



POLICY – Student Engagement & Behaviour

PRINCIPLES

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

Our 4 pillars at JPS support and reinforce the development and success of all children.

RESPECT

Helps everyone feel safe, valued and included.

COOPERATE

Working together helps us solve problems, build relationships and achieve shared goals.

BELONG

We feel accepted, connected and supported.

LEAD

We promote responsibility, positive decision making and role modelling.

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 four pillars
- Support every student to engage in learning and engage positively with others
- Provide opportunities for students to lead others,
- Follow best practice to help 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 community. 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.

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
- implement a written behaviour plan

Children and young people's behaviour span a continuum including positive behaviours, low-level and developmentally appropriate transgressions, behaviours that challenge and raise concern, and complex and unsafe behaviours. Complex and unsafe behaviours require intensive and individualised behaviour interventions, in addition to targeted and universal strategies.

The intended goal of any behaviour intervention, including take-homes, suspensions, exclusions and expulsions is to restore a safe and supportive environment for all students and staff.

Class and yard behaviours are responded to in a 3-tiered approach at Jervois Primary School. Intervention strategies, documentation levels and consequences are followed in accordance to the behaviour and where it sits within the relevant Tier.

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

TAKE HOME – SAME DAY ONLY

Take-homes are used by schools to respond to student behaviour emergencies. They are used when a child's behaviour puts the safety of self or others at risk and cannot be safely managed on-site. Take homes must not be extended beyond the remainder of the school day.

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 as an opportunity to reset.

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

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 occurs 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 16+.

Student Engagement and Behaviour Actions

Classroom behaviour management process	Yard behaviour management process
Classroom management – Low level inappropriate behaviour Tier one – Calling out, wandering, off task, talking when the teacher is, making noises. Intervention – Reminders, redirection, negotiated participation, if/then approach, tactical ignoring, non-verbal cues Not officially documented.	Yard management – Low level inappropriate behaviour Tier one – Refusing directions, being exclusionary, disrupting games, stealing play equipment from others, swearing, tactical ignoring, negotiated participation, redirection. Not officially documented.
Repeated low level tier one behaviour – Formal response Within the classroom students to be removed to a 'reflection desk' to reflect on their behaviour and have an opportunity to reset. Teacher to discuss choices with student before reengaging with their learning. Not officially documented	Repeat low level tier one behaviour becomes tier two behaviour. Tier two – Not following instructions after two reminders, unintentional rough play, name calling, deliberately swearing at others, throwing sand or bark chips. Third tier two behaviour in a week becomes a tier three behaviour and consequence. Intervention – Children sit on the green bench for ten minutes. Yard duty staff to write the behaviour on a 'student engagement and behaviour' slip
Tier two behaviour – Continued inappropriate behaviour – Formal response Reflection time – Student is allocated a working space within another classroom (reflection desk). If NIT teachers are teaching outside rather than a classroom, they can use the office. Reflection form to be completed by the teacher sending the student, and given to them. Student goes to the designated classroom for a maximum of 20 minutes. While reflecting, student to complete reflection form and then return this to the classroom teacher. Principal to release teacher so teacher can discuss responses to discuss restorative responses to repair the relationships and discuss further actions. Teachers to enter into EMS.	Tier three behaviour – Continued or extreme behaviour – Formal response Stick throwing, throwing stones, violence, use of objects as weapons intended to hurt others, fighting. Intervention – Deliberate violence that results in first aid being administered will result in a report to SAPOL. Fighting will result in what is considered as a 'behaviour emergency'. Children with undiagnosed or undiagnosed disabilities need to be considered

Classroom behaviour management process	Yard behaviour management process
Tier two behaviour – Continued inappropriate behaviour – Formal Response (cont) All reflection sheets to be sent to the office by teachers either at the end of the day or end of the week. Suggested script for exiting teacher: What do you need from me? What's the best way to deal with it if it happens again? How can we make a fresh start? Tier three behaviour – Continued or extreme inappropriate behaviour Physical violence Damaging school property Repeated bullying Persistent disruption in reset class Theft White formal behaviour slip to be completed by teachers and sent to the office. Student goes to the office for 20 minutes. Second visit in one day to the office – One hour Third incident that results in going to the office will result in an internal suspension for the remainder of the day. Time in the office is inclusive of play time. Example: If a second incident happens before recess the student will miss recess. Student to complete a restorative reflection as part of the white formal behaviour slip. When the student returns to class, teacher to have restorative conversation with the student and affected parties at the earliest most convenient time. Teacher to advise parent/caregiver of behaviour.	

FORMAL RESPONSE TO CONTINUED REOCCURRING/PATTERNS OF BEHAVIOUR

Three serious misbehaviour referral (Tier 3) in a term, OR three (Tier 2) repeated low level referrals within a week.

- Parent to be notified by Principal and a restorative meeting to be requested, between classroom teacher, parent, student and Principal
- A behaviour plan to be put in place to support the student's needs
- Requests for support from student support services.

Possible consequences

- Yard behaviour response
- Take home/suspension

For instances of extreme violence or non-compliance these options may be implemented immediately. Teacher to lodge critical incident report electronically if affected either physically or psychologically.