

# Positive Student Engagement Policy

## Rationale

Edney Primary School's Positive Student Engagement Policy aims to provide a supportive, safe, inclusive and culturally responsive school environment for students, staff and parents. The *Edney Way* is the guiding principle of our school culture and encompasses the school's core values of respect and excellence.

With *children at the heart of our school*, we aim to provide a positive, whole school approach to support and encourage students to actively engage in and be accountable for their learning and behaviour. We aim to provide students with the skills and knowledge to make responsible choices regarding behaviour, and support their resiliency and self-regulation. We encourage students to take responsibility for and learn from poor choices, and use restorative practices to preserve relationships and support students to confidently move forward.

At Edney Primary School, we believe that providing clear expectations supports student engagement and positive behaviour and this is supported by the Edney Code of Conduct.

## The Edney Way – Our Code of Conduct

At Edney, we treat each other with respect:

- We use our manners: we say please, thank you, excuse me
- We use 'active listening' when listening to others
- We take turns and share
- We respect others' personal space
- We respect other people's belongings
- We use appropriate language
- We use kind words
- We help others when they need it

At Edney, we behave safely:

- We walk on hard surfaces
- We stay inside the school grounds
- We use equipment appropriately
- We wear our school hat when outdoors

At Edney, we follow staff instructions:

- We follow instructions straight away
- We put our hand up to speak

At Edney, we care for our school environment:

- We put rubbish in the bin
- We keep our classroom tidy
- We keep areas outside our classroom tidy

## Roles and Responsibilities

Role	Responsibilities
Students	<p>Show respect, courtesy and inclusivity to all members of the school community</p> <p>Ensure they are punctual, prepared and display a positive attitude</p> <p>Ensure their behaviour is not disruptive to the learning of others</p> <p>Ensure their behaviour does not compromise the safety of themselves or others</p> <p>Follow the Edney Code of Conduct and classroom rules</p> <p>Maximise their learning opportunities</p> <p>Communicate concerns to parents and teachers</p> <p>Accept consequences for their actions and develop resiliency</p>
Staff	<p>Model respect and courtesy to all members of the school community</p> <p>Establish positive relationships with students and parents</p> <p>Explicitly teach and refer to the Edney Code of Conduct</p> <p>Develop classroom rules in line with the Edney Code of Conduct</p> <p>Establish a safe, supportive and inclusive learning environment</p> <p>Explicitly teach whole school social emotional learning programs</p> <p>Consistently implement the Positive Student Engagement Policy</p> <p>Develop Individual Behaviour Support Plans in consultation with parents and students</p>
Parents/Carers	<p>Model and teach respectful, courteous and honest behaviour</p> <p>Support the school in the education of their child, both academically and socially</p> <p>Inform staff of issues which may be impacting their child/rens learning and/or behaviour</p> <p>Support the school when the procedures in the Positive Student Engagement Policy are being implemented</p> <p>Ensure their child has punctual, regular attendance</p>

## **Classroom Management Strategies to Support Classroom Behaviour**

Staff and students at Edney Primary School use the *Edney Code of Conduct* to guide positive behaviour choices. Students will be explicitly taught the behaviour expectations and given opportunities to practice, reflect and self-correct their behaviour. This will be done through a range of whole school and classroom activities including:

- Providing a positive and engaging learning environment
- Displaying the *Code of Conduct* in every classroom and throughout the school
- Developing clear and explicit classroom expectations
- Being consistent in behaviour management approach, including the use of the tracking book
- Explicitly teaching positive social behaviours using social-emotional learning programs including: Friendly Schools Plus, Zones of Regulation, Highway Heroes and the Protective Behaviours Program
- Promoting the *Code of Conduct* at Respect Assemblies led by Student Leaders
- Giving consideration to student seating and classroom arrangements
- Developing strategies with students to prevent escalation or deescalate behaviour: e.g. cool down area, calming activity
- Supervising students walking to and from specialist classes by walking behind the class

## **Good Standing**

All schools must have a Good Standing Policy. At Edney, all students have good standing. If a student is suspended, they lose their good standing for a period of time. During this time, students may be ineligible to participate in excursions and other non-curricular activities.

A student's participation in any excursion/incursion organised by Edney Primary School is always at the Principal's discretion. Any student whose behaviour may be of risk to themselves or other students may be deemed ineligible to attend.

## **Positive Consequences for Behaviour**

Our staff use a range of positive reinforcement strategies to acknowledge appropriate behaviour including:

- Specific positive encouragement (verbal, written, stamps, stickers)
- Positive notes, phone calls and letters from staff to parent/carer
- Faction tokens with the winning faction receiving an award at the end of each term
- Merit certificates
- Specialist Awards
- Golden Book entries
- Classroom incentives established by teachers

## Negative Consequences for Inappropriate Behaviour in the Classroom

Students are given a friendly verbal reminder of the expected behaviour. If the negative behaviour continues the following process is implemented:

1. Student is given a formal warning recorded as W1 in the tracking book.
2. Student is given a second warning (W2) and the teacher clearly states the behaviour that needs to be modified.
3. Student is given a time out in the classroom (W3). Reflection is encouraged. On the student's return a brief restorative conversation takes place.
4. Student is given a time out in a buddy class and asked to complete a written reflection (W4). The teacher initiates a restorative conversation on the student's return to class. Parent contact is made by the teacher and the written reflection (appendix) is sent home to be signed and returned. Class teacher records in SIS 'Behaviour'. Returned forms are filed in the student's classroom file.
5. Student is referred to administration with a red 'Classroom Behaviour Report' (W5). A further consequence (reprimand, detention, loss of privilege, shadow duty teacher or withdrawal) may be issued. The teacher makes parent contact and enters the behaviours into SIS 'Behaviour'.

Extreme behaviour is fast tracked to the office. A red 'Classroom Behaviour Report' form will be sent to the administration. Parent contact is made by the administration and entered into SIS 'Behaviour'.

## Negative Consequences for Inappropriate Behaviour in the Playground

Minor levels of inappropriate behaviour, such as running on the concrete, not wearing a hat, eating out of area, rough play, are dealt with by staff members on duty. Consequences may include:

1. A friendly warning.
2. A time out, walking with the duty teacher or sitting in a spot in the duty area, for a determined period of time. A restorative conversation may be used before the student returns to play.
3. Student re offends, referred to administration with a green 'Playground Incident Report'. A further consequence (reprimand, detention, loss of privilege, shadow duty teacher or withdrawal) may be issued. The duty teacher makes parent contact and enters the behaviours into SIS 'Behaviour'.

Extreme behaviour is fast tracked to the office. A green 'Playground Incident Report' form will be sent to the administration. Parent contact is made by the administration and entered into SIS 'Behaviour'. Class teachers will be notified.

## Red Behaviour Cards

Red behaviour cards are sent to the administration for extreme circumstances and may be used in the classroom or playground. These circumstances require immediate support, where there is a risk to student/s safety and wellbeing.

## Suspension

Suspension is a severe sanction, reserved for use in severe circumstances, and is authorised by the Principal or Principal's delegate. An automatic suspension and loss of Good Standing will be applied to any student who attacks or initiates a fight with another student, or who physically assaults a member of the school staff.

***Behaviour as a manifestation of disability Under the Disability Discrimination Act 1992.***

*It is recognised that a person with a disability may display disruptive behaviours characteristic of the*

*person's disability and the person should not be punished for behaviours that are a result of the person's disability.*

## **Inclusivity**

The following issues will be considered when implementing the Positive Student Behaviour Policy.

- An awareness of the cultural background of students, in particular social formalities that may be contrary to expected behavioural norms in schools
- Accommodating for the different starting levels of social skills that students bring to school
- Recognition of the home experiences that a child may bring to situations
- Students who have an Individual Behaviour Support plan. These plans are developed in consultation with the teacher, parent, administration, and student, and include targeted goals and a focus on positive reinforcement of the desired outcome.
- Inappropriate behaviour displayed as a manifestation of a student's disability.

## **Restorative Practice**

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

### Engaging in a Restorative Conversation

After an incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions may be used to facilitate the conversation.

#### When challenging behaviour:

What happened?  
What were you thinking of at the time?  
What have you thought about since?  
Who has been affected by what you have done?  
In what way have they been affected?  
What do you think you need to do to make things right?

#### To help those affected:

What did you think when you realised what had happened?  
What impact has this incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

## **Bullying**

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion.

Edney Primary School has a **ZERO TOLERANCE** for bullying and has a comprehensive approach to addressing it. Read the [Bullying Prevention Policy](#) found on the school's website.

*\*The Bullying Policy will be implemented, as appropriate, with reference to and recognition of, the appropriate developmental sequence of learning and development in the early years.*