

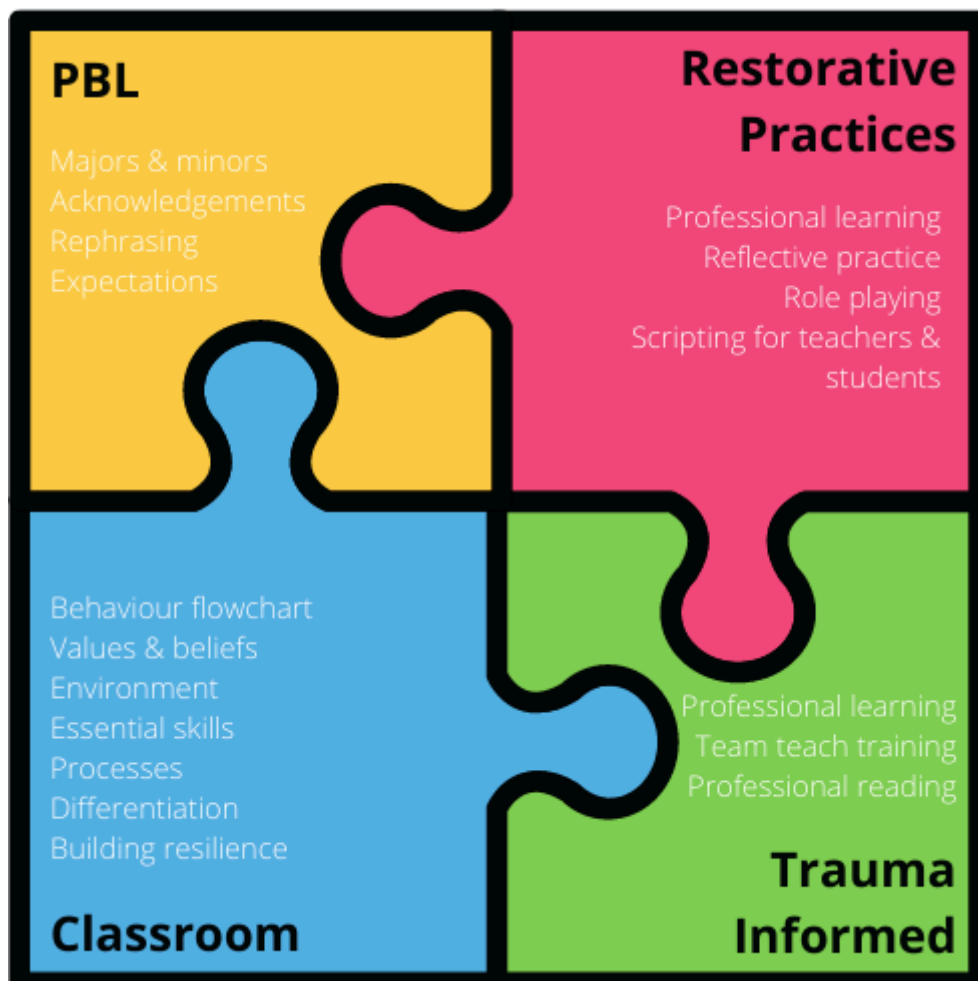
# MARIBYRNONG

## Student engagement and support policy



### ***Differentiated learning to cater for all students at their point of need***

The Maribyrnong Primary School *Student Engagement and Support Policy* was collaboratively constructed with the teaching staff, guided by the Positive Behaviour for Learning team. The purpose of the policy is to stipulate the shared values and beliefs of the staff to support students to engage in learning and demonstrate expected behaviours. The policy takes into account PBL principles and evidence based practice for student engagement.



# Positive Behaviour for Learning

Positive Behaviour for Learning, known as PBL, is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful
- enables schools to establish a continuum of supports that are intended to meet the needs of every student
- is team driven, using a problem solving approach that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student
- we explicitly teach the school values and expectations through intentional and focused teaching sessions

For more information on PBL please see the [PBL fact sheet for schools](#).

## Maribyrnong PBL all areas expectations



**All Areas**



**Safety**

- We keep our bodies to ourselves
- We look out for others

**Respect**

- We respect our environment
- We use our Maribyrnong manners

**Learner**

- We are role models
- We participate positively

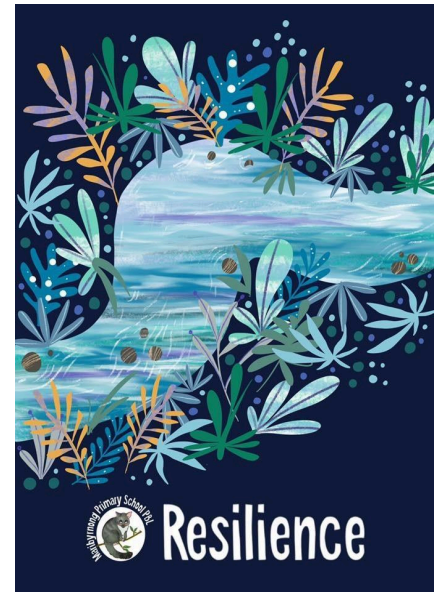


# School Values

Respect for each other and ourselves should be central to our social and emotional learning program. It is in respect for each other that we foster kindness. In a world where you can be anything, we think you should be kind.



Bouncing back when things go wrong is tough. Even as adults we all strive to develop resilience and work around and through setbacks. At Maribyrnong we explicitly teach strategies for resilience.



Responsibility is a value which can impact the self, the community and the wider world. Fostering a sense of responsibility for our environment is a focus of all our sustainability initiatives at Maribyrnong and something we should all be part of.



Our school value changed from excellence to endeavour in 2019. This change honours the different gifts, talents, perspectives and ideas we all bring to learning. Fostering the value of endeavour gives our community the opportunity to see us all reach our potential in a number of ways.

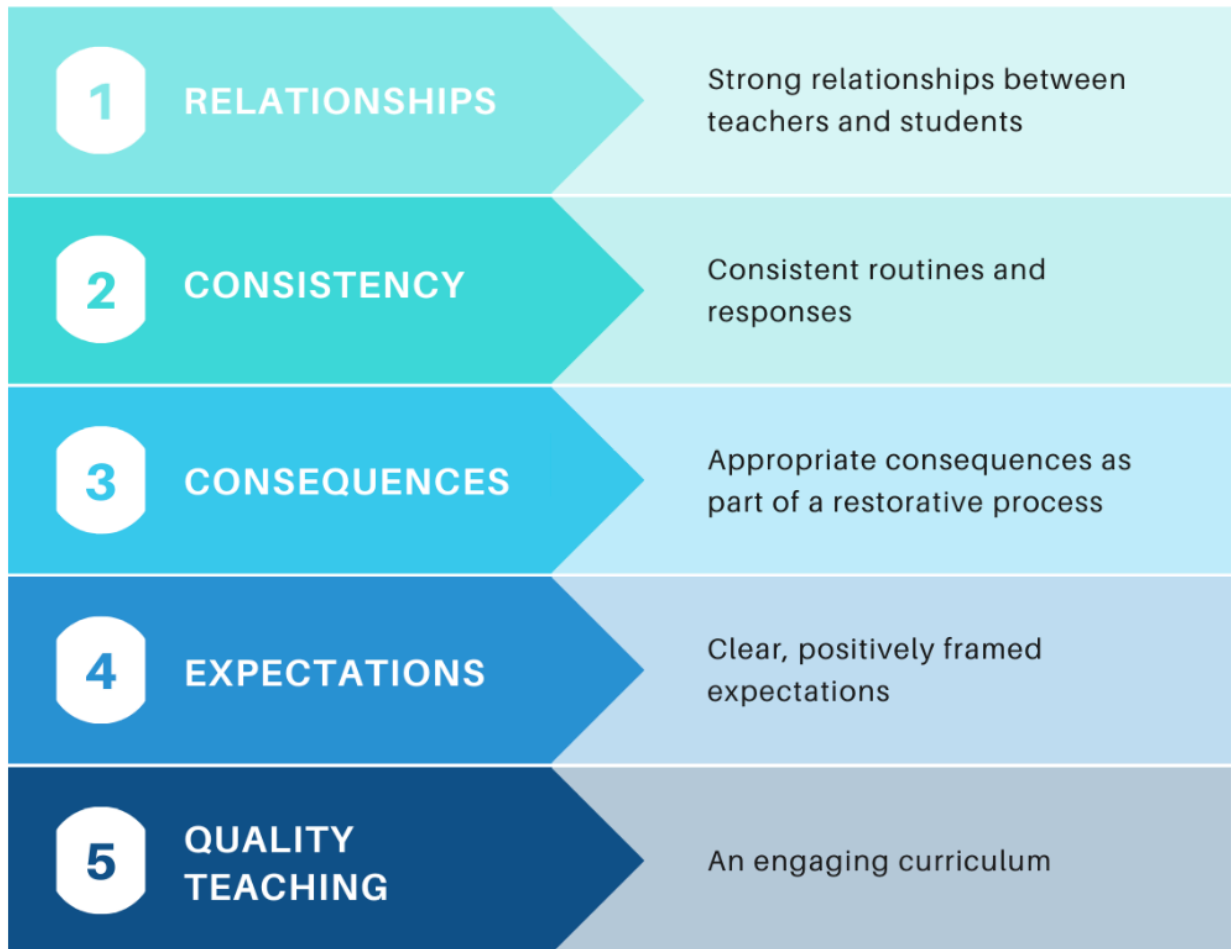


Inclusion at Maribyrnong means we focus on the diversity and strengths of our community to foster a sense of belonging. Connection is so important to all of us. We aim to foster a community where everyone feels valued and included.



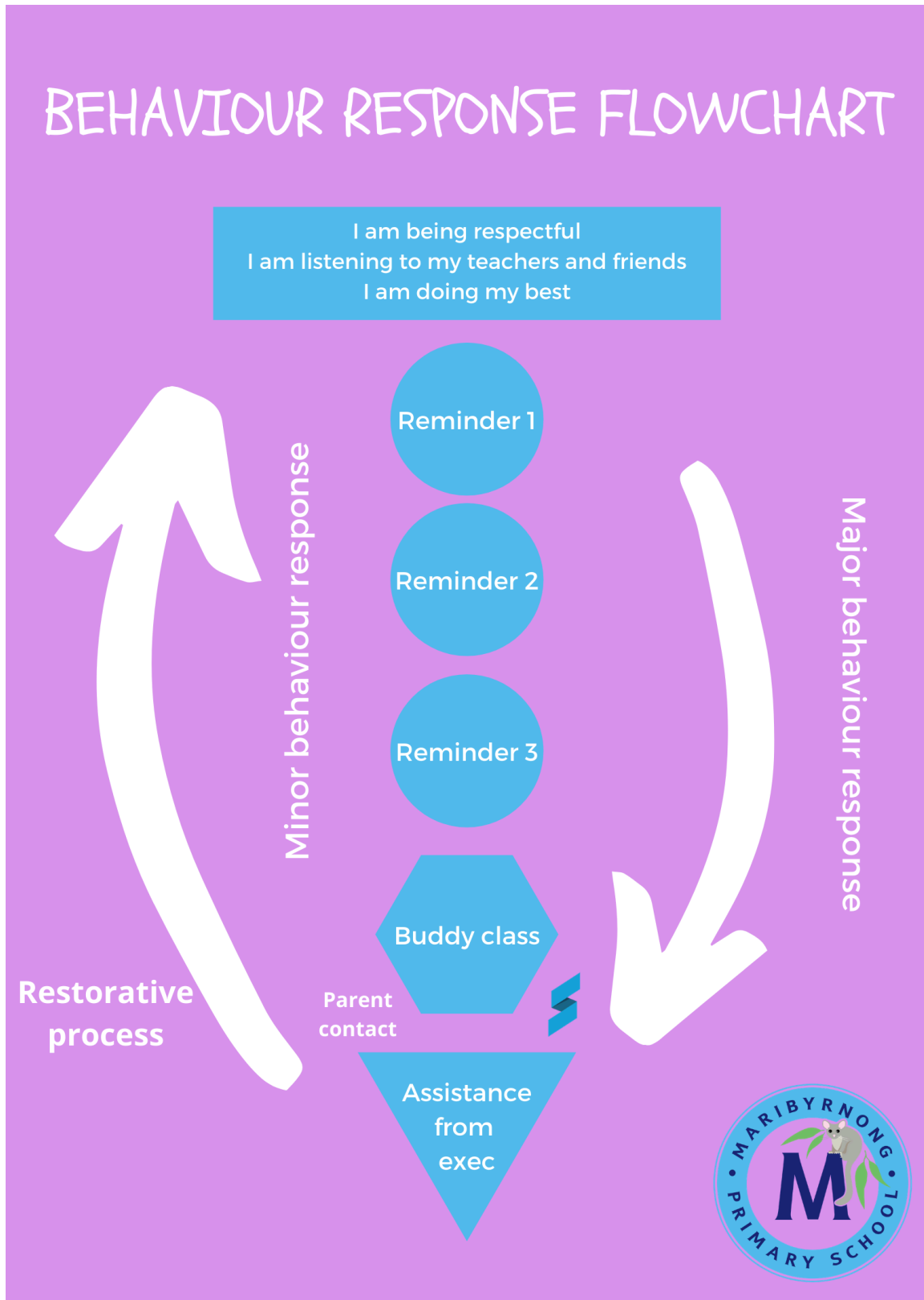
# Student Engagement

The Maribyrnong Primary teaching staff jointly constructed a hierarchy of what we consider to be the important factors in engaging students as active learners.



# Student Support

At Maribyrnong Primary we work collaboratively to support students in instances of disengagement. Through our foundation of strong relationships, we work with our students to develop positive response plans that are underpinned by our school values and PBL expectations. When student behaviour deviates from agreed expectations, we use our behaviour response flowchart to redirect students to focused learning.



# Major and Minor Behaviours

**Minor** behaviours are those that:

- are minor breaches of the school expectations
- are handled by staff members at the time it happens
- do not seriously harm others or cause you to suspect that a student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of executive staff

**Minor** problem behaviours may result in the following consequences:

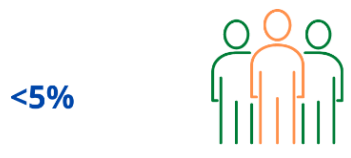
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or supervision for work completion.
- a re-direction procedure:  
The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks the student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary,
  4. gives positive verbal acknowledgement for expected school behaviour.
- repeated minors recorded on SAS

**Major** behaviours are those that:

- impact on the rights of others
- is a problem behaviour that can be a series of minor, in school or playground offences, or more significant individual incidents
- are beginning to become a pattern of problem behaviours
- put others/self at risk of harm
- are deliberately destructive
- require some involvement of executive staff

**Major** behaviours may result in the following consequences:

- a referral to break time Wellbeing Room to have a restorative conversation, discuss incident, revise school rules, plan for the future and discuss personal accountability for their actions and its effect on others
- parents informed
- incident recorded on SAS (classroom by teacher and playground by teacher on duty)



### Tier 3 - Tertiary intervention

- Specialised individual systems for students with high risk behaviours
- Reduce severity of incidents



### Tier 2 - Secondary support

- Specialised group systems for students with repeated difficulties
- explicitly teach expectations and social skills in a small group setting



### Tier 1 - Universal

- School-wide & classroom systems
- All students , staff and settings.
- Minimise problem behaviour & increase instructional time



# MINOR BEHAVIOURS

## INAPPROPRIATE LANGUAGE

Messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing)

## PHYSICAL CONTACT

Non-serious, but inappropriate physical contact (i.e. over-affectionate, patting, light tapping, etc.)

## NON COMPLIANCE

Low-intensity failure to respond to adult requests (i.e. yelling, "no!" when asked to do something)

## MILD DISRUPTION

Talking while teacher is speaking. Loud voices or noises indoors.

## PROPERTY MISUSE

Student deliberately destroys another student's equipment/possession or work in an inappropriate way (low-intensity incident)

## LATE TO CLASS

Missing the beginning of class time

## FRACTIONAL TRUANCY

Missing whole lessons or part lessons

## CHEATING/PLAGIARISM

Act dishonestly or unfairly in order to gain an advantage, esp. in a game or examination: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.

# MAJOR BEHAVIOURS

## ABUSIVE LANGUAGE

Messages that include swearing, aggressive language or use of words in an inappropriate way that is directed at another person.

## PHYSICAL AGGRESSION

Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

## DEFIANCE

Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student

## DISRUPTION

Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour

## PROPERTY DAMAGE

Any form of injury or damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property

## ABSCONDING

Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues

## HARRASSMENT

Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters

## FORGERY OR THEFT

Student is in possession of, having passed on, or being responsible for removing someone else's property

# Response to Unproductive Behaviour

At Maribyrnong Primary we adopt a restorative approach to managing student behaviour. Classroom teachers manage minor behaviours within their classrooms, utilising the assistance of their teaching team. For major behaviours, staff may seek the assistance of the executive team to manage the behaviour and subsequent response.



Teachers have undertaken collaborative work around restorative practices to ensure that they work with students and other staff members in a restorative manner. The restorative conference questions are used with students when resolving conflict in order to repair harm and restore positive relationships. We encourage teachers to tailor the questions based on the situation and incorporate the school values where relevant.

Minor	Major - unpacked in more depth
What happened? Who was hurt? How can we fix it?	What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way have they been affected? What do you think you need to do to make things right?
What happened? How were you hurt? What do you need to help you feel better?	What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

## Wellbeing Room

For incidents that occur on the playground that require a restorative conference, students work with executive staff in their spaces in order to collaboratively come up with solutions to problems and reflect on their behaviour. This involves making a plan for future breaks and restores relationships. This process can also be used as a preemptive to class time, where students can work and get assistance to regulate their emotions and de-escalate.

# De-escalation Strategies

Staff at Maribyrnong Primary have undertaken Team Teach training along with other professional development to add to their repertoire of de-escalation strategies. The purpose of de-escalation is to prevent minor behaviours becoming major and minimising the impact of major behaviours when they occur.

## Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

## Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

## Approach the student in a non-threatening manner

Move slowly and deliberately towards the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise negative body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation & withdraw if the situation escalates.

## Follow through & debrief

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## DE-ESCALATION STRATEGIES



# Resilience Building

Resilience is important for children's mental health. Children with greater resilience are better able to manage stress, which is a common response when things do not go to plan. Resilience is a person's ability to cope with the ups and downs of life. It's a life skill we take with us into adulthood. It is thought that the more resilient a person is, the less they experience stress as they are equipped to deal with life's pressures. At Maribyrnong Primary, we see developing a child's resilience as a shared responsibility between school and home.

# Building resilience

Paediatrician Kenneth Ginsburg's 7Cs model is a practical approach for parents and communities to prepare children to thrive.

## COMPETENCE

Children become competent by developing skills that allow them to trust their judgment and make responsible choices. When we highlight what young people are doing well but also give them opportunities to acquire new skills, they feel competent.

## CONFIDENCE

Confidence is the solid belief in one's own abilities. Children gain confidence as they demonstrate their competence in real situations. When adults support children in developing competence, kids believe they can cope with challenges and gain the confidence to try new things

## CONNECTION

Empathising with kids' positive and negative emotions helps them feel known, understood, and adored. This emotional safety net gives them the foundation they need to express their feelings and work out solutions to their problems.

## CHARACTER

Children need a fundamental sense of right and wrong to ensure they are prepared to contribute to the world and become stable adults. This is character. It helps children become comfortable sticking to their own values and demonstrating a caring attitude toward others.

## COPING

Children who learn to cope with stress effectively are better prepared to overcome life's challenges. Kids who can distinguish between a crisis and a relatively minor setback can avoid unnecessary anxiety. A repertoire of positive, adaptive coping mechanisms can also help kids steer clear of dangerous quick fixes for stress.

## CONTROL

When children's decisions affect their lives, they learn that they have control. They see that they can do what it takes to bounce back after challenges. If adults make all the decisions, children may believe things happen to them rather than because of their choices.

## CONTRIBUTION

It's powerful when children realise that the world is a better place because they're in it. They gain a sense of purpose by seeing the importance of their contributions, and this can motivate them to take action to improve the world. This may help kids feel more comfortable turning to others for assistance without feeling shame.

# Differentiation and Student Engagement

## Engaging students at their point of need

### Definition

Differentiation is listening to, and responding, to students needs to determine where they are at and where to next. It uses both formative and summative assessment to identify where each student is at and where they need to go next to engage in their learning.

### Why is differentiation important to Student Engagement and Support, some quotes from you:

*Students need to be able to access and engage in classroom content. If they are unable to do this, and efforts aren't being made to help them experience success as a learner, they will be at risk of exhibiting behaviours that are not seen as positive.*

*To allow all students to achieve success and a class environment that embraces different learning styles, differentiation has to be at the core of the learning episodes provided. Differentiation allows all students to access learning.*

*Pitching to different levels is how we engage learning and keep them engaged.*

*It is important to meet children at their point of need. This is not possible without differentiation.*

### The Importance of the Environment for Student Engagement

Classrooms should be stimulating and conducive to learning, and places where students feel valued, safe and supported to take risks to support their learning. Consider the following elements when planning a differentiated approach: the curriculum, the set-up of the learning environment, approaches to classroom management, the use of formative assessments for learning and instructional strategies that are responsive to student need, student agency and engagement. This can be achieved by providing choice and input into the learning activities from students and assisting them to set realistic and challenging goals.

### Focus for 2021

Based on the information gathered in the Differentiation survey, staff overwhelmingly agreed that effective differentiation was critical to success in supporting all students to engage in their learning. With this in mind, the differentiation team, student engagement team and the curriculum team will work closely together to form learning documents that aid teachers in effectively designing and delivering personalised learning programs targeted at a student's individual needs.

As work develops in this space, this page will evolve to reflect the positive impact we have had on our student's learning.

# Learner Profiles

## Term 1

### Week 0

Learner Profiles to be given to and discussed with the new teachers for those students. Team leaders familiarise themselves with them.

### Week 0

Learner Profiles are printed and added to staff offices for quick reference usage.

### Week 8

Learner Profiles are revisited in team meetings and updated for the current year.



## Term 3

Learner Profiles are revisited and updated in-line with NCCD data.



## Term 4

Team leaders check through the Learner Profiles in preparation for transition.

## Relevant links

ACT Education Directorate - Safe and Supportive Schools Policy

[https://www.education.act.gov.au/publications\\_and\\_policies/School-and-Corporate-Policies/wellbeing/safety/safe-and-supportive-schools-policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/safety/safe-and-supportive-schools-policy)

Restorative Practices

<https://www.theschoolrun.com/restorative-practices-in-schools>

<http://www.rpforschools.net/>

Practical Ways to Build Resilience

<https://optionb.org/advice/the-7-cs-of-resilience-in-kids>

Positive Behaviours for Learning

<https://www.education.act.gov.au/support-for-our-students/positive-behaviour-for-learning>

Trauma Informed Teaching

<https://resilienteducator.com/classroom-resources/trauma-informed-strategies/>