

# South Padbury Primary School

## Student Engagement and Behaviour Support Policy



SOUTH PADBURY  
PRIMARY SCHOOL  
Pursuit of Knowledge and Friendship

## Moral Purpose

Be the Change

## Vision Statement

Build a learning community where students, parents and teachers work together to develop partnerships and foster life-long learning through mutual respect, cooperation, and support, both inside and outside the classroom.

## Policy Statement

Creating, safe, orderly, inclusive, supportive, and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

SPPS aims to develop effective and timely management of student behaviour processes which:

- Promote student wellbeing
- Are preventative in nature
- Teach pro-social behaviour and self-regulation; and
- Focus on early intervention

This is done through:

- Creating a positive school culture based on the four school core values and school moral purpose
- Identifying and communicating the rights and responsibilities of all students and staff to engage in building positive behaviour
- Incorporating restorative approaches
- Utilising multi-tiered systems of support that are responsive to student needs
- Building staff capability through training and support to teach and sustain positive behaviour
- Using available behaviour supports for students with complex needs

As a result, we want our students to:

- Establish and build positive connections with adults and peers
- Develop empathy for others and understand relationships
- Recognise and regulate their own emotions
- Make responsible decisions
- Work cooperatively and productively with others
- Have strategies to cope with challenging situations constructively

## Code of Behaviour

The school's four core values form the basis of our code of behaviour:

Be Kind

Be Respectful

Be Involved

Be Proud

## Rights and Responsibilities

### *Students have the right to:*

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure, friendly and clean environment
- Be treated with respect, courtesy and honesty
- Be heard
- Receive respect and kindness from others
- Make mistakes and learn from them
- An engaging curriculum

### *Students have the responsibility to:*

- Show respect and kindness to all members of the school community
- Attend school
- Ensure that they are punctual, polite and prepared
- Set goals and work towards achieving them
- Develop their resiliency
- Ensure their behaviour is not disruptive to the learning of others
- Ensure that the school environment is kept neat, tidy and secure
- Display a positive manner
- Behave in a way that protects the safety and wellbeing of others
- Communicate issues and concerns to parents and teachers
- Value and respect the whole school community
- Follow school rules
- Accept consequences for their actions and learn from possible poor choices

### *Staff have the right to:*

- Receive respect and kindness from others
- Teach in a safe, secure and clean environment
- Teach in a purposeful and non-disruptive environment
- Receive cooperation and support from parents
- Be treated with courtesy and honesty

### *Staff have the responsibility to:*

- Model and demonstrate courteous and honest behaviour
- Show respect and kindness to all members of the school community
- Model resiliency
- Ensure that the school environment is kept neat, tidy and secure
- Establish positive relationships with students and parents
- Ensure good organisation and planning
- Provide an engaging curriculum
- Report student progress to parents and students
- Implement the Positive School Engagement Policy
- Know the school rules and incentive programs and show consistency when enforcing them

### *Parents have the right to:*

- Receive respect and kindness from others
- Be informed of course and curriculum material, student engagement and attendance procedures and decisions affecting their child's education, health and welfare
- Be informed of their child's progress
- Access a meaningful and adequate education for their child
- Be heard in an appropriate forum on matters related to the rights of their child's education
- Be treated with courtesy and honesty

### *Parents have the responsibility to:*

- Model and demonstrate courteous and honest behaviour
- Show respect and kindness to all members of the school community
- Ensure that their child attends school and is punctual
- Inform staff of any concerns regarding their child's health or welfare that may impact upon learning
- Ensure that their child's health and welfare is at an optimum for learning
- Ensure that their child has the materials to participate in all learning activities
- Support the school in the education of their child

## Personal and Social Learning

Personal and social capabilities are the identified competencies and skills children, and young people need to build resilience, and manage their emotions, behaviour, and relationships with others.

Personal and social learning involves providing students with opportunities to learn and practice skills that support them to:

- Identify and manage their own feelings, personal strengths, positive connections, and sense of self/identity
- Regulate and express their emotions, develop voice and responsibility for actions, cope with stressful events in healthy ways, set and achieve personal and academic goals and persist to overcome challenges
- Develop empathy, care and concern for others and their community; acknowledge strengths in others and celebrate diversity
- Build and maintain friendships; co-operate with others; work in teams; manage conflicts; problem solve, consider all factors and the possible consequences of choices made; identify and avoid unsafe situations

South Padbury PS implements strategies that strengthen personal and social learning through:

- Explicit teaching of the Health and Physical Education learning area including age-appropriate respectful relationships, consent, and protective behaviours
- ACARA personal and social capabilities learning continuum
- Community bush regeneration experiences
- Urban Tiny Forest science monitoring
- Sensory and vegetable garden planting
- Buddy class connections
- Peace Ranger duty at recess and lunch time
- Lunch time interest clubs with different staff members
- Nature playgrounds
- Bush play
- Loose parts play
- Wellbeing dog program to support social skills and emotional regulation
- Student leadership opportunities with a strong community focus
- SPSS's Got Talent Showcase
- Edu Dance Program
- Zones of Regulation language to manage big feelings and develop self-regulation
- 4 Friendship Facts language to build friendship skills
- Classroom Community Circle
- Competitive sport opportunities which allow opportunities to manage emotions/disappointments and to celebrate achievements
- Individual in class accommodations to support student regulation and engagement
- Care Conversations taught through modelling and exposure to restorative language
- Teaching empathy (The expression, through words or actions, that you understand and care about the way another person is feeling. Empathy is a gift that's all about the other person)
- Building character in students through everything staff say, how staff say it and everything staff do
- Crunch and Sip/morning tea normative social rituals
- Providing outdoor spaces for talking
- Games and play inside and outside the class room throughout the day
- Staff using affective language (I'm disappointed, I'm proud to see, I'm very impressed, I'm frustrated, I appreciate, I love, I'm worried, I'm excited to see, it makes me happy). Consistently using affective language each day reminds students that their behaviour impacts others both in a positive and negative way, and builds emotional intelligence and empathy, which increases self-regulation.

## Classroom Climate and Engagement

The foundations of positive behaviour and engagement lie in the development of quality relationships between teachers and students. Evidence suggests that students who develop positive relationships with teachers achieve stronger academic outcomes and are more confident and resilient. Students also need to feel connected to school and cared for by people at school. This supports engagement and positive behaviour choices.

**Connection before correction and relate before regulate.**

At South Padbury we aim to create a classroom climate/learning environment based on the following dimensions:

Climate	Examples
<b>Care</b>	Staff make children feel that they really care about them. (Social/emotional safety) Staff try hard to understand how students feel about things. Staff teach personal and social capabilities. Students feel safe in classrooms. (Physical safety)
<b>Control</b>	Students treat staff with respect. Students are engaged in class with meaningful activities.
<b>Clarify</b>	Staff have several good ways of explaining each topic that is covered in class. Staff explain difficult things clearly.
<b>Challenge</b>	In classes students learn a lot. In classes students are taught how to correct their mistakes.
<b>Captivate</b>	Staff make lessons interesting. Staff provide students with different ways they can learn in class.
<b>Confer</b>	In class students are encouraged to speak up and share their ideas about their work. Staff respect students' ideas and suggestions.
<b>Consolidate</b>	Staff check with students to make sure they understand what they are being taught. Staff provide regular feedback to students in class to help them understand how to improve.

Our school uses positive relational strategies to strengthen and support these dimensions including:

- Communication strategies to redirect to positive behaviour such as verbal and non-verbal support, active listening, empathetic statements, visual reminders
- Engagement strategies that ensure attention, focus and involvement during lessons
- De-escalation skills to support students to manage aggression, challenging and unsafe behaviour, and communicate resolutions
- Debriefing scripts to support planning for re-engagement in learning after an incident
- Fair processes in determining consequences for student behaviour
- Social-emotional learning plans that meet identified needs of individual students including social stories
- Providing a variety of restorative/calm down spaces for individual students and the whole class. Spaces can be inside and outside the classroom.
- Evidenced based pedagogical practices that create a positive learning environment
- Staff knowledge of trauma informed practice
- Displaying visual reminders such as routines, school/class values, and scripts for problem solving
- Scheduling time allocated brain-breaks and activities that support students' engagement in learning
- Embedding opportunities to learn and reflect in response to student behaviour through class meetings/sharing circles
- Co-creating classroom values, expectations, and consequences
- 'Be' faction token rewards to recognise positive actions and words before/after school, recess and lunch
- Whole class reward systems
- Communication home to parents of events that may impact engagement or regulation
- 'Be' cards sent home to recognise positive actions and words in the classroom
- Informal and formal processes and practices for repairing harm done to others

## Bullying

Bullying is an **ongoing misuse of power** in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen online or in person, and it can be obvious (overt) or hidden (covert). *Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.* Bullying behaviour is **targeted and repeated, or has the potential to be repeated**, over time.

Bullying is a behaviour. At South Padbury PS we identify and label the unacceptable behaviour. E.g. 'Students who engage in bullying behaviour'. This ensures that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of the enduring label of being a bully.

### Bullying can include:

**Verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist, or sexist comments.

**Social/relational bullying:** Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

**Physical bullying:** Involves violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging, or stealing someone's belongings, and unwanted touching.

**Cyberbullying:** Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically, or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.

**Bystanders:** Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support, or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

The school undertakes the following intervention approaches to bullying:

- Identifies early signs of problematic peer relationship issues to prevent bullying behaviour
- Teaches effective bystander behaviour to targeted groups or for specific situations
- Supports bullied students to promote recovery and resilience
- Encourages students and parents to report incidents of bullying to the school
- Implements intervention practices and programs to resolve conflicts, restore relationships, and promote tolerance and social problem solving to respond to bullying incidents
- Implements case management of students involved in persistent bullying
- Teaches students to ask for help if they are being bullied or see it happening to someone else. At school this could look like talking to the classroom teacher or any adult staff member or friends.

Reported bullying incidents are investigated by the class teacher first, and a member of the Administration team is then notified and involved. Proven bullying incidents are recorded on the school's behaviour management system and parents are contacted. Restorative conversations between students are undertaken at school where appropriate, facilitated by a staff member, and can include small group or individual conferences. These conversations may also include the completion of a reflection sheet which will be sent home to parents. Consequences for behaviour can include withdrawal from the classroom or playground for a period of time, higher supervision, targeted programs, loss of Good Standing, alternative play areas and times or suspension. A behaviour support plan may be developed to case manage persistent bullying behaviour.

## Restorative Approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm. This puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.

South Padbury PS uses restorative approaches with students in the classroom and in the playground. Our restorative approach is built around students being reflective, building resilience and demonstrating accountability for their behaviour and can be a simple, rapid conversation or more in depth depending on the issue. **Appendix T**

The following questions are used during restorative conversations between students:

- What happened?
- What were you thinking at the time?
- What are you thinking now?
- Who has been hurt or upset because of what you have done?
- What do you need to do to make things right?
- What will you do differently next time?

As part of the restorative process students may be required to complete a restorative repair plan regarding their choices, how they impacted others and what could be done differently next time. Parents will be notified if their child completes a repair plan at school, and the sheet will come home with the child for a follow up discussion with parents. Parents will be asked to sign the repair plan and confirm they have discussed it with their child before returning the plan to school.

## Good Standing

In 2018 the Department of Education directed all schools to implement a Good Standing policy as a result of increased fighting, intentional physical contact and videoing of student altercations in mainly secondary school contexts. As such 'Good Standing' was implemented to identify when students are not making good choices around behaviour or contributing to a physically safe learning environment for everyone. The Good Standing Policy promotes positive education and strategies that encourage self-regulation of behaviour. The behaviour of a student with a disability will be seen through the lens of the disability, and for younger children, judgements will be made in conjunction with their developmental age. Please refer to the school's Good Standing Policy for more information. **Appendix H**

## Tier 3 Intensive Individualised Supports

Where a student presents with persistent and complex behaviours and is not responsive to whole school, class based and targeted behavioural intervention processes, a referral is made to the school's Learning Support Coordinator by the class teacher and a case conference is arranged via the front office.

## Case Management

Our case management approach is where we place our students firmly in the centre of a network of support from family and relevant stakeholders including the classroom teacher, special needs education assistants, deputy principal, school psychologist, school of special educational needs- behaviour and engagement (SSENBE), disability (SSEND), medical and mental health (SSEN: MMH) and other external agencies.

Through case conferences, students' complex needs are supported. We use a collaborative process where the needs of the child are identified, and a set of actions agreed upon. Those actions are documented through a range of individualised educational planning documents. These may include individual education plans, classroom adjustment plans, individual attendance plans, escalation profiles, positive behaviour support plans, risk management plans and individualised transition plans.

Reasons for referrals to the learning support coordinator may include diagnosed disabilities, imputed disabilities, behaviour, attendance, learning difficulties, social and emotional challenges, and mental health concerns.

## Management of Aggression

South Padbury Primary School does not permit the use of aggressive behaviour under any circumstances.

Aggression is defined as any incident where a person is abused, threatened, or assaulted on school grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the school's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse.

Examples of aggression include but are not limited to:

- Verbal or physical abuse or threats
- Intentional scratching, biting or spitting
- Use of a weapon or throwing objects

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension. Incidents will be judged through the disability lens for students with special needs, and age for younger children.

When dealing with aggressive behaviour, the following principles underpin our management of incidents:

- The priority is the safety of all members of the school community
- We seek to always prevent aggressive incidents at the school
- We facilitate fair and just intervention including restorative practice strategies
- We seek to support students, parents and school personnel following an incident
- Police will be contacted when there are safety concerns beyond staff capacity to manage

## Suspension

A suspension is mandatory leave assigned to a student that can last anywhere from one day to ten days, and only a Principal can sanction the use of a suspension. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student and wider school community. The duration of a suspension is determined by the seriousness of the misbehaviour, the impact of the misbehaviour on others and the level of planning required prior to the student returning to school.

In some circumstances the following actions may be taken prior to a suspension:

- Appropriate personalised learning and support strategies applied
- A formal conversation with the A/P or D/P outlining behaviour concerns
- Referral to the learning support coordinator for support
- Discussion with the student and parent regarding a specific behaviour which the school deems unacceptable which may lead to suspension
- A formal written warning detailing the inappropriate behaviours, as well as clear expectations of behaviour

In some instances the Principal may determine that a student should be suspended immediately. This is often due, but not limited to, reasons such as the safety of other students or staff.

## Categories of Suspension

This section provides an overview of the types of behaviours that may result in a suspension:

- Physical aggression toward staff
- Abuse, threats, harassment, or intimidation of staff
- Physical aggression toward students
- Abuse, threats harassment or intimidation of students
- Damage to/ or theft of property
- Violation of Code of Conduct or school rules
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substances(s) or objects
- Mobile Electronic Device breaches

Ultimately, the professional judgement of the principal will determine whether a suspension is a suitable strategy.



## Mental Health and Wellness

### Non-Suicidal Self Injury (NSSI)

At South Padbury PS, we are proactive in promoting positive mental health and wellbeing and we use complementary and preventative whole school programs such as Protective Behaviours, Zones of Regulation, and the personal and social capabilities curriculum to maximise the social and emotional outcomes of our students.

If a student presents with mental health concerns or reports/indicates Non-Suicidal Self Injury, a holistic approach is enlisted to provide effective, efficient, and collaborative support for the student and their family.

Members of our staff have undertaken the Gatekeeper Suicide Prevention Training and have the knowledge and skills to provide support for students in need. Nominated staff members work with the School Psychologist/Lead School Psychologists and/ or other professionals trained in suicide risk assessment.

Schools play a critical role in supporting a student in their recovery following disclosure of suicidal behaviour or NSSI. In accordance with the Department of Education's school response and planning guidelines for students with suicidal behaviour and NSSI, we follow a response flow chart to ensure a comprehensive, rational, and child-centred approach is taken to support the student and their families, with immediate risk and safety of the child at the forefront of any informed decision making.

#### *Key Points followed from the response flow chart:*

1. If there has been a direct or indirect disclosure and the student is deemed to be in imminent danger the Principal, A/P or D/P are informed immediately once the student is safe. Parents are contacted and notified of concerns for the student and asked to collect their child from school. The school may suggest that parents contact their GP for an appointment to create a mental health care plan. The plan supports the provision of free or subsidised allied health appointments for the child or family.

The importance of a supportive response to their child's disclosure is also emphasised to parents at the time of collection from school.

2. The Risk Management Plan is followed if the child has an established plan.
3. The child may be referred for an external assessment. Students are advised of limits of confidentiality, with the students aware that only the necessary information in relation to the risk may be shared with appropriate family members and school personnel as part of planning support.
4. The school considers the implementation or revision of a Risk Management Plan for the student in need and their families for further planning and on-going support if required.
5. Parents will always be informed if a student articulates in either verbal or written form that they have an intent to harm themselves.

## Drugs and Alcohol

The use of illicit substances, and misuse of prescription medication is prohibited. We are proactive in providing our students with a developmentally appropriate education around the long- and short-term impact of inappropriate drug and alcohol use for not only themselves, but those around them.

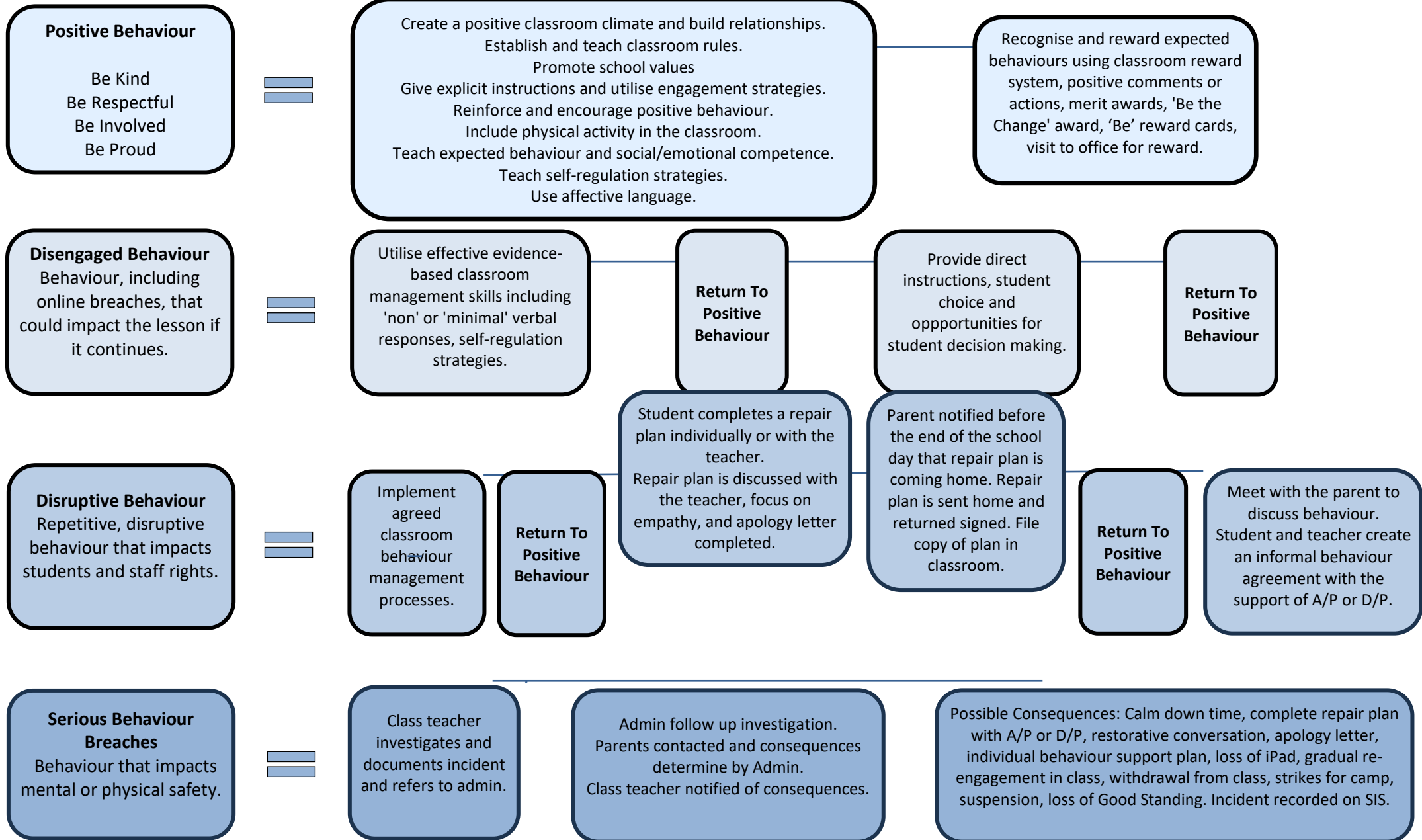
Our explicit Health Education program is aimed at empowering students with a sense of agency, encouraging personal safety and active response.

Students found to be in possession of or under the influence of illegal substances will instantly be referred to the Principal or Deputy Principal. Contact will be made with parents and the Police.

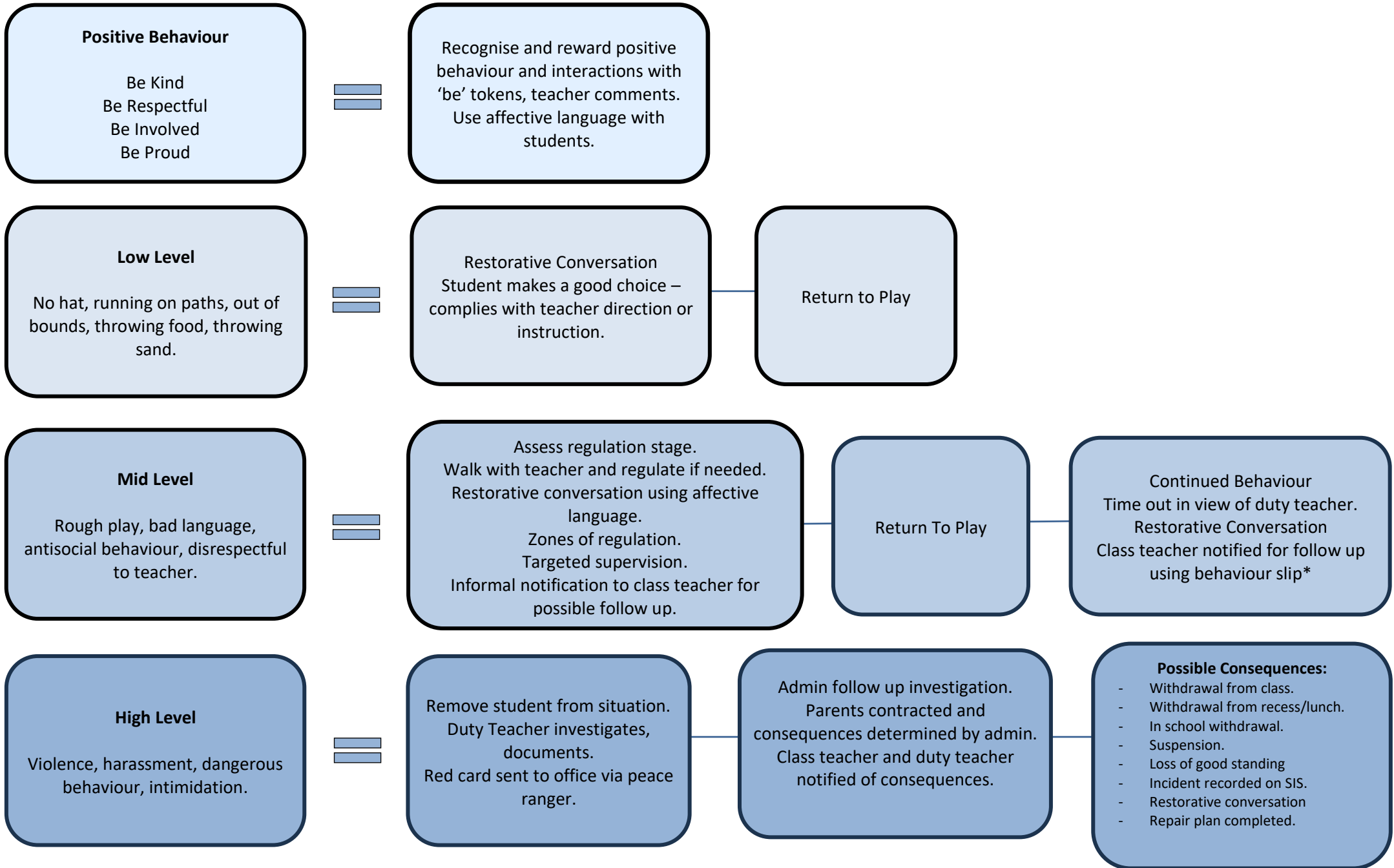
## Weapons

Any student found to be in possession of a weapon in school or during school activities will instantly be referred to the Principal or Associate Principal. Contact will be made with parents and possibly the police.

# Classroom Behaviour Management Flowchart



# Playground Behaviour Management Flowchart



It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous.

I can be a tool of torture or an instrument of inspiration, I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanised or de-humanised.

Child therapist Haim Ginott