

# STUDENT BEHAVIOUR AND ENGAGEMENT POLICY

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**QUALITY EDUCATION FOR ALL**

Endorsed by Bridgetown PS School Board September 2024

# STUDENT BEHAVIOUR AND ENGAGEMENT POLICY

## **RATIONALE**

The Bridgetown Primary School Student Behaviour and Engagement Policy has a focus on engaging students positively in learning and helping students learn how to manage their behaviour choices.

## **OUR VISION**

To support the development of self-motivated learners who demonstrate responsibility towards their education and their environment.

## **OUR MORAL PURPOSE**

'Quality Education for All'

## **BPS Mantra**

At Bridgetown Primary School we aim to:

- Be Responsible
- Be a Good Citizen
- Be Safe
- Be Your Best

## **OVERVIEW**

The Bridgetown Primary Behaviour Support Policy is a whole school plan to support positive student behaviour and is based on the following.

- The management of student behaviour is a staff, parent and student responsibility
- Our school community believe that students, staff and parents have the right to work together in a supportive, safe environment free from bullying, harassment and discrimination.
- Upholding this principle will provide a positive, caring and kind environment that maximises quality teaching and learning.

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## OUR AIMS

Bridgetown Primary School aims to help each student develop a sense of self-worth and self-management skills by having;

- A positive environment within the school and classrooms so that the teachers and students can work together effectively
- A safe and caring school environment where the rights and responsibilities of everyone are recognised and respected
- An expected code of behaviour that protects the rights of all individuals and is applied consistently and fairly
- Procedures for conflicts to be resolved in a calm, fair and consistent manner
- Recognition of members of the school community who promote a positive and caring school environment through exemplary behaviour
- Teachers explicitly teach the skills of resilience, gratitude and empathy

<p><b>Positive Whole School Actions</b></p>	<ul style="list-style-type: none"> <li>• The Resilience Project – is embedded into whole school programs and focuses on the three key principles of Gratitude, Empathy and Mindfulness. All Year levels have weekly Resilience Project lesson. Parent support material is presented to link our school community to our school focus.</li> <li>• Zones of Regulation – are incorporated throughout the school and explicitly taught to support student with self-regulation. Our Zones of Regulation visuals are displayed in every classroom throughout our school.</li> <li>• Individual and Classroom gratitude statements – are shared at assemblies</li> </ul>
<p><b>Acknowledgement and encouragement system</b></p>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Values Certificates – fortnightly (See Appendix)</li> <li>• Honour Certificates – fortnightly</li> <li>• Gold Awards – Citizenship, Academic Achievement and Attitude and Application; Termly awards per classroom</li> </ul>

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	<ul style="list-style-type: none"> <li>• Faction Tokens – awarded for participation in fitness, positive behaviour at recess at lunch, specialist classes</li> <li>• Legendary Learners – recognition of students' terrific work. Students sent to Admin team to celebrate achievements and receive a raffle ticket, raffle drawn each Value's Assembly</li> </ul> <p>Classroom Incentives</p> <ul style="list-style-type: none"> <li>• Individual classrooms class teachers select reward systems specific to their students</li> </ul>
<b>Behaviour Matrix</b>	<ul style="list-style-type: none"> <li>• Explicit teaching of behaviour matrix                             <ul style="list-style-type: none"> <li>○ Weekly behaviour focus – Posters/Daily Messages</li> </ul> </li> </ul>
<b>Chaplain</b>	<ul style="list-style-type: none"> <li>• Individual or small group student support as requested by students, parents or teachers</li> <li>• Breakfast Club – allowing social connection between students and chaplain. Providing breakfast opportunity for students at need.</li> <li>• Lunch time activities for students – eg Lego Club</li> </ul>
<b>Wellbeing Team Meeting</b>	<ul style="list-style-type: none"> <li>• Admin, teaching staff, school psychologist, school nurse and chaplain meet three wellbeing meetings per term to discuss and monitor health and well-being of all students.</li> <li>• Further referrals made and support provided as needed.</li> </ul>

<p><b>Students have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>· respect, courtesy and honesty</li> <li>· learn in a purposeful and supportive environment</li> <li>· learn and play in a safe, inclusive and clean environment</li> </ul>	<p><b>Students have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>· ensure their behaviour is not disruptive to the learning of others</li> <li>· keep the school environment neat, tidy and safe</li> <li>· be punctual, polite, prepared and positive</li> <li>· behave in a safe manner</li> </ul>
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	<ul style="list-style-type: none"> <li>· be responsible for their own learning &amp; be their personal best</li> <li>· know and uphold the Student Code of Behaviour and BPS Values</li> </ul>
<p><b>Staff have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>· respect, courtesy and honesty</li> <li>· teach in a non-disruptive environment</li> <li>· work in a safe, secure and clean environment</li> <li>· cooperation and support from parents and other staff</li> </ul>	<p><b>Staff have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>· model respectful, courteous and honest behaviour</li> <li>· ensure the school environment is neat, tidy and safe</li> <li>· establish positive relationships with students and school community</li> <li>· plan and deliver stimulating and relevant learning programs that reflect the needs of students</li> <li>· provide playground supervision through the duty roster</li> <li>· discuss with students Class Rules and School Code of Behaviour</li> <li>· develop and implement Individual Behaviour Plans for students where required</li> <li>· know and show consistency in use of school this policy</li> </ul>
<p><b>Administration have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>· respect, courtesy and honesty</li> <li>· cooperation and support from students, teachers and parents</li> <li>· work in a safe, secure and clean environment</li> </ul>	<p><b>Administration have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>· support teachers with student behaviour</li> <li>· ensure consistency in the implementation and maintenance of behaviour support procedures</li> <li>· facilitate parent/teacher/child conferencing</li> </ul>

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	<ul style="list-style-type: none"> <li>· assist with plans for individual children requiring additional support</li> <li>· provide relief teachers with guidelines pertaining to behaviour support procedures</li> <li>· supervise students during in-school withdrawal</li> <li>· elicit support of outside agencies in collaboration with parents</li> <li>· keep comprehensive records, through SIS, of student behaviour and inform parents as necessary</li> <li>· provide a link between parents and staff</li> </ul>
<p><b>Parents have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>· respect, courtesy and honesty</li> <li>· be informed of behaviour management procedures and decisions affecting their child's health and welfare</li> <li>· be informed of their child's behaviour</li> <li>· be heard in an appropriate forum on matters related to their child's education</li> </ul>	<p><b>Parents have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>· model respectful, courteous and honest behaviour</li> <li>· ensure their child attends school regularly and is punctual</li> <li>· inform teacher of factors that may affect their child at school</li> <li>· ensure their child has the materials to participate in learning</li> <li>· support the school in the education of their child</li> <li>· support school in implementing behaviour management strategies</li> <li>· allow the school to deal with issues that occur at school, not contact other parents directly or post comments on social media</li> <li>· provide a healthy lunch and recess snack daily</li> </ul>

## STUDENT BEHAVIOUR AND ENGAGEMENT POLICY

School staff are committed to collaboratively implementing a Behaviour Support Policy promoting positive social relations, inclusive of all members of the school community.

### **STAFF should:**

- Make the best interests of the child a primary consideration
- Maintain a positive school approach
- Incorporate personalised adjustments based on student need
- Maintain cohesion of behaviour support for students across contexts and teachers
- Build consistency in behaviour support in and out of school, liaise with parents and community
- Be culturally, developmentally and psychologically appropriate
- Support the growth of self-regulation and peer-regulation and reduce the need for adult intervention
- Document student misbehaviour on Behaviour Slip

### **Role of Playground Duty Teachers:**

- Wear visibility vest and hat
- Be on time
- Direct injuries needing first aid to Medical Room in Office area
- Be actively vigilant - roam duty area including checking toilets
- Be proactive - listen and interact with children, support children to solve issues

### **ADMINISTRATION will:**

- Support teachers and families with behaviour support
- Support links between parents and staff
- Ensure consistency in the implementation and maintenance of the Behaviour Support Policy
- Counsel students
- Assist teachers to design programs to support student behaviour
- Provide relief teachers with guidelines of student behaviour procedures

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- Ensure a review committee is established to monitor the behaviour support policy
- Manage all issues in regards to student Suspension and Withdrawal
- Record behaviour on Integris
- Respond to the collection and assessment of school behaviour data.

### **PARENTS should:**

- Resolve issues by speaking in the first instance with the classroom teacher
- Support school staff with behaviour support procedures
- Maintain open and respectful communication with school staff

## GUIDLINE FOR STUDENT WITHDRAWAL

An administrator may withdraw a student in cases of either repeated misbehaviour or of serious misbehaviour.

### **A School Administrator may:**

- withdraw the student from any class of instruction
- alter student recess or lunch periods
- restrict/prohibit the student's participation in a school activity

N.B. A student is not to be withdrawn from any class of instruction for more than 5 consecutive days.

### **Withdrawal of a student by Administration is undertaken as:**

- appropriate level of consequences for classroom or playground behaviour
- immediate isolation due to severity of misbehaviour or prearranged with the Principal or Deputy as part of an Individual Behaviour Case Management Plan

### **Withdrawal is used for the purpose of providing an opportunity to:**

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or



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- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

The isolation area is within the Administration Office.

The student may need to agree to a contract, which involves negotiations with the parent and class teacher regarding behaviours and consequences to enable a return to class.

Should the student refuse to complete work during withdrawal, the consequences can include:

- make up for lost time during recess and lunch time
- suspension due to non-compliance

On return from withdrawal, the child may:

- be required to complete timeout and consequences
- recommence in class for a fresh start if there is evidence of positive changes in the student

**N.B.** Refer to Appendix for DoE requirements for school Administrator to undertake when a student is withdrawn.

## STEPS FOR MANAGING STUDENT DRUG & ALCOHOL USE

### Drug and Alcohol Use

A drug is defined as any substance, with the exception of food and water, which when taken into the body, alters its function physically and/or psychologically. We provide proactive programs to educate students to make informed, good choices to deal with substance use in Health Education such as SDERA programs.

### Students suspected of being intoxicated or affected by solvents

If a student presents as being intoxicated or affected by solvents on school grounds or at a school event off-site the staff will;

- Ensure the health and safety of the student.
- Notify the parents/guardians

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- Notify the police
- Offer student counselling
- Release the student into the care of parents/guardians
- When an adult cannot attend the Principal/teacher will offer supervision at school or at a medical facility.

If there is risk to other staff and students, staff will;

- Remain calm, be friendly and non-judgemental to avoid transferring anxiety
- Tell the student they are concerned about their safety
- Keep a distance, ensuring the student knows what they are trying to do before approaching the student
- Stand to the side of the student when speaking to lower perceived feelings of being threatened
- Try to speak to the student privately to avoid embarrassment or escalation

### **Drug Incident Procedure – Police will be notified of all drug-related incidents.**

- First response to a suspected drug-related incident will be to ensure the student's immediate safety and take student to hospital for medical assessment and clearance
- Admin will notify parents in consultation with police
- Admin will notify Department of communities and complete child at risk referral form
- We recognise a range of interventions are required to achieve an effective outcome. Students involved in drug-related incidents will be offered relevant education and counselling

### **Interventions**

These interventions reflect the school ethos of zero tolerance of inappropriate drug use.

- Police will be notified of any students found to be supplying, possessing, or under the influence of an illegal drug
- Any confiscated illegal drugs will be handed to the police for disposal.
- During suspension periods, students will be offered counselling sessions with an appropriate support agency
- Prior to recommencing classes, suspended students will meet with the Principal

*N.B. Disciplinary action for alcohol/solvent or drug possession/use will be suspension and possible exclusion from school functions.*

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## **Smoking/Vaping/Possession of Cigarettes (on school premises or at any school organised event)**

- Immediate confiscation of cigarettes/ vapes
- Admin will notify the parents/guardians
- Student will be offered counselling
- Disciplinary action will be in-school withdrawal

## **Possession of Vape (without intended use)**

- Immediate confiscation of cigarettes/ vapes
- Admin will notify the parents/guardians