LEARNING ENGAGEMENT POLICY

Developed in conjunction with the

Peace Code Policy
and the
Anti-Bullying Policy
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Introduction

The Student Behaviour Management Policy has been established through the need to bring about change in behaviour management as directed by the external review held in 2002. The process involved researching information from other schools and great thanks is given to Pam Paris counsellor at Salisbury North, also acknowledged in the work of the behaviour support team members, Pennie Humby and Bruce Ormond, in being a reference and sounding board in the process.

As a school community the policy incorporates the ideas of the students (through SRC and students in high risk area), parents through the parent reference group, teachers through staff meeting and the work of the behaviour management committee over a period of time.

The policy reflects the great belief of the school community in the need for pro-active strategies and beliefs, the effectiveness of the building of relationships and the immense importance of rights of all in learning, teaching and nurturing the wonderful potential of our youth.

The policy begins with beliefs about Student Behaviour Management (SBM), the theory and practise that supports these beliefs, and moves on to identifying the influences on SBM, then follows with the description of classroom consequences and responsibilities of students and teachers and the characteristics of planned responses in comparison to reactive actions. It concludes with a range of pro-active strategies and consequences that can be used to support students and staff in promoting a positive learning environment. The last two pages identify a number of focus areas that surfaced from our behaviour management data collection. This gives us strategic directions to work towards and tailor programs to suit those needs.
## Beliefs about learning engagement

<table>
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<th>BELIEFS</th>
<th>PRACTICE TO SUPPORT THIS BELIEF</th>
<th>SBM MODEL</th>
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<tbody>
<tr>
<td>Students have the right to be engaged in interesting and relevant learning.</td>
<td>Children engaged in a range of learning styles, tasks, activities</td>
<td>Balson Glasser</td>
</tr>
<tr>
<td>Teachers need to strive to present learning that is engaging, interesting and relevant to the students.</td>
<td>Children raise hands; share the air space, equal time given to all students.</td>
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<tr>
<td>Teachers have the right to teach in a safe, supportive and positive environment.</td>
<td>Children are taught, practice and use social skills. Negotiate, explicitly teach and display the rules, expectations, rights and consequences. Collaboration between students, teachers and parents to encourage positive behaviour. Students make appropriate choices. Students are happy, have good self-esteem, supporting each other in a relaxed atmosphere.</td>
<td>Balson ABC Model Assertive Discipline</td>
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<tr>
<td>Students have ownership of the consequences.</td>
<td>Students are actively involved in negotiating, developing and implementing rules, rights, responsibilities and consequences.</td>
<td>Reality Theory Glasser</td>
</tr>
<tr>
<td>Students develop responsibility for their own behaviour.</td>
<td>Students reflect on and articulate what they did and how they will change their behaviour.</td>
<td></td>
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<tr>
<td>Students are encouraged to manage their own behaviour.</td>
<td>Teachers refer to the behaviour rather than the consequence when dealing with inappropriate behaviour. Use logical consequences. Rules/responsibilities/expectations/consequences are displayed. Establish an appropriate working environment. Students work in groups. Students are involved in decision making.</td>
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sharing and discussing. Teachers have established the structures with students; teach them and ensure students understand them. Assisting children to feel successful in the classroom. Role model behaviour.

Influences on learning engagement

- Breakfast
- Sleep
- Space within the home
- Home responsibilities
- Clothing
- Behaviour of other children
- Medication
- Timetables
- Classroom structures
- Classroom atmosphere
- Relationships (with teachers, between girls/girls, boys/boys, girls/boys)
- Equipment/Resources
- Noise level
- Language, cultural, family, information
- Health
- Technology
- Teacher absence
- Family crisis
- Transport
- Teacher (expectations, reactions, values/attitudes)
- Home/School Language
- Economics
- Emotional
- Methodologies (negotiation, cater for varied learning styles, explicit teaching, self reflection, critical analysis)
- Curriculum (relevant, success orientated, include home experiences/knowledge, teach responsible behaviour, negotiate, teach about respectful relationships (anti-harassment, conflict resolution etc) include gender, Aboriginal, Multicultural perspectives.
- Physical environment (desk layout, access to resources)
- Routines (fair, equitable, clear and familiar to students)
- Student Participation (use democratic procedures, negotiation of curriculum, empower students to access – resources, information, decision making, relationships, ownership/responsibility)
## Description of classroom consequences for non-engaged learners

<table>
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<tr>
<th>CONSEQUENCE</th>
<th>STUDENT RESPONSIBILITY</th>
<th>TEACHER RESPONSIBILITY</th>
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<tbody>
<tr>
<td>Non-verbal reminder</td>
<td>Recognise the behaviour is disturbing class learning. To refocus on learning.</td>
<td>To remind the student about the appropriate behaviour.</td>
</tr>
<tr>
<td>Verbal reminder</td>
<td>Students to acknowledge the incorrect behaviour that is preventing learning continuing.</td>
<td>To remind the student of the appropriate behaviour and the rule broken. <em>This may sound like “you need to be sitting safely” or “this is a reminder about sitting safely”</em> May be recorded on a chart and in the behaviour book.</td>
</tr>
<tr>
<td>Thinking Time (refocus time – in class)</td>
<td>To go to an appropriate area and re-focus on positive learning behaviours. Reflect on the behaviour/rule and what needs to change. Sit in re-focus/thinking time for 5-10 minutes.</td>
<td>To inform students of the expectations of thinking/refocus time. To give the instruction to go to thinking time. Remind them of the appropriate behaviour. After 5-10 minutes ask the student if they are ready to continue with their learning.</td>
</tr>
<tr>
<td>Buddy Class</td>
<td>To go to the buddy class for the equivalent lesson or 20 minutes. To re-focus and use positive self talk before entering class.</td>
<td>To be clear about why the student is going to buddy class. The student is sent to buddy class with an escort. If work is given to make sure the student has work they can do independently for one lesson. To negotiate with the buddy class teacher if more than one lesson. Student is returned to class with an escort. Upon return discuss expectations with the student.</td>
</tr>
<tr>
<td><strong>Front Office</strong></td>
<td>To follow instructions by staff member collecting the student. To talk through the issue and negotiate how to resolve the problem (<em>this may involve taking with other students</em>). To discuss, negotiate and accept the consequences of the inappropriate behaviour. Upon return, to participate in a discussion with the teacher. To take home the note informing parents of the behaviour.</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>To complete the required sheet outlining the events leading to the removal and to give it to the collecting staff member. To provide appropriate work. Upon return to talk with the student about the problem and expectations. To inform parents of the reason for the intervention.</td>
<td></td>
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<tr>
<td><strong>Responsibilities of the Front Office Leadership team</strong></td>
<td>To collect the student and the behaviour sheet. Clarify with teacher length of time out of the classroom. Talk through the problem/issues with all involved. Work out logical consequences. To ensure the student is clam and ready for re-entry. Communicate any information to the class teacher that may affect/support learning in the future. Fill out appropriate behaviour records.</td>
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INTERNAL SUSPENSION

A student can be internally suspended if:
- They have disrupted a class when in buddy class
- They have been removed from class more than twice in a day
- They swear directly at a staff member
- Use / threaten violence
- Harass others

When internally suspended: (optional due to management concerns)
- A student is placed in another location that has been negotiated with any staff member that is effective.
- Internal suspension may be for part of a day or a whole day.
- The class teacher will provide work that the student can complete independently.
- At the end on the given time the student can only return if the work has been completed.
- The student has a separate recess and lunch break.
- The SBM person and class teacher will negotiate where the student will go at break times.
- Contact parents / caregivers by phone.
- The school letter is sent home and is returned signed.
- If the note does not return, the class teacher and SBM person who were involved with the situation to negotiate about phoning home (or use teacher buddy).
- A re-entry meeting occurs with the class teacher / teacher involved and student to establish goals / plan.

If a student is internally suspended they will be re-entered to the classroom by one of the SBM staff.

TAKE HOME

A student can be taken home if:
- They use violence within the class.
- They disrupt other while on internal suspension (student is required to complete internal suspension on return to school).
- A pattern of inappropriate behaviour is observed.
SUSPENSION

According to the behaviour outlines on the suspension form a student can be suspended if:

- Threatened or committed a violent act.
- Threatened the good order of the school by refusing to follow the school’s behaviour code.
- Threatened the safety or well being of a student, member of staff or other person.
- Acted illegally.
- Interfered with the rights of other students to learn or of teachers to teach.
- Shown persistent and wilful inattention or indifference to school work.

For take home and suspension a re-entry meeting is held with class teacher and / or teacher involved, parent / caregiver and Principal, Assistant Principal or School Counsellor on return.

EXCLUSION

If a student has shown behaviours that cause them to be suspended on a repeated number of occasions this may eventually lead to the issue of a Notice of Intent to Exclude notice. This means that the student is suspended until a meeting can be arranged with the inter-agency team to discuss other options. This meeting is to be held usually within seven days of the pending exclusion notice being given.

PLEASE NOTE

As in all schools there will be students and situations where the above may not always be the most appropriate action to take. Therefore we need to be flexible when considering individual student needs and situations. These decisions will be made by the Principal (or Principals’ delegate) in liaison with students, parents and the student will being coordinator.

Date Review: 2011 / 2012