School: We are respectful. We are responsible. We are resilient.

*Referring teacher to record warning on Google form.

3. **In Class Lunchtime Reflection** : (One Lunchtime - 30mins –(after eating at First Lunch)) If the expected behaviours continue not to be followed, the student will be given an **In Class Lunchtime Reflection** (Appendix 3A & 3B) by the teacher. The student will complete a pink In Class Lunchtime Reflection slip. The class teacher at this time, will process the Reflection with the student, using the Affective Questioning of Restorative Justice Philosophy (Appendix 1a). The teacher will conference with the student about how they will return to the class and follow the behaviour expectations. Teachers will reflect to identify any specific problems and consider: classroom management, student rapport, family rapport, recent contact with parents, student social development, family circumstances.

*Referring teacher to record In Class Reflection on Google form **and** Schoolworx **and** inform parents through a phone call.

4. **Office Reflection:** (At least one session and the next lunch) If a student has received **two** In Class Lunchtime Reflections OR has displayed 'major behaviours' as outlined on the Discouraging Inappropriate Behaviour Flowchart (Appendix 1), he/she will receive an Office Reflection. Referring teacher calls a member of the Executive to inform them of the situation. The Executive member uses an Office Reflection Slip (Appendix 4A & 4B) to support the child to reflect on their behaviour/choices. Before returning to class, an executive member has a discussion with the referring teacher. **It is important at this stage that the teacher and the executive member together process the Office Reflection Sheet with the student, using Affective Questioning of Restorative Justice Philosophy.** Upon returning to class feedback will be given to the class if necessary.

*Referring teacher records the incident on the Google Form and Schoolworx; attaches a copy of the reflection slip to Schoolworx.

*The member of the Executive will contact parents and put additional information including phone call minutes onto Schoolworx.

*Possible loss of privileges for the student.

5. **Meeting with Principal/Assistant Principal:** Initiated by the Principal or delegated other, and in negotiation with teacher and parents (Appendix 7) the student receives an In School suspension. The nature is determined by the Principal or delegated other, in negotiation with the teacher when the student continues to not display expected behaviours OR is displaying major inappropriate behaviours. The processes and protocols of the Suspension and Expulsion are in accordance with the Suspension and Expulsion Policy as set down by Catholic Schools Office Lismore. A Positive Learning Plan is put in place for the student (Appendix 10).

6. **Group Problem-Solving:** For chronic or serious behavioural concerns requiring an Individual Behaviour Management Plan IBMP. (Appendix 6) Meeting may include Student, Parent, Teacher, Executive Member, Member of Additional Needs Team, Outside Experts if deemed necessary. An IBMP (Appendix 6) is created by/given to all key stakeholders involved in the implementation and one copy is kept on Schoolworx.

7. **Suspension from School:** Initiated by Principal or delegated other and in negotiation with teacher and parents (Appendix 7). The suspension may take the form of In School or Out of School. The nature is determined by the Principal or delegated other, in negotiation with the teacher and parents. The processes and protocols of the Suspension and Expulsion are in accordance with the *Suspension and Expulsion Policy* as set down by Catholic Schools Office Lismore.

8. **Expulsion from School.** As per Diocesan Guidelines (Appendix 7)

APPENDIX 1

Discouraging Inappropriate Behaviour Flowchart as of February 2017

At St Joseph's Primary School, Wauchope: We are respectful. We are responsible. We are resilient.

***Refer to while PBS is being introduced to the school community**

NB: Each day is a new start The flowchart order is followed at the discretion of the Principal depending on the severity of the incident

Expected Behaviours

Minor Behaviours

Off task behaviours: not engaging in learning activities, task refusal, task avoidance, calling out, wandering around the room, leaving classroom without permission etc.

Disruption: low intensity but inappropriate interruption to learning

Inappropriate language- low intensity use of inappropriate language

Physical contact: non-serious but inappropriate physical contact

Defiance/Disrespect: brief or low-intensity failure to respond to teacher response

Dress: student wears clothing that is not within the expectations of school guidelines; hat isn't worn in the playground

Property misuse: low intensity misuse of school or personal property, littering

Technology misuse: inappropriate but low-intensity misuse of technology (phone, iPad, camera, computer)

Tardiness: student arrives late after bell e.g. after lunch time bell with no viable reason

Unsafe behaviour: low intensity (includes out of bounds)

Other: any other inappropriate behaviour that has low intensity

MAJOR BEHAVIOURS

Repeated tardiness: repeated or sustained incidents of arriving late after the bell

Disruption: sustained or intense disruption of learning

Technology misuse- misuse of technology (phone, iPod, camera, computer etc.) which is sustained or (potentially) harmful to others

Repeated on-going off-task behaviours: off task behaviours occurring for long periods of time or repeated over time (ie long duration, high frequency)

Defiance/Disrespect: high intensity failure to follow reasonable requests/directions OR repeated refusal to follow reasonable requests/directions

Property damage: substantial destruction or disfigurement of property

Theft: having possession of or removing property belonging to someone else

Abusive language: verbal aggression such as swearing, name calling, threats

Physical aggression: serious physical contact where injury may/has occurred

Other: any other inappropriate behaviour that is potentially harmful, or has caused harm to self

	Step 1 	Follow School Reward Plan Proactive Strategies for Expected Behaviours Behaviour Expectation Reminders
	Step 2 	Expected behaviours not followed: Warning In Class Reflection (time away from class) (Record on Google form)
	Step 3 	Expected behaviours continue not to be followed: Lunch Time Reflection In class/One lunch time/Complete pink slip (Recorded on Google Form + Schoolworx by teacher dealing with incident. Teacher to phone parent/caregiver) Identify problem and consider: *Classroom/playground management *Mutual respect between student and teacher *Informal contact with parents- phone calls being made *Student's social development *Family circumstances Reteach: Reflection & conference in classroom with teacher
		**Two lunch time reflections
	Step 4 	Expected behaviours continue not to be followed: Office Reflection In office/Complete green slip (Recorded on Google Form, Schoolworx by teacher and followed up by Principal/AP) Reteach: Reflection & conference with Principal/Assistant Principal Principal/AP to discuss reflection with teachers and contact parents/caregivers. Possible loss of privileges
	Step 5 	Expected behaviours continue not to be followed: Principal/Assistant Principal (Principal/Assistant Principal/Teacher to meet with parents/caregivers) In-school suspension (CSO notified) PLP put in place Loss of privileges
	Step 6 	Expected behaviours continue not to be followed: Group Problem-Solving Individual Behaviour Management Plan Parents/caregivers + Principal/AP, teacher + ANT/BM personnel + student (if necessary) to meet
	Step 7 	Expected behaviours continue not to be followed: Suspension (CSO notified) Loss of privileges
	Step 8 	Expected behaviours continue not to be followed: Exclusion from school (CSO involvement)

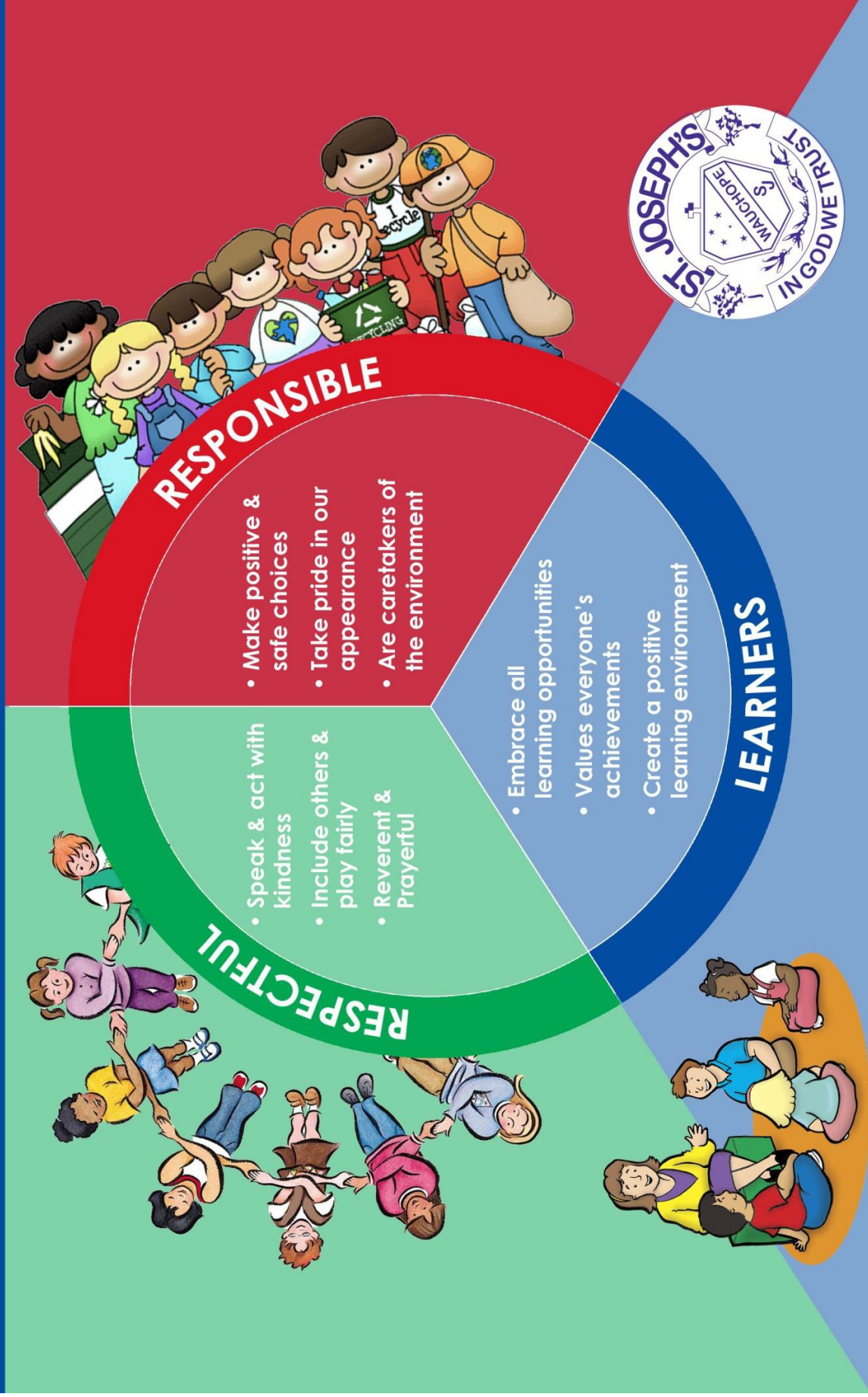
Affective Questioning of Restorative Practices Philosophy



AFFECTIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

AT ST JOSEPH'S PRIMARY SCHOOL WAUCHOPE WE PLACE OUR 'TRUST IN GOD' WHEN WE ARE...



"I have come that you may have life and have it to the full" JOHN 10:10

Currently being reviewed to reflect our Positive Behaviour Support System