

Student Behaviour and Engagement Guidelines

Our Plan for a Positive School Environment

SCHOOL VISION STATEMENT

To provide all students and staff with on-going opportunities to develop the knowledge, skills and confidence to achieve their potential and actively contribute to Ashdale being a school of excellence



INTRODUCTION

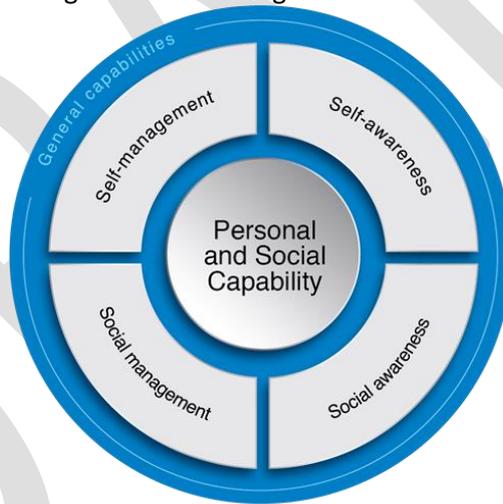
A Culture that Promotes Learning

Ashdale Primary School (APS) is committed to creating positive learning environments by developing proactive whole school systems to define, teach and support appropriate student behaviours. At APS, we understand that there are direct links between student behaviour and their engagement in the teaching and learning programs. As such, we strive to provide relevant and appropriate teaching and learning programs that are inclusive, engaging and motivating for all students.

At APS we understand that students need to learn and develop emotional intelligence to understand themselves and others, and manage their relationships, lives, work and learning more effectively. When students are taught emotional intelligence - how to recognize their feelings, understand where they come from and learn how to deal with them, you teach them the most essential skills for their success in life. Research has shown that emotional intelligence or EQ “predicts over 54% of the variation in success (relationships, effectiveness, health, quality of life).” Additional data concludes that “young people with high EQ earn higher grades, stay in school, and make healthier choices.”

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

The Personal and social capability learning continuum is organised into four interrelated elements.



In developing and acting with person and social capability, students:

SELF AWARENESS	SELF MANAGEMENT
<ul style="list-style-type: none"> recognise emotions recognise personal qualities and achievements understand themselves as learners develop reflective practice. 	<ul style="list-style-type: none"> express emotions appropriately develop self-discipline and set goals work independently and show initiative become confident, resilient and adaptable.
SOCIAL AWARENESS	SOCIAL MANAGEMENT
<ul style="list-style-type: none"> appreciate diverse perspectives contribute to civil society understand relationships. 	<ul style="list-style-type: none"> communicate effectively work collaboratively make decisions negotiate and resolve conflict develop leadership skills.

AIMS

The aim of our Student Behaviour and Engagement Plan is to establish and maintain a safe and secure environment for learning where the focus is on engaging ALL students and where high quality, positive relationships are developed between staff and students at APS.

At APS we believe;

- Every student is capable of successful learning
- In building and maintaining positive, caring relationships between staff, students and parents
- In the importance of mutual trust and support between school and families in order to maximise student learning and well-being
- In teaching and developing Emotional Intelligence in ourselves and others
- In building learning environments that are safe, respectful, tolerant, inclusive and promote intellectual rigour (*National School Improvement Tool*).

GUIDING PRINCIPLES

All staff at APS understand the social and emotional needs of students and their need to have a sense of belonging, being and becoming.

BELONGING

Belonging – knowing where and with whom you belong – is integral to human existence.

BEING

Being recognises the significance of the here and now in children’s lives.

BECOMING

Becoming emphasises learning to participate fully and actively in society.

We believe that effective teachers;

- Have high expectations of students in terms of both their learning and their behaviour
- Are avid learners who are aware of their limitations and strive to overcome them, modelling the joy of learning to students.
- If a child doesn’t know how to behave, we teach, model and reinforce appropriate behaviours.

PERCS BEHAVIOUR MATRIX

Our Behaviour Matrix (PERCS) is based upon the following values and is provided to all staff, students and families. It will be reviewed annually by staff:

PERSEVERANCE – Reach for the sky and follow your dreams.

EXCELLENCE – Striving for greatness is what we believe.

RESPECT – Caring and kindness is the pathway we choose.

COOPERATION – Working together we can achieve.

SELF-DISCIPLINE – To learn understanding walk in my shoes.





	PERSEVERANCE	EXCELLENCE	RESPECT	COOPERATION	SELF-DISCIPLINE	
Attitude, Behaviour & Effort 1-2	<ul style="list-style-type: none"> • We display perseverance 	<ul style="list-style-type: none"> • We reflect on and talk about our own learning 	<ul style="list-style-type: none"> • We respect the ideas, feelings and needs of others • We interact with peers and adults in acceptable ways 	<ul style="list-style-type: none"> • We resolve conflicts in a positive manner • We collaborate in group activities 	<ul style="list-style-type: none"> • We make positive choices with confidence • We display independence • We express emotions appropriately 	
Attitude, Behaviour & Effort 3-6	<ul style="list-style-type: none"> • We are enthusiastic about learning • We set goals and work towards them with perseverance 	<ul style="list-style-type: none"> • We work to the best of our ability 	<ul style="list-style-type: none"> • We show self-respect and care • We show courtesy and respect for the rights of others 	<ul style="list-style-type: none"> • We cooperate productively and build positive relationships with others 	<ul style="list-style-type: none"> • We show confidence in making positive choices and decisions • We participate responsibly in social and civic activities 	
Personal & Social Learning	<ul style="list-style-type: none"> • We are enthusiastic about learning • We set goals and work towards them with perseverance 				<ul style="list-style-type: none"> • We participate responsibly 	
Settings	The Classroom	<ul style="list-style-type: none"> • We keep trying • We have a goal • We remain on task and finish work to the best of our ability • We use a growth mindset • We are confident to try new things • We engage in tasks even those that may challenge us 	<ul style="list-style-type: none"> • We are dedicated to our learning • We find ways to solve problems • We follow class and school expectations • We use topic related language • We demonstrate initiative • We ask questions to consolidate and extend our learning • We take pride in our work • We are involved and participate in our learning 	<ul style="list-style-type: none"> • We care for our environment • We use manners • We greet others including staff, students and visitors • We are considerate of others feelings when they make mistakes • We are honest with ourselves and others • We are positive in our interactions with others • We are whole body listeners 	<ul style="list-style-type: none"> • We work together and help others • We include others • We always willingly offer help • We work positively with everyone • We take turns • We listen to others contributions • We participate in small group and whole group discussions • We encourage others to contribute / have a turn 	<ul style="list-style-type: none"> • We follow classroom instructions • We are in control of ourselves • We do the right thing even if no one is watching • We talk about our feelings • We remain focused on the current topic • We attempt to problem solve a solution when faced with a challenge • We listen to and accept the thoughts, ideas and opinions of others
	The Playground	<ul style="list-style-type: none"> • We try new things • We work on problems until we have a solution • We keep trying new skills and games 	<ul style="list-style-type: none"> • We help others • We challenge ourselves • We encourage others to do their best • We try our hardest • We model appropriate behaviours and help younger peers 	<ul style="list-style-type: none"> • We are friendly to others and invite them to play • We help others when they are upset • We are kind and considerate • We care for the equipment • We speak kindly • We follow the duty teachers instructions 	<ul style="list-style-type: none"> • We support our friends to make good choices • We share and take turns • We include others • We talk about the rules and how to play the game 	<ul style="list-style-type: none"> • We are in control of ourselves • We learn and learn from others appropriate behaviours • We follow playground and school expectations • We follow safety rules at all times
	Transitions	<ul style="list-style-type: none"> • We move around the school quietly • We remain with our class group • We are focused on what we are supposed to do • We make responsible choices 	<ul style="list-style-type: none"> • We follow teacher instructions • We work around the school and the hard outdoor surfaces 	<ul style="list-style-type: none"> • We are considerate of others when moving around • We take care of ourselves and others when moving around 	<ul style="list-style-type: none"> • We wait with patience • We follow instructions and help others to do so • We remind each other of expectations in a quiet manner 	<ul style="list-style-type: none"> • We are in control of ourselves • We maintain expected behaviours • We remain in our place
	Eating Areas	<ul style="list-style-type: none"> • We sit when we are eating • We keep our area clean and tidy • We remember to say "No, thank you" to sharing food • We continue eating if the play siren sounds 	<ul style="list-style-type: none"> • We follow eating routines • We strive to have a waste free lunch box • We sit in our designated spot • We remain in our spot and patiently wait for the teacher to dismiss us 	<ul style="list-style-type: none"> • We find someone to sit with and ask others to join us • We are good eating manners • We care for the environment • We pick up others rubbish when we see it lying around 	<ul style="list-style-type: none"> • We help pack away • We wait for our friend to play, or let them know where we will be • We work with our peers and the teachers to keep our school tidy 	<ul style="list-style-type: none"> • We follow school expectations • We eat to eat • We keep our sports equipment still and nearby • We throw away our rubbish and any rubbish ready • We are calm during eating time
	Special Events	<ul style="list-style-type: none"> • We have a go at new things • We listen and try to remember • We try our hardest at interactive events (e.g. Fashion Shows) 	<ul style="list-style-type: none"> • We show a keen interest and participate • We congratulate other students • We show good sportsmanship 	<ul style="list-style-type: none"> • We follow instructions for special events (e.g. do and take at drama assemblies) • We are considerate of others cultures and beliefs • We are encouraging and thoughtful to the people in the event • We give the presenter our full attention 	<ul style="list-style-type: none"> • We help others who may be upset / hurt • We cheer and support our team / others • We volunteer to help • We work with our team to achieve the best results 	<ul style="list-style-type: none"> • We wait patiently to have our turn • We control our own behaviours during any event • We are honest and determined

The Matrix clearly sets out the expected behaviours for all members of the school community.



ADMINISTRATION

Administration at APS is committed to:

- Providing a link between parents, teachers, other agencies and the school
- Supporting teachers in delivering relevant, appropriate teaching and learning programs that engage and motivate our students
- Supporting teachers with student engagement and student behaviour management
- Modelling and developing Emotional Intelligence in themselves, staff and students
- Ensuring consistency in the implementation and maintenance of student engagement procedures throughout the school and assisting with programs for individual children
- Providing relief teachers with guidelines pertaining to student engagement and student management procedures.

CLASSROOM

The teachers at APS are committed to:

- Developing and maintaining a positive classroom environment with a Classroom Engagement Plan consistent with the APS Student Engagement Policy
- Providing Administration with a copy of their Classroom Engagement Plan by the end of week 2 term 1 for endorsement and provide families with a copy at Parent Information Evening (as per the Self-Review Schedule)
- Providing relevant, appropriate teaching and learning programs that engage and motivate our students
- Explicitly embed the Low Key Skills into their routine practice
- Displaying the APS PERCS Matrix and teaching appropriate classroom and playground behavioural expectations to all students
- Keeping Administration abreast of any behavioural issues
- Contributing to regular reviews of APS's Student Engagement Policy
- Developing self-awareness, self-management, social-awareness and social management with their students
- Including Administration staff, where appropriate, in discussions with parents regarding student behaviour and engagement.

PLAYGROUND

The staff at APS acknowledges the importance of engaging students in positive activities in the playground.

Engagement is achieved through a variety of strategies including, but not limited to:

- Sports equipment will be available to students
- All staff acknowledge students who display expected playground behaviour by using descriptive praise as well as rewarding with tokens (free and frequent).

Playground Duty Procedures

- It is expected that duty teachers will, where practical, resolve any playground issues at the time. Where this is not possible or the indiscretion is severe, the matter is to be referred to Administration for resolution
- Class teachers will reinforce with their students the need for them to resolve playground issues at playtime with the Duty Teacher and not during class time
- Incidences of aggressive verbal or physical behaviour **MUST** be sent directly to Administration
- Duty Teachers may apply the following negative consequences for poor student choices in the playground
 - Verbal warning
 - Time out – maximum 5 minutes
 - Refer to Administration

- Where possible the preferred communication for referring students to the administration is a Referral to Administration form.

Peer Support Leaders

The teacher-in-charge will ensure the chosen Peer Support Leaders have a sound understanding of Emotional Intelligence and demonstrate appropriate skills.

The duties of our Peer Support Leaders are:

- Encourage and support positive play outside the classroom
- Help peers solve minor conflicts in a positive manner
- Assist with the care of younger students
- Support peers with social challenges
- Encourage friendships
- Promote the school rules in the playground
- Help attend to minor medical issues

ACHIEVING A POSITIVE LEARNING ENVIRONMENT

We understand that students learn best when they are in a classroom where they feel safe and confident to attempt new tasks and to persist when tasks are more challenging. By establishing, encouraging and rewarding appropriate classroom and playground behaviour staff provide an environment that is conducive to the social and emotional needs of students and staff. Staff develop and acknowledge students appropriate Emotional Intelligence as individuals and groups.

Whole school

- **PERCS Vouchers:** Students who receive a PERCS voucher put them in the block box for collection during the week. School leaders will collect the vouchers and students are eligible to win the current whole school reward. Points are awarded to the student's faction for each voucher they receive (free and frequent)
- **Tokens:** Awarded to students for demonstrating the PERCS in the playground and during physical education (free and frequent)
- **PERCS Block Awards:** One student per class, per week is awarded the block award for demonstrating the PERCS in the classroom. Students receive their award and are acknowledged for their efforts at Block Meetings (10 per term)
- **Legend Certificates:** These are awarded to students who have demonstrated outstanding work, behaviour or other commendable efforts. Office staff will share winners in the newsletter (**AT LEAST 5** per term). Where possible time may be booked with Administration to ensure all students get seen.
- **Aussie of the Month:** A junior and senior year level will provide one winner for the Aussie of the Month on their scheduled month. Students will receive their award at In House Assembly in week 3, 6 and 9. Students to be considered may demonstrate:
 - a sense of fair play
 - generosity of spirit
 - pride in themselves
 - commitment to the PERCS
 - commitment to community participation
 - a real concern for the environment
 - pride in their school
- **Ashdale Flyer:** One student per class is awarded the Flyer at the end of year Celebration assembly. Staff will discuss with students at the beginning of each year what particular attributes the Flyer will exhibit. These may include:
 - Academic excellence
 - Social excellence

- Exemplary Attitude, Behaviour and Effort results.

In the classroom

We acknowledge that students develop at different rates and that all classrooms have a range of abilities and aptitudes. The teachers at APS acknowledge these individual differences to facilitate student engagement through targeted learning programs delivered through a range of strategies, some examples include;

- Quality Differentiated Teaching Programs
- Individual Education Plans
- Individual Behaviour Plans
- Explicit Teaching
- Open-ended Learning Tasks

For further information, go to Ashdale Primary School Intervention Policy and the Instructional Intelligence Overview.

Teachers will develop classroom expectations, positive reinforcers and consequences in consultation with the students. Classroom expectations should be displayed for student, parent and relief staff referral.

Positive Reinforcers may include;

- Encouragement such as a nod, smile or thumbs up **together** with specific descriptive feedback
- Kagan cheers
- Class / team / individual points working towards a reward
- Stickers
- Visit to Buddy Class / previous teacher
- Prizes and Stamps
- Legend Certificates
- PERCS Vouchers
- PERCS Block Awards
- Aussie of the Month

NB: lollies and unhealthy foods are not permitted as a reward as per the Department of Education's Health Policy

Negative Consequences should consider their effect on the development of the students Emotional Intelligence.

Possible consequences may include;

- Verbal reminders of expected behaviours
- Thinking spot / cool down spot; **with** appropriate discussion with the student of expected behaviour
- Cool-Down class **may** be utilised – this must be agreed upon between staff. Students moved to Cool-Down class must enter the classroom quietly and sit in a designated spot. Minimal interactions occur between the relocated student and Cool-Down classroom teacher. This should not exceed 5 minutes.
- Referral to the office
- Utilisation of the Red Card system may be necessary in extreme cases.

In the playground

Our aim is to develop a playground where all students feel comfortable playing games they choose and be able to pursue their own interests. We will give the students the strategies and support them to deal with conflict when it arises. The importance of appropriate behaviour in the classroom and the playground will be discussed frequently at the classroom level. This will include the explicit teaching of strategies to deal with conflict. Peer Leaders are available to support students in the playground. The role of the Peer Leader (refer to **Playground** section above). Teachers will also adopt the following positive strategies to help promote positive student behaviour:

Positive Reinforcers may include;



- Encouragement such as a nod, smile or thumbs up **together** with specific descriptive feedback
- Faction Tokens

NB: lollies and unhealthy foods are not permitted as a reward as per the Department of Education’s Health Policy

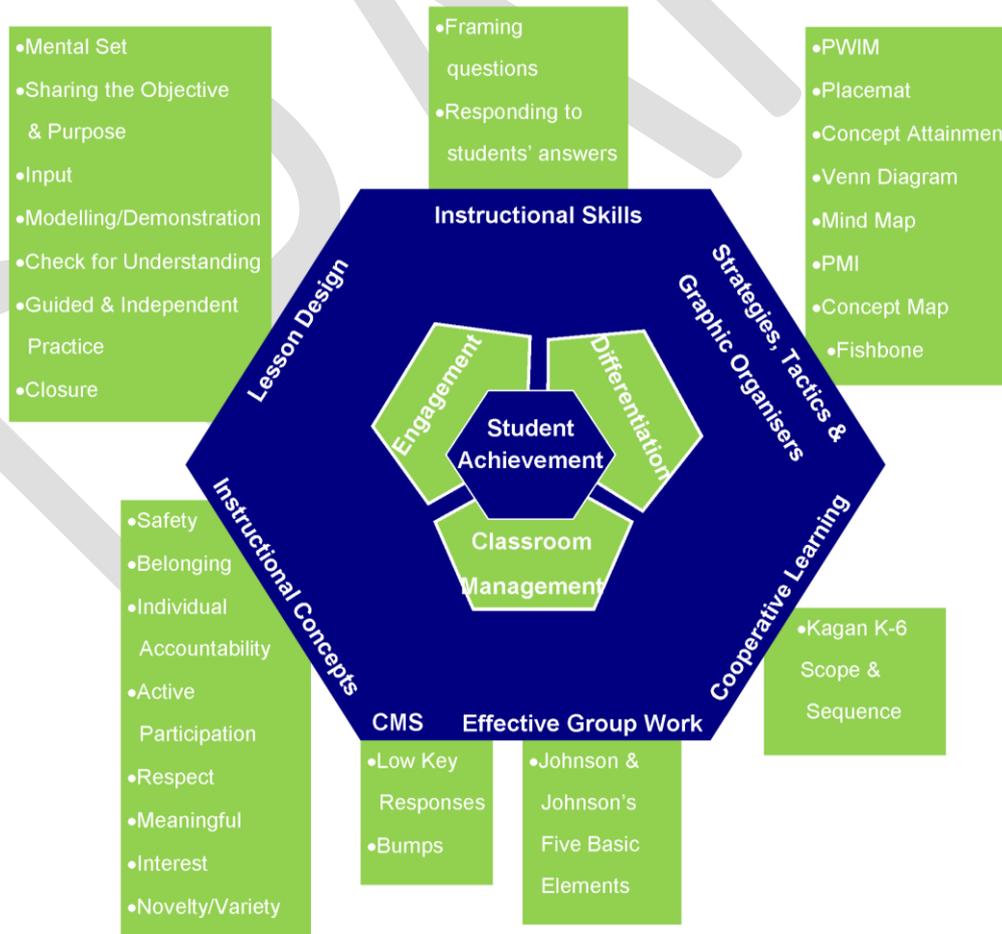
Negative Consequences should consider their effect on the development of the students Emotional Intelligence.

Possible consequences may include;

- Verbal reminders of expected behaviours
- Time out / walking with teacher – maximum 5 minutes
- Referral to the office for major misbehaviours
- Behaviours occurring in the Early Childhood Playgrounds must be referred to the classroom teacher who will follow the process as required.

INSTRUCTIONAL INTELLIGENCE OVERVIEW

Instructional Intelligence Overview for Supporting Student Engagement



STUDENTS WITH ADDITIONAL NEEDS

Students who require behaviour management adjustments in addition to their classes Classroom Engagement Plan, will have these noted in their Individual Education Plan and/or Behaviour Management Plan. The students Emotional Intelligence needs are considered in the development of these plans.

- Tier 3 students are provided with a Tier 3 Student File, this includes working documents and information for Relief Teachers
- The Engagement Team have placed Social/Emotional resources in every block. These resources are updated and presented to staff annually.

Any queries please refer to the Intervention Policy, SAER Deputy or the SWAN Coordinator.

BUMP MODEL

(CLASSROOM MANAGEMENT STRATEGIES - BARRIE BENNETT & PETER SMILANICH)

The development and preservation of all students Emotional Intelligence is paramount when addressing student behaviour in the classroom. Staff assess the situation and using their professional judgement select the bump appropriate to the exhibited behaviour.

Bump 1 – LOW-KEY responses

- Responses should be short or shorter than the interruption and should maintain a positive or neutral atmosphere - they are non-assertive and invite the student to behave.

LOW-KEY responses

- Proximity
- Student's name
- Gesture
- "The Look"
- Pause
- Ignore
- Use signals (for attention)
- Deal with problem, not the student

Bump 2 – SQUARING OFF

- More assertive than bump 1 and it **REQUIRES** the student to behave.

SQUARING OFF

- Pause/stop
- Turn towards student
- Intensify eye contact
- Minimal verbal request to stop
- Finish with a thank you

Caution – if the look is too long/intense, it may work against you and initiate a power struggle.

Bump 3 – CHOICES

- Teacher gives options to the student or has students come up with their own option to prevent or stop an inappropriate behaviour
- This makes the student take and "talk" the responsibility

CHOICES

- Stop, square off, make eye contact
- Provide the student with an appropriate choice



- Ask for an answer
- Listen to the answer
- Finish with a thank you

Bump 4 – IMPLIED CHOICES

- Use a choice, classroom rule or a school rule in order to prevent or stop a misbehaviour

IMPLIED CHOICES

- If the student persists, follow through with the other side of the choice.
- “You’ve made your decision. Please ...”

Attributes of Effective Choices

- Choice is related to misbehaviour
- The choice is not seen as a punishment
- The consequence is given as immediately as possible
- The choice is not an ultimatum
- Use a positive or neutral tone
- Don’t bluff, follow through on the choice

Bump 5 – POWER STRUGGLE - DEFUSE

- A tactic to prevent an unwanted power situation or to stop a power play from continuing

POWER STRUGGLE - DEFUSE

- Stop, square off, make eye contact (2-3s)
- Take one or more deep breaths
- Deal with any allies
- Shift the locus of control
- Pause and allow the student to save face
- Closure by saying thank you.

Responses to power situations

- Ignore it
- Short circuit it
- Describe the situation and inform the student you are not interested
- Put ball back in student’s court
- Provide a choice
- Student leaves the class

THE METHOD OF SHARED CONCERN

The Method Shared Concern can be appropriately and most successfully implemented as follows:

1. Cases are chosen in which a group of students are thought to be involved in bullying an individual student who as a consequence has become distressed.
2. Each of the suspected bullies is interviewed in turn, without any accusation, beginning with the student who seems most likely to fill the role of ringleader. The meeting takes place without other students present or able to observe the interaction. The interview begins with the practitioner sharing a concern about the plight of the victim. Once this is acknowledged, the suspected bully is required to say what he or she will do to improve the situation.
3. A further meeting is arranged several days later to assess progress with each of the suspected bullies individually.
4. The practitioner then meets with the victim and offers support. The question may at some stage be raised as to whether the victim had inadvertently created tension or animosity.
5. Once progress has been confirmed, a group meeting is held with the suspected bullies to plan how they will finally resolve the problem when they meet with the target at the next meeting convened by the practitioner.
6. A final meeting is held with the target present to bring about an agreed and sustainable solution.

GOOD STANDING POLICY

At Ashdale Primary School, the Good Standing Policy supports our values/PERCS of Perseverance, Excellence, Respect, Co-operation and Self-discipline. It reflects shared expectations and responsibility of behaviour for all students at Ashdale Primary School and is a component of the Ashdale Primary School, 'Student Engagement Policy'.

Good Standing is a status all Ashdale Primary School students are granted at the start of every school year or on enrolment at Ashdale Primary School.

Students with good standing are eligible to participate in extra curricula activities including but not limited to, incursions, excursions, camps, Friday assemblies, afternoon sport, graduation lunch, voting for student and faction leaders, leadership roles, school disco, extension classes, school social dance and representing the school at sporting or musical events.

Without their Good Standing students may be exempt from participating in the events, programs or initiatives previously mentioned.

The process for a student to lose their Good Standing status:

1. Behaviour is referred to the Principal/Deputy Principals
2. A positive behaviour plan is put in place
3. Continuation of undesired behaviours will result in the loss of Good Standing

NB Good Standing can only be taken by the Principal or his representatives (Deputy Principals)

Incidents resulting in suspensions automatically result in loss of Good Standing.

Students' Good Standing will be reinstated at the end of their "time":

- First offence - 5 school days
- Second offence -10 school days
- Repeated losses of Good Standing will result in extended lengths of time