COOBER PEDY AREA SCHOOL

ENGAGEMENT AND INCLUSION POLICY

Rationale

Learning occurs best when students experience a safe, supportive environment in which they have a degree of control over their learning and are treated with respect and understanding.

As educators it is our role to provide safe learning environments and positive proactive approaches to teaching, whereby students learn appropriate school behaviours and increase their social, emotional and academic skills and understandings.

This requires us to work in partnership with our colleagues, students and families and to take responsibility to respond to, develop and support students learning, behaviour and social skills.

Quality classroom teaching and effective pedagogy underpins effective behaviour processes.

As such, our policy is underpinned by:

- Building mutual respect and positive relationships with learners, with staff doing their utmost to convey to each student the message, "*I see you and you matter to me*".

- Fresh start – each day is a new opportunity to start on a positive footing.

- Providing clear expectations, known responses and a SUCCESS orientation in classes.

- Developing students' "interoception" skills to recognise and manage their emotions proactively.

- Using explicit, descriptive, positive language with students and reinforcing positive behaviours.

- Enacting common understandings, processes and values to manage behaviour with a focus on RESTORATIVE JUSTICE to restore, correct and educate students.

And is based on three levels of response:

LEVEL 1: Whole school, proactive, culture building initiatives and strategies in both classrooms and in the yard.

LEVEL 2: Positive and prompt responses, by the adult in charge at the time, to model and maintain learning behaviours. Being "Ready to Learn" is our mantra.

LEVEL 3: Responses to extreme and/or violent behaviours that require assistance from outside the immediate learning environment and may include members of the community or other agencies.

LEVEL 1 STRATEGIES: BUILD THE LEARNING CULTURE

Level 1 describes the proactive strategies expected of **all** staff to positively build and influence our school culture. Staff are expected to consistently apply the programs, strategies and activities designed to empower students and build positive citizenship skills within supportive learning environments.

It is expected that all staff will:

- **Build strong relationships with students**

  - Provide an "*I see you and you matter to me*" approach to all students.

  - Take time to know your students, understand their background and acknowledge their learning needs and successes.

- **Develop positive classroom cultures focused on SUCCESS**

  - Cooperatively negotiate class behaviour agreements, build a common understanding of the importance of everyone following these agreements and maintain a relentless focus on working as a whole class to achieve the agreed standards. In the early stages, social learning, self-regulation and understanding expectations may be the main learning that needs to occur to have your class function effectively. This early investment in a success culture will mean that future learning is more effective, self-regulated and collaborative. Learning is social and many of our students need to learn the social skills required to learn together effectively.

  - Use the school values of RESPECT, RESPONSIBILITY and RESILIENCE in classes with students to discuss expectations and underpin responses.

  - Regularly review the classroom tone, classroom etiquette and layout of the physical environment. Especially important is the consistent 'un-packing' (looks like, sounds like, feels like, thinks like and explicit modelling) of classroom and yard values and appropriate behaviours.

  - Make expectations explicit- annually develop with your students - three displays about what we expect of – 'A Successful Student', 'A Successful Classroom' and 'A Successful Teacher' and revisit these regularly.

- **Explicitly teach students social skills and understandings**

  - Use the first week of each semester to make our school values explicit, unpack a 'successful classroom', 'successful student' and 'successful teacher', create a class motto, set up class meetings etc. so that you have the tools to teach the behaviour and social skills needed for learning.

  - Consistently use common language and concepts e.g. Emotional Bank Accounts, emotional thermometers, catastrophe scale, anger management and conflict resolution in the curriculum for all students.

  - Whole school Anti-Harassment Training including a focus week annually – reviewed and coordinated annually by the Student Wellbeing leader with staff.

  - Peer Mediation program based on the POOCH model – students will be invited to be part of a Friendly Desk for yard support and resources for classroom use will also be available – resources and support provided by the Student Wellbeing leader.

- **Recognise and reinforce positive behaviours**

  - Provide regular and explicit feedback and acknowledgement of students efforts and behaviours.

  - Share good news, contact families by phone or in person with good news and provide positive feedback regularly. Making a phone call about successful behaviour in class time sends a powerful positive message to the whole class.

- Success Lunch - to welcome new students and celebrate student success. One lunch per week. The leadership team will eat their lunch with students. Certificates will be provided by the Leadership Team.

- **Empower students and use their voice in learning**

  - Build student involvement in Citizenship projects and real participation in the decision-making about a range of school projects/issues and to co-design their learning.

  - Involve students in democratic processes and student voice by providing regular opportunities and teaching the skills required to be effective e.g. negotiation, meeting skills, planning, formative assessment and feedback.

  - Use Buddy Learning– programs such as GO-Reading, cross-age tutoring, Buddy Classes etc.

LEVEL 2 STRATEGIES: SUPPORT AND RESTORE

Level 2 refers to the range of strategies used to 'manage' the learning environment and achieve learning outcomes without escalating students' behaviour. The following are a range of useful teacher behaviours and skills:

- Routinely use, teach and model **interoception skills** and activities at least three times each day at transition points (mornings and after breaks or at the start of lessons).

- Reinforce, remind and practice expectations for entering classrooms and routines for classroom learning. Scaffolds like morning routines, timetables, what's on today, books to be out this morning etc.

- Establish effective, known teaching cycles- how do we start lessons, when will the 'input' occur, opportunities to practice and work together, review, feedback and question time e.g. *Review → New → Try → Apply*.

- Work with students to develop whole class reward schemes that include every student. Do not use systems that publicly shame, embarrass, single out or bring attention to students' inappropriate behaviours. Start each day with fresh eyes and new beginnings, never carry over bad behaviours.

- Set, review and celebrate goals with students- *What you are working towards? How are you going? Is this helping? What can we do to support you to achieve this goal?*

- Use Learning Intentions and Success Criteria with students so they understand WHAT they are learning, WHY they are learning it and HOW to be successful. Formative assessment strategies and processes should be used in learning social skills, group work behaviour, being 'ready to learn', mediation skills etc. as well as content, knowledge and skills from the Australian Curriculum and general capabilities.

- Routinely use positive feedback- let students know what they are doing well, the skills they are using and what they could try next.

- Use self-review, peer feedback and discussions about the work and their learning - WWW What Went Well? EBI-Even Better If…

- Act with tact and presume positive intent with students. Monitor your own emotions and take time to respond and do so in a planned and strategic way. Seek support of colleagues to debrief and plan approaches. Appendix 2 offers some ideas to manage your own emotions and reflect on situations.

- Plan ahead- how will you respond to behaviour issues, what will you have in place. Reinforce all positive attempts and the behaviours you want in class.

- Seek support from line managers to observe and provide feedback, visit class other classes, or make a time with the Far North behaviour coach to get help with behaviour skills. The focus at CPAS is on teaching students what they need to know to be successful.

- Use restorative approaches to manage issues between students- see Appendix 3

- When behaviour issues occur try some of these responses:

  - **Tactical Ignoring** or Distraction

- **Non Verbal Gestures/Prompt/Cues.** Using smiles, thumbs up, hand in 'stop' position and PUS – Privately Understood Signals. Negotiate these beforehand and remember **PROXIMITY**- move closer to the student in a non-threatening manner so that a private response is easier.

- **Reminder**   **Redirection**   **Partial Agreement**
  You are out of your seat   *We need to be working on …*   *I understand you don't think that's fair, but…*

- **Looking On**: 'eyeballing'. This gives an angry student time to process requests/instructions and to respond appropriately. Follow up later in a less confrontational setting 1-1.

- Provide **Take Up Time** (TUT) both for instructions and responses to questions, '10 second rule' after questions or have students respond to peers in pairs before calling on a student to answer.

- **Give clear and repeated instructions** - My instruction to you is…

- **Cracked Record-** Repetition and lowering tone of voice, don't buy in to side discussions and issues.

- **Call to Virtues/School Values**   **Virtues/Values Sandwich**   **Identify Challenge Virtues**
  I acknowledge … Name a Virtue   *Identify a challenge virtue,*   *Goal Setting to work with and improve*

Before Level 3 strategies are used, conferencing and communication with families must occur and there should be communication with your line manager about your concerns.

- A starter to open discussions with families- "*How are things at home for you at the moment with your child*?"

LEVEL 3 STRATEGIES: NEGOTIATE

Level 3 is the strategic use of consequences to support students' positive choices and when appropriate, to signal to the community that such behaviour is unacceptable. Re-entry and re-building relationships is a vital part of Level 3 responses and must involve the teacher, family and student working on ways that they will work together and manage behaviours.

We place high value on the importance of regular communication with families, especially for students requiring Level 3 support.

A small number of students (with a history of using violence when frustrated or angry) have a negotiated Take Home agreement that is in their own best interests. This agreement needs to be supported and used consistently by all staff.

Family contact and involvement is expected for all Level 3 responses- seek first to understand, listen and be open to the situation rather than starting with a solution or expectation.

Except in the cases of violence or extreme, repeated behaviours, staff need to have tried a number of Level 1 and 2 strategies and be able to discuss the actions and interventions tried or in place to support learners before Take Home, Suspension and Exclusion processes are used. Suspension and Exclusion are formally negotiated agreements, and are only used in extreme circumstances at CPAS.

DECD states that the purpose of the SEE procedures is to allow time for the school (with family and student input) to develop and implement strategies to help re-engage and support the student's learning.

LEVEL 3 consequences are for repeated, extreme and violent behaviours:

➢ If possible, catch the behavior before it escalates and use the Interoception Room for cool down and to support a return to 'readiness to learn'. REMINDER: This is NOT a punishment – it is an opportunity to re-set and practice self-regulation.

➢ Behaviour Agreement Reminder (*In class behaviour agreements and consequences negotiated with the class that have been explicitly taught and 'unpacked'*)

➢ Support Class (*Negotiated with a fellow teacher*) or access to the Interoception Room with class work.

If that hasn't happened try:

- In class sit out
- Support class sit out
- Leadership team support
- Behaviour Plans (*Negotiated with the student, parent/s and if required a Leadership Team member*). **All students requiring Level 3 Support will have a Behaviour Plan.**
- DECD Personnel Assistance (*Behaviour Support/ Interagency Referral*) would also be expected when a student is identified as Level 3.

SEE- Suspension, Exclusion and Expulsion processes are a formal DECD process and need to be clearly documented and negotiated. These are formal agreements made with school leaders and families.

Notes re SEE processes:

- Suspensions can be carried out by any senior leader.
- Exclusions MUST be signed off by principal (or acting principal)
- The Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School document outlines the processes and key responsibilities.

- School has autonomy over what constitutes behaviour that warrants a suspension/exclusion, and at CPAS we prioritise student and staff safety (any fighting will have a SEE consequence) and repeated and deliberate interference with class mates' ability to learn.
- Intent in suspending a student is to give the time and ability to prepare for re-engagement.
- If a student is suspended, the class teacher and a senior leader will meet with the student and a family member. The teacher should ensure that a behaviour support plan is in place and is achievable.

Re-entry

If suspension is required then re-entry processes need to focus on restoring and rebuilding relationships and re-integrating the student back into the learning environment.

Be aware of the impact that the re-entry meeting can have on the student's successful return to school and make sure it is not used as further punishment or to shame and alienate students. Re-entry is to focus on future behaviours and expectations, clarify goals and agreements for when these are achieved or managed if they cannot be achieved.

A re-entry plan identifies:

- o the behavioural and learning goals to be achieved.
- o the supports needed to achieve these goals.
- o the consequences of responsible and irresponsible behaviours in future.
- o responsibilities of the school, the student and parents or caregivers.

Emergency Response Plan

- In the discussion about Level 3 support for a student, ensure your line manager is aware of the need for support if you call. This will mean that your call is responded to as quickly as possible.
- The leadership team will have a roster of who is 'on call' so that teachers' call for help to the front office can be addressed immediately.
- Line managers will work alongside teachers to ensure there is a plan for how to deal with disruptive students (e.g. separate task for distractors).
- Line managers will take the class to enable the class teacher to address the behaviour challenge that has presented. The class teacher is ultimately responsible for their class members and having support and time to keep students needing Level 3 support on track is key.
- If students are removed, remove them with work and attempt to re-enter them into the classroom. The Interoception room should not be used as a time out space for level 3 behaviour. SEE responses are more appropriate at this level.

Other:
If parent's refuse to take students home and the student is a danger to others, or students go missing:
Line managers will call the police for support.

APPENDIX 1: INTEROCEPTION

One way of understanding interoception is to describe it as mindful body awareness. For more information see:
http://web.seru.sa.edu.au/pdfs/Introception.pdf

Metacognition (Wellman, 1985)	Emotional intelligence as foundation to social-emotional skills (Goleman, 1995)			Interoception (mindful body awareness)
	Emotional skills	Cognitive skills	Behaviour skills	
1. Knowledge that mental states exist	Labelling feelings	Self-talk	Non-verbal communication	Noticing internal body states
2. Knowledge that there are distinct mental processes	Expressing feelings	Understanding social cues and how others perceive you	Effective verbal communication	Recognising and naming internal body states
3. Knowledge that these distinct processes are a function of cognition	Identifying feelings as responses to stimuli	Being able to problem solve in response to impulses and anticipating consequences. Understanding the perspectives of others and societal norms.	Control of impulses	Understanding the link between internal body states and feelings/emotions.
4. Knowledge that cognition is influenced by context (internal and external)	Understanding and responding to intensity of feelings			Understanding the effects of others and the wider environment on self, internal body states and feelings/ emotions.
5. Being able to self-assess cognitive process to direct personal behaviour.	Emotional self-regulation	Self-awareness	Behavioural self-regulation	a. Managing responses of internal body states to external stimuli b. Socio-emotional self-regulation

Issue	Example visuals	Example verbal prompts	Rationale & use
Does not yet recognise when getting angry etc	• Choice board with two or three known calming activities to be presented when signs of anger are appearing. • 5 point scale (not to be used during meltdown or tantrum)	*"You seem to be getting angry, have a drink of water then come and let me know what the problem is."* (enables calming prior to explanation which would otherwise cause more heightening) *"Could you please…"* (where … is a known calming activity)	Children and students who do not yet recognise when they are getting angry they can verbally or physically lash out BEFORE they were aware that they were going to. At the point of meltdown these strategies are too late and the child/student must be left to calm down before being spoken to. ONE visual can be presented during a meltdown that directs student to their safe/calming space/activity.
Uses very loud voice	'Noise-o-meter' Whisper visual Silence visual Talking visual Loud voice visual - displayed by child/student in front of them on their workspace as appropriate.	Using a VERY QUIET voice, request student 'please talk more quietly' or 'not so loud please'.	Some children/students cannot hear how loud their own voices are and/or use their voice to cover up other sounds that they find distressing/painful. Others may use loud vocalisations to signal distress in which case the DISTRESS must be responded to and not the loud voice.

APPENDIX 2: DEVELOPING CONSEQUENCES, TEACHERS MANAGING YOUR EMOTIONS

from *A WHOLE-SCHOOL APPROACH TO BEHAVIOUR LEADERSHIP: The concept of preferred practices within a whole-school approach to behaviour-leadership and discipline.* Dr Bill Rogers Education Consultant 2014

Certainty of a consequence is more important than the severity. When establishing behaviour consequences, where possible, we try to gain a **relatedness** between the disruptive behaviour and the consequential outcome. Where appropriate we should ask the student what they think they should do to address the behaviour in question. The sorts of questions we ask are :

- What happened (regarding your behaviour?);

- What rule (or right) was affected by your behaviour?;

- What is your 'side of the story' ...? (a basic right-of-reply question);

- What can you do to make things better? fix things up? repair/rebuild?;

- How can I help?

Consciously 'separate' the distracting, disruptive, offending behaviour 'from' the student. This is not easy in practice; it is fundamentally about the way we treat the student when we have to discipline (particularly consequential discipline).

Appropriate Anger

When we need to communicate appropriate anger we can do so by :-

- assertion rather than verbal aggression (assertion and respect are not inconsistent concepts in the way we communicate).

- communicating our frustration, even anger – *briefly* – on issues that matter (racist, sexist, abusive language) rather than on less significant issues such as lateness, uniform, homework not done; these are issues that have to be addressed but issues that merit *concern* rather than *anger*.

- focusing on the *behaviour* or issue – at that point – rather than reactive behaviour simply directed at the student ... .

- de-escalating the natural tension, (using a 'calmer' – slower voice – *after* having made our point briefly, and as clearly as we can).

- allowing appropriate cool-off time (even formal 'time-out' where necessary). A time to 'separate' off, 'withdraw; for both teacher and student.

- engaging in **repairing and rebuilding** with the student at a later stage that day (if possible). It is crucial that the teacher directly involved in the incident(s) take the initiative at this point (with support from senior staff where necessary).

Rebuild Relationships

Class/subject teachers are – primarily – responsible for follow-up of any time-out consequences with (support of senior colleagues).

After a behaviour incident it is critically important to re-establish working relationships and reconciliation between the teacher who initiated time-out and student(s) concerned. Avoid holding grudges (tempting as that may be!). Where the relational / conflict issues are serious, use supporting mediation (from other colleagues) for resolution outcomes. Where necessary – and where possible – involve parents (case-by-case), through diaries, phone calls, parent/teacher conference (let them know positive outcomes too!).

APPENDIX 3: RESTORATIVE PRACTICES

A Restorative Teacher is:

- Respectful

- Fair

- Explicit

- Supportive

- Positively challenging (high demand)

- Skilled in a wide range of processes (circles, mediation, conferencing, counselling)

They focus on:

- Establishing trust and safety with and between people

- Explicit classroom practice (routines, procedures and pedagogy)

- Develop empathy, reflection and inquiry

- Repairing harm that may have been done

They deliver on:

- Responsibility Accountability

- Engagement and ownership

- Possibility of positive behavioural change and reintegration

- Promotion of self-regulation

A definition of the Restorative Classroom

- A classroom that values dialogue through an inclusive approach where everyone has a voice and can be heard. Through collaborative processes students are taught in practical ways that emotions are an important and legitimate expression of healthy classroom conversations where mutual respect and accountability flourish. (Values)

- Students are taught how to resolve and understand conflict and tensions and difference in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships. (SEL)

- The curriculum is engaging and students take an active role in the content and review of what is taught through participatory pedagogy including classroom cirlces and cooperative learning approaches that engender ownership and maximises learning outcomes.

(adapted from Lesley Oliver, Terry O'Connell and Lyn Doppler 2007)

The Social Discipline Window
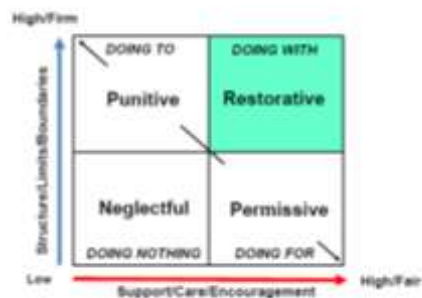
APPENDIX 4: ESTABLISHING ROUTINES – IT'S LIKE PUPPY TRAINING

- Like a new puppy, students need clear direction/instruction (sometimes in various modes) to learn routines.
- Establishing these routines to a level of automaticity takes regular, consistent rehearsal, reminders and positive reinforcement.
- Establishing how you want individuals and the class to work, act and be organised and work in various settings will take time and energy initially, but in the end will save more time and energy.
- Students need to be taught these skills. This is a **huge** part of 'learning the teacher' and classroom management. What are the routines and tasks that you want the students in your class to know and do ASAP with no or limited teacher/adult input?
- You need to be able to articulate these clearly for yourself so you can teach your students.

Some categories to think about but not an exhaustive list:

☐ Waiting before school
☐ Getting ready for learning (what do students need on their desks and what do they need to be doing until you are ready to instruct them)
☐ What do they do when the bell goes in the morning?
☐ Lunches, Lunch orders, water bottles, notes for the teacher
☐ Going to the toilet in class time
☐ Eating in class/fruit time
☐ Participating in class discussion
☐ Interrupting others to speak
☐ Moving around the room/unit
☐ Eating lunch
☐ Moving around the school to other learning areas
☐ Moving outside to recess and lunch

☐ Eating outside
☐ Using and returning class sports equipment
☐ Diary entries and communication books
☐ Using learning/school equipment
☐ Ruling up pages for subjects
☐ Handwriting
☐ Unfinished work
☐ Bike, scooter and helmet storage
☐ Packing up
☐ What is in the tray or pencil case
☐ Speaking to others
☐ Solving conflict
☐ Asking for help

At what point is intervention or consequences required? If a student is not able to do what is asked or is not willing to?
Remember that for students to view you as the authority, you need to be the one enforcing the ground rules and involving yourself in every step of the process so that they see these expectations are important.

For specialist classes, there are subject specific skills too:
☐ Where does the class line up at Music, PE, Art, Science, Health etc
☐ What is the expectation before entering the space and upon entering the space? Using particular equipment?
☐ Moving outside at the end of the lesson

Obviously, these cannot be taught all at once with the same degree of energy.
What props or reminders work?

Remember that if you would like these routines followed, students need to be reminded and using them consistently.

You cannot do something once and then expect them to remember - make important things part of your expectations for a 'Successful student', 'Successful teacher' and 'Successful classroom'