

CHALCOT LODGE PRIMARY SCHOOL

Student Engagement and Wellbeing Policy

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RATIFIED

17th June 2021

PURPOSE

To provide a safe, positive and supportive school environment in which each student can enjoy their opportunities, both academic and social, and achieve their best.

Policy

Students have a right to a happy, safe and inclusive learning environment which is free from any form of racial discrimination, religious discrimination, discrimination on the basis of sex, gender, disability, sexual orientation, age, sexual harassment and bullying. Teachers and parents working in the school have a right to expect cooperation and good manners from the students they teach. Patience, compassion and inclusiveness should be displayed by all. Emphasis will be placed on the reinforcement of positive and exemplary behaviour that is in line with our School Vision and Values.

The Student Behaviour Policy contains the school's attitude to positive behaviour and its belief that, through provision of clear and logical boundaries for behaviour and positive encouragement, students will develop self-esteem, self-discipline, honesty, independence, responsibility and consideration for others.

Our Non-Negotiables are:

1. Always adhere to our school values (empathy, excellence, safety, inclusiveness, respect, resilience, perseverance, courage and kindness);
2. A **ZERO** bullying culture;
3. Take pride in our school facilities and equipment; and
4. Take pride in wearing your school uniform.

It is essential that parents and teachers work together as a team using a consistent approach and supporting each other in this important area of social development.

Our school aims to:

- create and maintain a positive and engaging school culture;
- create and maintain environments that are safe and supportive;
- value diversity and promote pro-social behaviour;
- promote school attendance;
- adopt a staged approach to promote positive behaviours; and
- apply disciplinary measures that are logical and age appropriate.

GUIDELINES and Our Approach

We aim to Increase Positive Behaviour by:

- Providing students with structure and predictability;
- Providing frequent reinforcement for appropriate behaviour and responses;
- Modifying the classroom environment;
- Using simple language;
- Providing appropriate learning opportunities at the student's developmental level;
- Providing opportunities for choice-making;
- Breaking difficult assignments or activities into smaller steps;
- Using visuals to support appropriate student behaviour;
- Always ending a direct instruction session on positive behaviour; and
- Teaching students skills that directly compete with inappropriate behaviour.

Implement Strategies to Decrease Inappropriate Behaviour by:

- Changing the environment, setting or activity;
- Keeping calm and move on;
- Teaching the student alternate behaviours;
- Making sure that behaviours of concern do not result in reinforcement; and
- Being prepared to deal with escalating behaviour.

Understand Challenging Behaviour Influences and Triggers by:

- Defining challenging behaviour that may include:
 - Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping;
 - Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions;
 - Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures; and
 - Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.
- Recognising the influences on student behaviour; and
- Recognising behavioural triggers.

Respond to challenging behaviour by:

- Implementing successful interventions by:

- Having strong staff-student relationships;
- Staff having an understanding of the underlying factors influencing behaviour;
- Staff having an understanding of the immediate triggers for its occurrence;
For example, time in the office might be an appropriate response to a student who is being highly disruptive in a class. The teacher or staff member should also identify the reasons and triggers for the behaviour and address these where possible to reduce future problems.
- The type of disciplinary measure used for challenging behaviour will depend on the nature and severity of the incident.

Any decisions made about addressing challenging behaviours should be clearly documented and discussed with the student's parent or carer.

Implementing intervention strategies:

Where students repeatedly demonstrate challenging behaviour, the school will implement more structured intervention strategies as part of a staged response to address the behaviour. Strategies can include:

- Having a clear approach when responding to challenging behaviour:
 - By following the CLPS Behaviour Management Flow Chart (**APPENDIX 1**);
 - Teachers spend the most time with students, therefore support and discipline responses should always involve the classroom teacher; and
 - Where there are ongoing behaviour issues, teachers should work with school leadership and/or school wellbeing staff to get specialist support for the student. For serious behavioural issues where suspension or expulsion is being considered, the Principal must be directly involved in decision-making.
- Keeping clear records:
 - Keep detailed records of instances of challenging behaviour and management responses reported by students, teachers, non-school based staff and the school community;
 - Records of behaviour incidents should focus on the facts of a situation and not include vague or unsubstantiated claims or value judgements;
 - Use CASES21 to record disciplinary action taken and sanctions imposed on a student involved in a behavioural incident;
 - In addition, the Student Online Case System (SOCS) is a referral and data system for case management of students referred to student support services; and
 - More serious situations involving violent or dangerous student behaviours may constitute a critical incident and need to be reported to the Incident Support and Operations Centre (ISOC), refer to Reporting and Managing School Incidents (including emergencies).

The purpose of good record keeping practice is to:

- Allow staff to monitor the behaviour and wellbeing of individual students;
- Ensure student behaviour is being responded to in a consistent and staged manner;
- Monitor the effectiveness of strategies used; and
- Support the Principal and Leadership team in their decision-making process concerning suspensions and expulsions.

Implementing Behaviour Support Plans for Identified Students:

A behaviour support plan (BSP) is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.

Targeted plans will be developed for students who:

- Have been diagnosed with severe behaviour disorders;
- Require additional assistance because they display difficult, challenging or disruptive behaviours; and
- Can benefit from additional wellbeing support

Responding appropriately to behaviour incidents and emergencies by:

If a situation is escalating

If a student is becoming agitated, but their behaviour is not placing them or others in harm, staff will use Protective Behaviours and de-escalation tactics.

If there's a risk to safety

If a student's behaviour poses a risk to others or themselves staff will:

- Focus on protecting the safety of all students (including the student at risk of causing physical harm or danger to self or others), themselves and other staff;
- Follow response procedures set out in your school's Emergency Management Plan;
- Call emergency services on 000 if necessary;
- Log the incident with the Education Emergency Hotline 1800 126 126;
- Report the incident to Incident Support and Operations Centre (ISOC) – refer to Reporting and Managing School Incidents (including emergencies); and
- Follow the Occupational Violence and Aggression in Schools Policy and Procedure to prevent, manage and respond to staff safety risks from student behaviours that are violent or aggressive.

Managing and Responding to Behaviour — Consequences for Students

When discipline can be used

Schools can discipline students for behaviour incidents:

- Occurring at school;
- At a school activity away from the school grounds; and
- While travelling to or from school or a school activity.

Disciplinary measures will be consistent with a whole-school approach to behaviour support.

Consider other strategies first

Before moving to a disciplinary response, the school will consider whether more effective and appropriate strategies can be put in place for the student, such as wellbeing, engagement and mental health supports.

Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

EVALUATION

The Student Well-being and Discipline Policy will be reviewed by the Principal and Assistant Principal, in consultation with the Education Policy Committee and the school community, every three years or sooner if required.