



## POLICY – Student Engagement & Behaviour

### PRINCIPLES

Communities, Families, Peers and School Staff influence and support positive engagement and behavioural development of young people.

Our 4 foundations at JPS underpin the development and success of all children.

#### **Happy, Safe and Belonging**

because we value respectful relationships, wellbeing and community

#### **Learning and Leading**

because we value lifelong learning and leadership



#### **Stop and Think**

because we value every opportunity for student success

#### **The Learning Pit**

because we value challenge, effort, persistence and progress

### PURPOSE

At Jervois Primary School student engagement and behaviour is paramount and we will continue to:

- Promote what we value and what is communicated in our 4 foundations
- Support every student to engage in learning and engage positively with others
- Provide opportunities for students to learn from mistakes, as we all aim to view interpersonal and behaviour mistakes in the same way we see academic mistakes: opportunities to learn and grow
- Follow best practice to help each person to find a solution to the problem and work together to repair the relationship
- Follow Department for Education(DfE) policies and processes

The Department is responsible for managing student behaviour and creating safe, orderly, productive and successful learning communities. The Department works in partnership with school communities, services and agencies to create learning communities which are:

- safe
- inclusive
- conducive to learning
- free from harassment and bullying. (refer to our Bullying and Harassment policy)

If a student's engagement and/or behaviour is causing concern the school will contact parents or carers to:

- inform them of the issue
- discuss strategies to support the child to address the concern

## Student Engagement and Behaviour Actions

The best way of preventing and resolving engagement and behavioural issues at school is for everyone to work together - the school, parents and students.

Teachers/Staff	Students	Families
<ul style="list-style-type: none"> <li>• Plan and prepare for relevant and engaging learning (AC learning areas and general capabilities)</li> <li>• Establish class routines and expectations with students (class/school)</li> <li>• Teach &amp; support children to practice positive behaviours over time through social and problem-solving skills with the class</li> <li>• Teach the Child Protection Curriculum</li> <li>• Implement a range of strategies in classrooms to guide positive engagement in learning and with their peers</li> <li>• Provide small group support through PCW or Wellbeing Leader role</li> <li>• Create, implement and review a learning, behaviour or safety plan to support individuals</li> <li>• Be firm and fair as we respond to the information we have</li> <li>• Use patience and persistence when supporting students</li> <li>• Liaise with DfE staff to work out next steps when site based options are exhausted e.g. behaviour support coach, attendance, engagement officer or SWISSE team</li> </ul>	<ul style="list-style-type: none"> <li>• Be brave, kind and honest</li> <li>• Be respectful</li> <li>• Be ready to learn</li> <li>• Take time to stop and think/reflect, and return to calm and work out ways to engage better in learning or with peers /staff</li> <li>• Follow instructions</li> <li>• Be responsible for their own learning</li> <li>• Accept challenges in learning</li> <li>• Own their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively with school staff, e.g. share relevant information/concerns, return permission notes, notify school when absentee</li> <li>• Encourage their child/ren to be ready to learn and engage positively with others</li> <li>• Engage in positive conversations about learning, respectful relationships and school</li> <li>• Show interesting in their learning by asking leading questions</li> <li>• Support and encourage their child/ren to be brave and honest</li> <li>• Attend requested meetings with teacher or Principal</li> <li>• Be calm and support the process and know we all want the same thing: best possible outcomes</li> </ul>

## JERVOIS PRIMARY BEHAVIOUR CODE

Every student has the right to learn and play in a safe environment, and every teacher has the right to teach in a safe environment. By living our Four Foundations:

**Being Happy, Safe & Belonging**

**Stop & Think**

**Learning & Leading**

**The Learning Pit**

we proactively support students in engagement and making good choices about their learning & behaviour. We acknowledge positive engagement and behaviour, however at times we may need to intervene when behaviour disrupts the learning or safety and wellbeing. We know every person and situation is different so strategies are planned on a case-by-case basis to best meet the needs of the students, staff and families involved. Below are some brief examples of possible behaviours and ways students may be supported to help them make better future choices within their level of behaviour choice:

	<b>Examples may include</b>	<b>Support for behaviour may include</b>
<b>LOW</b>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Disrupting others</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• a verbal caution/ peg chart</li> <li>• being moved away from area (time out)</li> <li>• redirection/refocus</li> <li>• revisit of Classroom expectations /agreements</li> </ul>
<b>MEDIUM</b>	<ul style="list-style-type: none"> <li>• continual refusal and disturbing others</li> <li>• disrespecting others and our surroundings/environment</li> </ul>	<ul style="list-style-type: none"> <li>• communication with parents</li> <li>• withdrawal to the office</li> <li>• Individual Learning, Safety or Behaviour Plans implemented</li> </ul>
<b>HIGH</b>	<ul style="list-style-type: none"> <li>• bullying/harassment</li> <li>• vandalism</li> <li>• verbal abuse</li> <li>• threatening self or others</li> <li>• violence</li> </ul>	<p>The support of these behaviours will be referred to Front Office immediately and Leadership will intervene with support from relevant staff.</p>

Responses to consistent disengagement, escalating behaviours or high-level behaviour may include:

### **TAKE HOME / SUSPENSION**

Take Home is not Suspension. It is a strategy, which enables a student, who is temporarily unwilling or unable to be managed in a school level 'sit out' to be removed from the school for the remainder of the day. (It does not extend beyond the remainder of a single school day).

Under DfE Policy, a student may be suspended if the Principal has reasonable grounds to believe that he or she:

- has threatened or perpetrated violence
- has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code
- has acted illegally
- has acted in a manner which threatens the safety or wellbeing of a student or member of staff, through sexual or racist harassment, verbal abuse, bullying or any other means, including online bullying, out of school hours
- is interfering with the rights of teachers to teach and of students to learn
- shows persistent and wilful inattention or indifference to school work

Depending on the seriousness of the offence and at the discretion of the Principal, suspension will take either of the following forms:

**INTERNAL SUSPENSION** - the student is removed from the class for a period of half to a full day. He / she works and has recreation / lunch breaks separate to the student body.

**EXTERNAL SUSPENSION** - the student does not attend school for a period of time ranging from one to five days (as determined by the Principal with regard to the severity or frequency of the irresponsible behaviour). After the period of suspension, a conference is to be held at which a student development plan is negotiated between the student, relevant school staff, parents / carers, and any other relevant providers (e.g. Interagency Behavioural Support).

**EXCLUSION** - the student does not attend the school for a longer period of time, ranging from four to ten weeks. Exclusion would only be used after repeated suspensions. There are clear guidelines for the management and documentation of this step, and these would be signalled to the student and parent / carer, if repeated suspensions were being used to manage a student's behaviour. This information is available from the DfE School Discipline Policy.

**EXPULSION:** This step is used for students who are not under compulsion, i.e. aged 15+.