

# Student Engagement Policy



**ST JOSEPH'S**  
SCHOOL

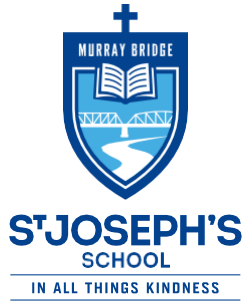
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IN ALL THINGS KINDNESS

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## **Student Engagement Behaviour Policy**

St Joseph's School  
Murray Bridge



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# Student Engagement Behaviour Policy

## Reception to Year 9

### *Acknowledgement of Country*

*We acknowledge that we are meeting on the traditional country of the Ngarrindjeri people. We recognise and respect their cultural heritage, beliefs and relations with the land. We acknowledge that they are of continuing importance to the Ngarrindjeri people living today.*

### Context

The expectations for all staff and students are based on our School Values of RESPECT, COMMUNITY INCLUSION, COMPASSION, KINDNESS and COOPERATION and grow out of our Mission Statement.

Students are expected to:

- build successful relationships,
- develop effective communication skills,
- show respect, responsibility, confidence, compassion and awareness of God's presence.

This is evident in our Student Engagement Plan as teachers use the continuum.

### Policy

St Joseph's School partnered with Adam Voigt, Kirsty Lush and the REAL Schools to be a RESTORATIVE SCHOOL.

RESTORATIVE PRACTICE is the best way to build effective positive relationships, resolve conflict and improve student behaviour, including miss treatments and bullying.

It's about asking the right questions to students when things go wrong where the focus is on the PRESENT and the FUTURE rather than dwelling on the PAST.

### Values

This policy supports the St Joseph's School core values of Community, Co-operation, Respect, Kindness, Compassion and Inclusion and Catholic Education's commitment to uphold the dignity of every child, understanding that children grow and develop in different ways, and at different times. Put simply; staff ask questions like:

- What happened?
- What were you thinking?
- How has that made you feel?
- What has been the impact of this on yourself and others?
- What actions need to be taken to fix the situation?

These questions allow students to reflect on their own behaviour and its impact on others. It's all about teaching responsibility for their actions and knowing that nobody will do it for them. The staff help students do just that and be accountable and responsible for their actions. This is what builds strong, resilient and independent adults.

**Restorative circles are another Restorative Practice strategy used by many staff in class to:**

- Develop a positive classroom climate
- Resolve conflict and address class concerns
- Focus on relationship building
- Maximise student engagement and learning
- Address bullying

Circle time generates a sense of belonging, which promotes acceptance and support within the school community. It brings together the teachers and students in an enjoyable atmosphere of cooperation, where students become more able to express their feelings. As students learn more about themselves and each other, a warm and supportive group atmosphere is built, along with improved relationships.

At St Joseph's School, we are Safe, Respectful, Learners.

Safe	Respectful	Learners
<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers can teach, and students learn. Learn and let others learn</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Have safe and caring hands, feet and mouth</b></li> </ul>	<ul style="list-style-type: none"> <li>• Speak and act with kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Always try our best</li> </ul>
<ul style="list-style-type: none"> <li>• Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>• Care for our appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Be inclusive, cooperative and take turns</li> </ul>
	<ul style="list-style-type: none"> <li>• Care for property and use equipment correctly</li> </ul>	
	<ul style="list-style-type: none"> <li>• Care for our school environment</li> </ul>	

## The Role of the Teacher

EXPLICIT TEACHING of RESTORATIVE BEHAVIOURS: Setting up the students for success by using Affective Statements and Interactions with a combination of Circles throughout the teaching day.

Daily or even before every break or specialist lesson, visual and verbal reminders addressing positive relationships, restorative language, resilience, bystander action, caring for each other, etc.

At St Joseph's School, Staff is to be committed to:

- Teach first,
- Practice daily,
- Apply consistently, and
- Acknowledge appropriate behaviours

DILIGENT SUPERVISION: classroom, playground and transition

- All staff are to actively supervise children at all times.
- When transitioning, the teacher/staff must be situated to see ALL students. This is usually at the back of the line, with the most responsible students leading the class.
- During yard duty, staff must be in their allocated space, moving, engaging with different students, and evenly spreading the adults in the yard. No two adults on duty should be together unless there is an emergency.
- No use of a mobile device unless needed for an emergency.
- Staff on duty to use proactive strategies that encourage safe student activities.
- **Staff on duty are to use 'affective' strategies and report an incident to the classroom teacher on the day. Staff dealing with a more serious incident in the classroom or the yard must make the time to follow up with small impromptu conferences and inform staff via a SEQTA report.**

Teachers should know their yard duties for the day and turn up on time for duty. Staff are asked to be aware of playground 'hotspots' – toilets, stairs, paved areas, etc. They visit these areas regularly throughout their supervision duty.

## The Role of the Student

Students are encouraged to:

- take positive action to stop any mistreatment
- do not be a bystander and make it clear to their peers that unkindness is not accepted
- if a student observes injustice, they must report it immediately to the staff member on duty

## Dealing with Behaviours

Staff are encouraged to remember students' dignity when responding to inappropriate behaviour. When discouraging or correcting student behaviours, staff are encouraged to use the **Restorative Principles to Elevate Student Behaviour, Empathy and Cooperation**.

If a staff member is reactive, emotive or heightened, students' responses will match (4 or 5 on a 5-point scale). A calm adult response will support students.

When supporting students with behavioural issues, the staff use the Student Engagement Plan and Operating Domains, a simple quadrant model designed to help a teacher be both firm and fair.

The staff member who manages a minor or major behaviour must record all factual information on SEQTA, preferably on the day or within 12 hours from when the behaviour occurred.

## Suggested Resources

### Catholic Education South Australia (CESA)

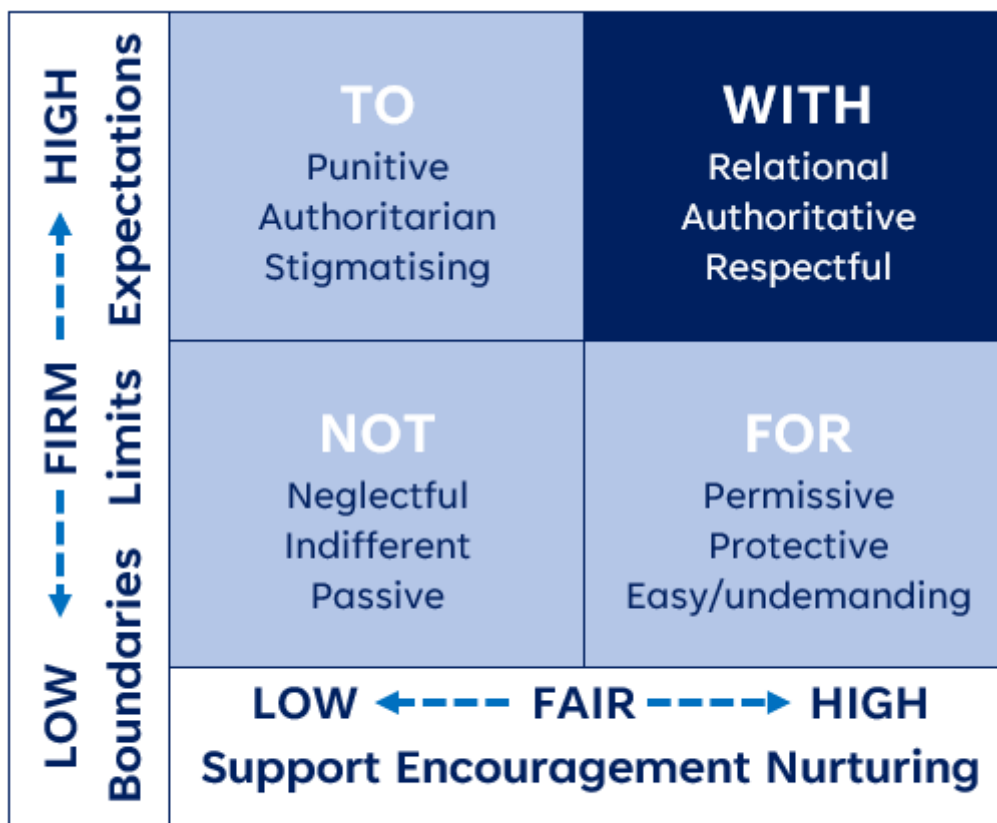
- Pastoral Care Policy and Procedure
- Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy
- Procedure and Procedures for Suspension and Cancelling Enrolment

Partnership with REAL SCHOOLS (2023-2025)

<https://realschools.com.au/>

## Revision Record

<b>Document Title</b>	Student Engagement Behaviour
<b>Document Type</b>	Policy
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<b>Owner</b>	St Joseph's School Staff
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<b>Approval Authority</b>	St Joseph's School Staff
<b>Review Date</b>	February - March 2025
<b>Revision History</b>	Draft Policy 2024



### Restorative Operating Domains

<b>Minor Misbehaviour</b> Minor misbehaviours are recognised as any behaviour that does not meet the Classroom or School's Behavioural Expectations. It is also when a student is not engaged or needs redirecting.	<b>Major or Repeated Minor Misbehaviour</b> Major or repeated misbehaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of others (staff or students)
<b>Steps to follow</b> A staff member is to use 'affective' strategies and redirection techniques such as <ul style="list-style-type: none"> <li>- evaluate teaching pedagogy</li> <li>- scanning the classroom</li> <li>- the 'look'</li> <li>- praising an attentive student</li> <li>- physically moving nearer or beside the student</li> </ul>	<b>Steps to follow</b> A staff member is to use the key strategies such as <ul style="list-style-type: none"> <li>- Assertive statements ("students name, You need to....")</li> <li>- Language of Choice ("Student's name, You need to.....or..... You make the choice.")</li> <li>- Paraphrase with Empathy (Student's name, I can see that you are angry, but you need to.....")</li> <li>- If heightened (3 or 4 on a 5-point scale), redirect to a calm</li> </ul>

	<p>classroom space, supervised yard space, or buddy class.</p> <ul style="list-style-type: none"> <li>- Follow up using the Restorative Principles, Affective Interactions or Small Impromptu Conference. Refer to numbers 3 &amp; 4 on the Infographic.</li> </ul>
	<p>For the most serious, high-impact behaviours or ongoing problems, the staff member must immediately inform the Deputy Principal or Leadership. A Formal Conference will be arranged within 24 hours to 2 days of preparation. This will involve the student, their parent/carers, the teacher and leadership. Refer to number 5 on the infographic.</p>
<p><b>Reset Day or Suspension</b></p> <p>When the student engagement plan processes have proved unsuccessful, and a student has repeatedly engaged in wrongful misbehaviour not directly hurting another person, the Principal will be informed and decide in consultation with the parent/carer upon a 'Reset' Day at home.</p> <p>When a student is directly involved in or seriously misbehaves, physically or verbally hurts another person, has proven to bully or leaves the school site without permission, the Principal will consult the parent/carer, and a process of suspension will be put in place.</p> <p>Only the Principal can suspend or expel a student, having sought the prior approval of the School Performance Leader or Director of Catholic Education.</p>	

<b>Examples of Behaviours that don't meet school expectations.</b>	<b>Examples of offensive and/or dangerous behaviour that willfully hurts another child or staff member</b>
<b>Off-task behaviours</b> - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around, etc.	<b>Leaving the classroom or schoolyard without permission</b> – deliberate absence by a student to an unsupervised area
<b>Disruption</b> - low intensity but the inappropriate interruption to learning	<b>Disruption</b> - sustained or intense disruption of learning
<b>Inappropriate Language</b> – low-intensity use of inappropriate language	<b>Abusive Language</b> - verbal aggression such as severe swearing, name-calling, and threats directed towards another person
<b>Defiance or disrespect</b> - brief or low-intensity failure to respond to the teacher's request	<b>Physical Aggression</b> – harmful physical contact where injury may/ has occurred



<p><b>Property misuse</b> - low-intensity misuse of school or personal property</p>	<p><b>Defiance/disrespect</b>- repeated refusal to follow reasonable requests/directions</p>
<p><b>Technology misuse</b> - inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc.)</p>	<p><b>Theft</b> - having possession of or removing property belonging to someone else</p>
<p><b>Tardiness</b> - student arrives late after the bell or walks out of the room, still visible</p>	<p><b>Property damage</b> - substantial destruction or disfigurement of property</p>
<p><b>other</b> - any other inappropriate behaviour that has low intensity</p> <ul style="list-style-type: none"> <li>- distracting from tasks</li> <li>- occasional procrastination</li> <li>- making silly noises in class</li> <li>- late to class after play</li> <li>- inappropriate use of resources</li> <li>- littering</li> <li>- irresponsible care of class resources</li> <li>- running on concrete areas</li> <li>- playing in the wrong area</li> <li>- chewing gum</li> <li>- causing conflict in games or activities</li> <li>- unkindness</li> </ul>	<p><b>Technology misuse</b> - misuse of technology (phone, iPod, camera, computer etc.) that is sustained or (potentially) harmful to others</p> <p><b>other</b> - any other inappropriate behaviour that is potentially harmful or has caused harm to self or others</p> <ul style="list-style-type: none"> <li>- persistent and destructive minor misbehaviours</li> <li>- directed sexual harassment</li> <li>- bullying or cyberbullying</li> <li>- possessing, viewing explicit material</li> <li>- offensive graffiti</li> <li>- deliberate damage to school property</li> <li>- use of drugs or medications without permission</li> <li>- smoking or vaping</li> </ul>

# ST JOSEPH'S SCHOOL STUDENT ENGAGEMENT PLAN

*This plan equips both staff and students with the tools and strategies to deal with challenges and resolve issues in a restorative and respectful manner. This infographic informs the community of the process for students to reengage safely in their learning.*



1

## IN CLASS STRATEGIES

Teaching staff co-construct with the students' classroom and yard play expectations, which are modelled and practised. Teachers have clear reminders and steps to reengage in their classrooms. All staff use affective and positive statements to foster empathy, cooperation, and positive behaviour.

2

## CLASSROOM / YARD ROUTINE REFUSAL

Teacher and student/s engage in immediate conversation and use feeling words to address low-level poor behaviour, reengage and reset the appropriate behaviours. Class and yard reset space or sitting out for a short period. **1-5 minutes**. For repeated refusals overtime, the teacher will inform parents/carers through Seesaw.



3

## SAFE ROOM / LEADERSHIP SUPPORT

Teacher and student/s engage in 1-on-1 conversation responding to poor behaviour choices. If unsafe in the classroom or yard, Leadership will be called. If unable to resolve the behaviour Leadership will take the student for a reset time in the "safe" room. **5-10 minutes**. Restorative practice questions will be used before the student re-enters the class. The teacher will inform the parents/carer via phone as soon as possible.

4

## PARENT / CARER SUPPORT

If leadership is unable to resolve the behaviour, they will call for a parent or carer to come to school and provide support. Possible reset at home for the remainder of the day.



5

## IMMEDIATE ACTION / FORMAL CONFERENCE

Any student behaviour that poses a serious threat to the safety of a staff member or another student through severe verbal abuse or deliberate physical harm will be met with **immediate action**. The school leadership will contact the student's parent/carer to arrange for their immediate pickup from school. Additionally, a formal conference will be scheduled, at mutual time, involving the student, parents/carer, and relevant staff members to discuss the incident and determine appropriate re-entry to school measures. Suspension will be implemented before the formal conference. **Negotiated 1-5 days**.





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We acknowledge the Ngarrindjeri people as the custodians of the Ngarrindjeri land, and that their cultural and heritage beliefs are still as important to the living Ngarrindjeri people today.