

Christ Our Holy Redeemer Primary School	System Update: 2019	
Version 0.2	Date of Next Review: 2023	

Christ Our Holy Redeemer Primary School Student Engagement Policy

'It is in relationship with God and others in the school community that young people are enabled to discover who they are, where they come from and what their destiny can be.' (Catholic Education Melbourne 2017, *Horizons of Hope: Wellbeing in a Catholic School*, p. 4).

Rationale:

We, at Christ our Holy Redeemer, believe that all members of our community have shared expectations of our own and others' rights. We believe that learning should take place in a safe and inclusive environment. Our Student Engagement Policy is built around our

School-wide Expectations:

Show Respect, Be Safe, Try Best, Be Safe, Be a Team, Follow Christ.

Goals:

- All staff will have high expectations that students will be encouraged to follow the school culture at all times.
- Students will consistently receive supportive feedback for following the expectations.
- Restorative conversations will be used consistently when students choose not to follow the expectations agreed to by all of the community.
- Consistent, graduated consequences will be issued for students who choose not to follow the expectations
- Staff will work with students to problem solve wrongdoing and plan actions to follow that heal the harm done and provide an outcome that is fair for all.
- Where possible, feedback and assistance will be given to the student by the teacher(s) who dealt with an incident, in a safe and supportive way.
- If necessary, parents will be notified about their child's behaviour and a discussion may be had about suitable consequences.

Our student engagement plan intends to:

- Make managing student behaviour more consistent
- Focus on prevention
- Establish predictable, fair and democratic classrooms and school culture
- Protect students' rights
- Help enlist parental support and promote school partnerships
- Help enlist leadership support

Our student engagement plan:

- Will be reviewed annually by staff members
- Displayed visually around the classroom and school and through the newsletter

The art of teaching is the ability to blend learning and behaviour management into a cohesive whole.

*Behaviour management must be integrated into all your interactions with your students.
Being honest, respectful and safe will be rewarded.*

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Zones Of Regulation

At Christ Our Holy Redeemer we teach students how to identify their own and others' emotions using the 'Zones of Regulation' (Leah M. Kuypers). Referring to these Zones when speaking with students about their choices helps them to identify how they were feeling and why they might have made certain choices.

Restorative Practices

At Christ Our Holy Redeemer restorative practices are embedded into our Student Engagement Policy. We manage any harm caused to another person with a restorative justice approach. This means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.

(Cameron & Thorsborne – 1999)

At COHR we do not use Traditional Discipline which focuses on:

- What rules have been broken?
- Who did it?
- What do they deserve?

At COHR we use Restorative Discipline which focuses on:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?
- How can the relationship be repaired?

At COHR we use the Affective Questioning which focuses on three areas:

- Focus on specific behaviours or incident without blaming
- Use 'relational questions' to draw out who was affected and how they were affected
- Direct questions toward problem solving what needs to 'make things right'?

The Restorative Practices Questions used are:

- What happened?
- What were you thinking?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same thing happened again how could you behave differently?

Restorative Questions for the Early Years

Teachers should understand the RP script

- What happened?
- When you What were you thinking?
- When you

Did you do the right thing or the wrong thing? OR You did the wrong thing.

- When you How did feel? OR you made feel
- At school it's not OK to

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What can you do differently next time? OR Next time I want you to

- What do you need to do or say to fix things up? OR To fix things up you need to say sorry and

Levels of Behaviour

At Christ Our Holy Redeemer, consistent, graduated consequences are issued for unsafe and inappropriate behaviour, with praise and recognition also given for expected, positive behaviour choices. Each of these actions are underpinned by restorative practices and our school wide expectations.

Code (Level of Behaviour)	Behaviour exhibited	Response	Action (Consequences for Students)
Green	<ul style="list-style-type: none"> • Friendly • Caring • Honest • Models the school expectations: <ul style="list-style-type: none"> ○ Show respect ○ Be safe ○ Try your best ○ Be a team ○ Follow Christ 	<ul style="list-style-type: none"> • Keep up the great work! • You help to make our school a better place! • Well done you are modelling the expectation of... 	<ol style="list-style-type: none"> 1. Praise 2. Individual teacher-student feedback/recognition 3. Recognition of <u>consistent</u> good behaviours - e.g. SEL award, class reward system, recognition at assembly (after lunch or recess) <ul style="list-style-type: none"> • Teacher contacts parents (email, phone, face-to-face) to acknowledge good behaviours (particularly with challenging students who don't often receive positive reinforcement?)
Low Level <i>Unintentional and/or one off behaviours</i>	<ul style="list-style-type: none"> • Excluding Others • Small disagreements • Interrupting a game • Being bossy • Pushing in line • Dishonesty (ie: fibbing) • Not sharing • Unsafe behaviour • Not following the teacher's instructions 	<ul style="list-style-type: none"> • Acknowledgement of feelings (<i>I understand you feel frustrated...</i>) • Refer to Zones of Regulation • Address the behaviour - don't ignore the behaviour 	<ol style="list-style-type: none"> 1. Warning - verbal reminder about behaviour 2. Teacher modelling of social skills/dialogue required to solve the problem 3. Students attempt to implement modelled strategy independently <p><i>Where necessary:</i></p> <ul style="list-style-type: none"> • Restorative chat in a group with teacher to facilitate • Mutual problem solving to enhance a relationship (teacher supported, child led)

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<p style="text-align: center;">Medium Level</p> <p style="text-align: center;"><i>Intentional, repeated behaviour</i></p>	<ul style="list-style-type: none"> ● Name calling ● Repeated disagreement with the same individual ● Defacing someone else's property ● Inappropriate language/ swearing (in a game - not aimed at anyone) ● Rude finger/gestures ● Continuous and intentional unsafe behaviour (i.e. tackling, rough play) ● Interrupting the learning in the classroom ● Continuous talking over the top of a teacher and other peers ● Disrespectful behaviour towards adults as well as students (facial expressions, talking back/attitude) 	<ul style="list-style-type: none"> ● Restorative Dialogue ● Acknowledgement of feelings (<i>I understand you feel frustrated...</i>) ● Refer to Zones of Regulation ● Refer to School/Classroom Expectations 	<ol style="list-style-type: none"> 1. Behaviour to be recorded on a Behaviour Reflection Sheet - not sent to parents but collected by teacher/included into student file 2. Miss <u>part</u> of playtime immediately after a playground incident (i.e. walking with teacher after repeated tackling/inappropriate language) <ul style="list-style-type: none"> OR Miss <u>part</u> of playtime for classroom incident for reflection with teacher (i.e. discussions, filling in Behaviour Reflection Sheet) OR Miss <u>part</u> of an activity in the classroom for reflection (i.e. discussions, Behaviour Reflection Sheet) 3. Fill in Incident Recording Spreadsheet if deemed necessary <ul style="list-style-type: none"> ● Restorative chat to take place in private (beginning of lunchtime) ● Communication with parents - phone call or personal contact when the behaviour is ongoing
<p style="text-align: center;">High Level</p>	<ul style="list-style-type: none"> ● Aggressive language ● Swearing (at or about someone) ● Physical aggression /fighting (i.e. hitting, punching, pushing etc). ● Vandalism ● Throwing with intent ● Theft 	<ul style="list-style-type: none"> ● Restorative Dialogue ● Refer to School/Classroom Expectations ● Follow up with Principal, Deputy Principal or SWC. 	<ol style="list-style-type: none"> 1. Missing out on half of lunch or class time where appropriate to have discussions and fill out behaviour reflection sheet 2. Behaviour Reflection Sheet to be filled out by student with assistance of teacher, photocopied for file and sent home to parents. E.g. monitoring repeat behaviours. 3. Incident recorded on Incident Recording Spreadsheet and teacher Anecdotal Notes/ nWellbeing . 4. Meeting of student/s with Principal or Deputy Principal

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	<ul style="list-style-type: none"> • Unacceptable discriminatory behavior including language • Serious inappropriate use of technology • Disrespecting the rights of another • Bullying behaviour (targeted, repeated) • Racism 		<ol style="list-style-type: none"> 5. Communication with parents: phone call or personal contact 6. Students follow up “What needs to happen to make things right?” action <p><i>Where necessary:</i></p> <ul style="list-style-type: none"> • Individual needs - set up a Goal Sheet with parents
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Bullying


At Christ Our Holy Redeemer we have a duty of care to protect the welfare of every person in our school community. Christ Our Holy Redeemer is committed to providing a safe, harmonious and supportive environment. Bullying has no place in our school. Bullying is when an individual or group of people with more power, repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue overtime, is often hidden from adults, and will probably continue if no action is taken. Bullying can occur in a variety of environments it usually is a relationship problem and requires relationship-based solutions. Which is how we aim to solve any bullying issues that occur at Christ Our Holy Redeemer.

Types of Bullying

These are broad headings in which bullying behaviours occur:

- Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.
- Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.
- Social bullying is sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the target’s back. It is designed to harm someone's social reputation and/or cause humiliation.
- Social bullying includes: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

Cyber Bullying

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Bullying that is carried out through an electronic service, such as email, SMS, chat rooms, discussion group, Google drive or instant messaging and social media platforms. The broad headings for Cyber Bullying are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted or inappropriate messages or images
- Defamation

At Christ Our Holy Redeemer we will:

- Work with the child and his/her parents to support and assist with his/her on-going safety and wellbeing at school
- Support the victim
- Help the bully identify the harm done, and work with the bully to modify bullying behaviour
- Put in place corrective actions to support the bully
- Work with the parents of the bully to establish joint strategies to modify the behaviour

Evaluation

This policy will be reviewed as part of the school's four year review cycle.

We will also continue to monitor the implementation of 'Restorative Practices' and seek CEO accreditation as a Restorative Practice school.