

# Student Engagement

## POLICY

### Vision

To provide a positive school environment that allows every individual the opportunity to flourish.

### Values

- Positive & Respectful Relationships
- Positive Emotions
- Positive Health
- Positive Engagement
- Positive Accomplishment
- Positive Purpose

## *FLOURISHING AT BOLWARRA*

We achieve the above through a range of positive programs run throughout the school year.

### **Positive Education**

Positive Education has been defined as best practice teaching combined with an explicit focus on wellbeing, to support and encourage individuals, schools and communities to flourish. The approach emphasises individual strengths to promote learning, builds awareness of a growth mindset and incorporates practice in mindfulness and gratitude. Positive Education emphasises the importance of training the heart as well as the mind in education.

### **The science of Positive Education has several key underlying principles:**

- Student wellbeing is closely linked to academic success. When students feel connected, safe and happy, they are more likely to thrive in their learning;
- In today's world, increasing statistics of psychological distress and mental illness are challenging, and such stresses impact on the young learner;
- Schools play a critical role in helping young people to develop cognitive, social and emotional skills, and are well placed to do this;
- Skills and mindsets that encourage positive relationships, positive emotions, resilience and character strengths can be taught.

These factors support the need to be proactive about wellbeing and to adopt a holistic approach that fosters the development of the whole person. Bolwarra has adopted a whole school Positive Education approach and is particularly focused on nurturing each individual's body, mind and spirit.

## **We do this because:**

- We want our children to know themselves well and to feel their life has meaning and purpose;
- We want our children to have positive relationships with others;
- We want our children to flourish.

## **Restorative Practices**

Restorative Practices is what forms our school's major approach to dealing with student behavioural issues, and issues between students. If needed 'No Blame' conferences are conducted to solve major group issues. Students are taught how to give a sincere apology and also how to receive an apology. Students do not have to accept an apology (depending on the frequency and severity of the behaviour, consequences may still be handed out even if the apology has been accepted.) If an apology is not accepted staff will deal with the matter. To empower our students, victims will at times be consulted on what an appropriate consequence may be.

## **Catering For All**

At times, schools enrol students who have medical conditions and/or have lived through very difficult or traumatic life circumstances and, as a result, can present with very challenging behaviors at school. These students may need significant help with managing relationships within the school setting. They may also need help with their emotional self-regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened. With this type of support, crisis events can be minimised. However, crisis events still may occur during the school year. During crisis, the emotional and physiological responses of these students can be beyond their control and the planned and calm responses of key adults from this school will be required to manage the event both during and after it occurs.

(Note: Research has shown that during and after a crisis event the best emotional, relational and behavioral outcomes can occur for a student if this event is viewed as a learning opportunity, rather than an event that needs disciplinary response)

It is understandable that staff, students or community members who are present during the crisis, or who hear of the event after the crisis, may be concerned. Please note that all reasonable efforts will be taken to hear and address these concerns, but at no time will confidential information about the student who has experienced the crisis be shared with others without appropriate and informed consent.

## **Overarching School Rules**

- Treat others as you would like to be treated
- Do no harm

Classrooms will have their own rules and guidelines

## School actions and consequences

The following is consistent with the Equal Opportunity Act, Charter of Human Rights and Responsibilities, Disability Standards for Education 2005 and the Education and Training Reform Act.

### Student Behaviour Levels

Level	Behaviours	Action/ Consequences may include
Low	Causing harm or not treating others as they would like to be treated would could include; <ul style="list-style-type: none"><li>Disrupting the learning of others.</li><li>Playing in an unsafe manner.</li><li>Damaging school property</li></ul>	<ul style="list-style-type: none"><li>Discussion of behaviour and expectations/rules in social context using Restorative Practices.</li></ul>
Medium	Causing harm or not treating others as they would like to be treated would could include; <ul style="list-style-type: none"><li>Teasing/Put Downs.</li><li>Physically hassling others by touching, pushing, shoving, pinching.....</li><li>Deliberately encouraging others to fight, tease.....</li></ul>	<ul style="list-style-type: none"><li>Discussion of behaviour and expectations/rules in social context using Restorative Practices</li><li>May involve a 'conference'</li><li>May involve student having time to think through their poor choice</li><li>May involve contacting the parents involved</li></ul>
High	Causing harm or not treating others as they would like to be treated would could include; <ul style="list-style-type: none"><li>Fighting (full-on, punching, slapping, biting, spitting....).</li><li>Bullying (ongoing harassment, persistent, deliberate).</li><li>Cyber Bullying (ongoing harassment, persistent, deliberate).</li></ul>	<ul style="list-style-type: none"><li>Discussion of behaviour and expectations/rules in social context using Restorative Practices</li><li>May involve the establishment of an Individual Behaviour Plan</li><li>Will involve a 'conference'</li><li>Will involve student having time to think through their poor choice</li><li>Will involve contacting the parents involved</li></ul>

**Dangerous, serious, unsafe, excessive and/or persistent behaviours at any level may attract higher level actions/consequences .i.e. suspension, expulsion**

### Individual Behaviour Plan

Individual Behaviour Plans are made between the student, Principal and at least one parent. It will consist of;

- Duration of agreement
- Behaviours that need to change and How I can do it
- How my Principal can help me
- How my parent/s can help me
- Consequence if behaviour doesn't improve
- What happens if my behaviour improves

Where suspensions or expulsions are being considered or occur immediately department guidelines will be followed. In these cases Student Support Group will be utilized along with the assistance from Student Support Services Officers (SSSO's) - Suspensions & Expulsions as per Guidelines.

**Bolwarra Primary School has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at Bolwarra school under any circumstance.**

### Evaluation:

This policy will be reviewed every 3 years as part of the school's regular review

This policy was last ratified by School Council in....

May 2018