

# Student Engagement Policy



**Kangaroo Flat Primary School**

**March 2018**

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## **SCHOOL PROFILE STATEMENT**

At Kangaroo Flat Primary School, we acknowledge the individual abilities of all students and strive to meet their needs to make a positive difference, so they reach their potential as a valued and respected member of their community for the rest of their lives.

Student's educational outcomes are maximized as a result of:

- The development of skills in all academic areas, with an emphasis on Literacy and Numeracy.
- The acquisition of decision-making, problem-solving and critical thinking skills with application to real life situations is a focus of our school.

Kangaroo Flat actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner. Knowledge of the rights, responsibilities and expectations of Kangaroo Flat in relation to themselves, other students, staff and the community is taught and revised regularly. The use of a non-coercive and a proactive approach aims to build positive relationships, encourages self-evaluation and focuses on quality.

We promote and develop:

- A sense of security
- Getting Along & Teamwork
- Opportunities to achieve
- Opportunities to belong
- Opportunities to participate
- Being active in decision making
- Attendance
- Good choice making
- Engagement through a variety of activities

What matters is that we have a school environment where learning is central and in which all members of our school community can grow and feel they belong.

## **WHOLE- SCHOOL PREVENTION STATEMENT**

Kangaroo Flat PS uses School Wide Positive Behaviour Support (SWPBS) as the basis of its engagement policy. We have agreed to collaborate and to consistently use this approach throughout the school. We know that this multi-element approach will achieve positive outcomes for all students. We believe that our students' respond best to positive reinforcement.

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We have established a set of four school values that have been elaborated into expected positive behaviours across a range of settings within the school. The expected positive behaviours are reinforced to students through the specific teaching of new skills and behaviours while responding effectively to problematic behaviours.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

### ***Our Four School Values:***

## ***RESPECT, RESPONSIBILITY, BEING YOUR BEST & TEAMWORK***

The **Kangaroo Flat Primary School *Matrix of Expected Behaviours*** (attached), outlines the expected behaviours across a number of contexts – school-based and community-based. Our aim is to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

To increase the likelihood of students using appropriate social skills across people, places and situations, teaching procedures should include multiple examples, be proactive within and across multiple settings, instruction on self-management skills, and involvement of a variety of people (Lewis & Sugai 1999 p. 6).

Our aim is to embed each of the expected behaviours within the KFPS Matrix of Expected Behaviours by using targeted teaching and learning resources throughout the school. At KFPS, we have chosen to embed the 'The Resilience, Rights and Respectful Relationships' (RRRR) teaching and learning resources. Respectful Relationships is embedded in the Victorian Curriculum and is expected to be taught at all Victorian Government schools. The RRRR teaching and learning resources were designed to develop students' social, emotional and positive relationships. They have been shown to improve health related outcomes and subjective wellbeing and to reduce anti-social behaviours including gender-related violence. Our lessons for the explicit teaching of behaviours will be resourced and drawn up from this program and also on an as needs basis, responding to the analysis of the collated whole school data.

We are also proud of our achievements and our links to the Koorie community and how these links have enhanced our school community and curriculum. We recognize the benefits of implementing Wannik in our school we believe this will have a broader influence on our school and greater Kangaroo Flat community.

School wide communication strategies of ***our School Values and Expectations*** occurs regularly via our 'Every Face has a Place' learning booklets, newsletter and at our assembly. This is to ensure that all members of our school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some examples include:

- All School Values and Expectations of the Week are communicated daily,
  - Eldest in the family from Grades Prep to 6 take a laminated magnetised KFPS matrix home at the beginning of each year
  - KFPS Matrix are displayed in each classroom and throughout the school.
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- Focus of the Week – chosen, displayed, discussed at Assembly by student leadership team and regular classroom presentations occur
  - Class time dedicated to the explicit teaching of the range of expected behaviours, inclusive of RRRR implementation and class meeting time
  - Modelling / role play by older students, staff, parents – presented at assembly, older students visiting younger student classes
  - Explicit discussions and explanations: “What could you do to improve this situation?” “What is the expected behaviour in this situation?”
  - Boys Business and Girl’s Space programs that have been implemented with our senior students

## **Continuum of procedures for encouraging school wide expected behaviours**

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills (1988 – in Lewis & Sugai 1999 p. 6)

The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school (Lewis & Sugai, 1999 p. 6).

## **School wide strategies for staff to use when students exhibit the expected positive behaviours related to the “*Four School Values and KFPS Matrix of Expectations*” have been developed and are being regularly reviewed.**

Some examples include:

- Principal Awards based on school values – presented at school Assembly
- Focus of the Week is shared at Assembly and communicated in daily announcements
- ‘Kanga Gotchas’ award system that staff hand out to students in the ‘out of classroom situations’ for displaying the expected positive behaviour of ‘Value of the Week’:
- Students who achieve 50 Kanga Gotchas on their Kanga chart receive a positive acknowledgement at Assembly / Newsletter / Display Board

### **Positive Reinforcement**

Energy is directed into a systemic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels:

**Short Term** – On a daily basis in class, in the playground & via daily announcements

**Medium Term** – On a weekly basis – Assembly related.

**Long Term** – On a term-by-term basis-House related / Whole School positive days based on academic activities

The implementation of School Wide Positive Behaviour across the school supports the provision of a safe and supportive learning environment. It aims to continuously improve connectedness by developing and encouraging the wellbeing and engagement of all students. A learning environment that is characterised by high expectations for student learning, which the school community are fully aware of through the establishment of open communication.

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Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions, PMP program, Art Project, parent information sessions and parent learning programs.

Through the establishment of (SWPBS) systems which manage incidents via increasingly clear and well-understood processes, which in turn promotes better community engagement. We endeavour to maintain strong relationships with the Student Support Services network and all relevant support agencies.

### **Programs and strategies to promote student engagement:**

- **Building Positive Relationships** – working with PWO, Chaplain, SSSO via one to one / small groups
- **Intervention** – literacy/numeracy based
- **Student Leadership –School Captains / Assembly Team**
- **United Classrooms**
- **Attendance focus for identified students and cohorts of students**
- **Boys Business & Girl's Space**
- **Kid's Club**
- **Choir**
- **Library**

*Each year we review our program of extracurricular activities and we respond to the particular needs of each cohort. These programs are offered to meet the individual interests of the children and to build connectedness to their peers and the school.*

### **RIGHTS AND RESPONSIBILITIES**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

#### **Enrolment**

All students who meet the enrolment eligibility criteria have the right to enroll at Kangaroo Flat Primary School.

#### **Participation**

Kangaroo Flat Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

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### **Harassment and victimisation**

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Kangaroo Flat Primary School community are inclusive and respect individuality, diversity, differences of opinion, rules and rights of others.

### **Student Support Services**

Kangaroo Flat Primary School works closely with the SSSO network to support our school with our students and teachers who need additional assistance to develop their behaviour strategies and learning needs.

- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- In the **SWPBS** model we are developing our secondary intervention systems (targeting 15% of school population) through specialised programs operating with small groups of students. These are run by the Student Support Officer in response to our request for assistance and with the support of Kangaroo Flat's own Primary Welfare Officer, Social Worker and School Chaplain.
- We are also developing our primary intervention systems ( 5% of school population) through specialised individual programs for students displaying high-risk behaviours.
- We have a strong commitment to establishing positive partnerships with all agencies to support the educational and emotional development of all students.

### **Curriculum development**

All students have the right to access curriculum which addresses their academic, physical and social needs. Professional Learning Teams are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

- A Learning Improvement Plan is drawn up for each student at risk academically this outlines in detail the student's learning goals.
- A Student Absence Learning Plan is drawn up when a child has an extended absence from school.
- An Individual Positive Behaviour Plan and regular Student Support Group meetings are held to develop strategies for students having behavioural difficulties.
- Koorie Education Improvement plan for every Koorie student, reviewed regularly and meetings each semester.

### **Kangaroo Flat Primary School Principal, teachers, wellbeing and education support staff are expected to:**

- teach and role model the school values
- adopt inclusive teaching practices
- use a range of teaching strategies and resources to engage students in effective learning
- create and maintain safe and challenging learning environments
- acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- fairly, reasonably, consistently and positively implement the engagement policy

### **Kangaroo Flat Primary School students are expected to:**

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community, teachers will be role models for their students
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- attend regularly and participate fully in the school's educational program, Kangaroo Flat Primary School recognise that some students need support to achieve this and will work with those students whose attendance could be improved
  - take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
  - learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be supported to achieve this goal

### **Kangaroo Flat Primary School parents/carers are expected to:**

- promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- support the school in maintaining a safe and respectful learning environment for all students
- support their child by maintaining regular attendance, modelling positive behaviours and assisting their child with their school work
- cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- actively support their child's engagement in the school environment

## **SHARED EXPECTATIONS**

### **Classroom Management Plan**

#### **Teachers:**

#### **Devise a plan in consultation with the class and then display**

- it is important for students to be familiar with the classroom expectations and consequences – link these to whole - school strategies and principles
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Revisit the plan on a regular basis throughout the year

#### **Engage in quality teaching and learning**

- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage co-operative learning

#### **Provide opportunities for students to make decisions about their own learning**

- Clearly communicate fair and reasonable expectations
  - Encourage students to set goals and persist in problem solving situations
  - Assist students to develop time management and study skills
  - Develop supportive interpersonal relationships
  - Catch students being good
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents
  - Develop a sense of responsibility for students' own progress and personal behaviour goals
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### **Establish ways to develop self esteem**

- Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

### **Strategies for All Staff**

- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the KFPS Matrix of Expectations, develop an Positive Behaviour Plan if required
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values.
- Develop Structure and Routines
- Get in first: Divert / Diffuse / Distract
- Energisers. Class Meetings
- Mindfulness daily
- Visual Supports: Traffic lights / timetables

## **SCHOOL ACTIONS AND CONSEQUENCES**

### **Consequences for unacceptable behaviour**

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences. When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Visually represented for staff and students via our 'Student Processes in the Classroom 2018' chart. (attached)

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Level	Behaviour	Possible Consequences
<p><b>1. Universal Level</b> <b>Whole School Community</b></p>	<p>At this level, all students are on task and little disciplinary action is required. Expectations of the school are being followed.</p>	<p>Positive reinforcement of appropriate behaviours and positive achievement occurs through School Wide incentive program. <b>Ratio of 4 to 1</b> positive reinforcements is maintained by all staff consistently.</p>
<p><b>2. Universal level : -</b> <b>low level behaviours</b></p> <p><b>Playground, classroom and specialist session incidents.</b></p>	<p><b><i>Inappropriate student behaviours to be dealt with at this level:-</i></b></p> <ul style="list-style-type: none"> <li>➤ disruption to teaching / learning</li> <li>➤ not completing required work</li> <li>➤ not observing classroom rules</li> <li>➤ ignoring instruction</li> <li>➤ late to class / leaving class without permission</li> <li>➤ littering</li> <li>➤ verbal abuse / swearing inadvertently</li> <li>➤ inappropriate use of mobile phone /other electronic devices</li> <li>➤ uniform transgressions</li> <li>➤ unsafe play</li> <li>➤ damage to property</li> <li>➤ rough play</li> </ul>	<p><b>Teacher initiated actions could include:</b></p> <ul style="list-style-type: none"> <li>➤ verbal negotiation</li> <li>➤ reminder of classroom/school expectations</li> <li>➤ monitor &amp; reteach classroom /school expectations to grade</li> <li>➤ in-class separation or time out (blue card)</li> <li>➤ removal from classroom for one-on-one resolution (class teacher) (green card)</li> <li>➤ send student to buddy class (green card)</li> <li>➤ assign student to accompany you on yard duty</li> <li>➤ assign student a lunchtime Sorting out Strategies ( playground incidents only)</li> <li>➤ informal contact with parents, phone call, talk before / after school</li> <li>➤ completion of work in class / supervised recess/ lunch time</li> <li>➤ Community yard duty</li> <li>➤ possible loss of class/year level reward activity</li> <li>➤ Teachers to record all incidents/anecdotal observations on SENTRAL</li> </ul>
<p><b>3. Secondary Low Level</b></p> <p><b>Playground, classroom and specialist incidents.</b></p> <p><b>( PWO, SWPBS reps from each area, AP)</b></p>	<p><b><i>Inappropriate student behaviours to be dealt with at this level include:</i></b></p> <ul style="list-style-type: none"> <li>➤ continued level two behaviours</li> <li>➤ serious breaches of level two behaviours</li> <li>➤ physically aggressive / pushing / shoving / fighting</li> <li>➤ truancy</li> <li>➤ repeated defiance/disrespect</li> <li>➤ all forms of verbal/racial/sexual abuse</li> </ul>	<p><b>Referral may be made to Assistant Principal &amp; PWO in consultation with the class teacher will initiate actions which could include:</b></p> <ul style="list-style-type: none"> <li>➤ monitoring program / Daily Behaviour Reports – Check In / Check Out</li> <li>➤ resolution meeting as required between teacher / class, aggrieved parties</li> <li>➤ supervised recess times for Sorting Out Strategies (SOS) (Playground incidents only)</li> <li>➤ restitution/repair/apology</li> <li>➤ parent contacted formally / meeting requested / possibly pre suspension meeting</li> <li>➤ possible exclusion from out of school activities</li> </ul>

	<ul style="list-style-type: none"> <li>➤ vandalism</li> <li>➤ theft</li> <li>➤ serious breaches of safety:- climbing trees, cricket nets, railings</li> </ul>	<ul style="list-style-type: none"> <li>➤ loss of class/year level reward day</li> <li>➤ Teachers to record all incidents and follow up actions on SENTRAL</li> <li>➤ <b>Individual Positive Behaviour Support Plan</b> to be drawn up with support from AP &amp; PWO</li> <li>➤ Strategies / PD suggested or a referral for assessment and specialist support /counselling to Key Contact Person (KCP)– SSSO Network Support (Teacher completes referral to KCP with support from SWPBS Team)</li> </ul>
<p><b>4. Secondary High Level</b></p> <p><b>(Principal / Assistant Principal)</b></p>	<p><b>Inappropriate student behaviours to be dealt with at this level include:</b></p> <ul style="list-style-type: none"> <li>➤ continued level three behaviours</li> <li>➤ gross act of misbehaviour</li> <li>➤ possession of inappropriate substances</li> <li>➤ unprovoked physical violence</li> <li>➤ possession of pornography</li> <li>➤ intimidation of staff</li> <li>➤ sexual harassment/misconduct.</li> </ul>	<p><b>Principal / Assistant Principal initiated actions in response to inappropriate student behaviour which could include:</b></p> <ul style="list-style-type: none"> <li>➤ parent/carer meeting arranged</li> <li>➤ <b>Functional Behavioural Analysis</b> to be conducted</li> <li>➤ I.P.B.P. may need modification</li> <li>➤ Internal Suspension – suspension at school supervised by Learning Mentor</li> <li>➤ External Suspension in line with Effective Schools are Engaging Schools 2009</li> <li>➤ Emergency Management notification</li> <li>➤ police notification</li> <li>➤ Access support from SSSO network, notify NWR</li> </ul>
<p><b>5. Tertiary High Level</b></p> <p><b>(Principal / Assistant Principal)</b></p>	<p><b>Inappropriate student behaviours to be dealt with at this level include:</b></p> <ul style="list-style-type: none"> <li>➤ extreme or repeated incidence of secondary behaviours</li> <li>➤ possession /supply of drugs / illegal substances</li> <li>➤ possession of a weapon</li> <li>➤ use of a weapon</li> <li>➤ violent physical/verbal assault</li> <li>➤ criminal act</li> </ul>	<p><b>Principal / Assistant Principal determines the most appropriate course of action which may include any of the following:</b></p> <ul style="list-style-type: none"> <li>➤ immediate parent/carer meeting arranged</li> <li>➤ Emergency Management notification</li> <li>➤ Police notification (if illegal behaviour)</li> <li>➤ External suspension in line with current DET policy</li> </ul>

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***Kangaroo Flat Primary School is committed to providing the opportunity for each student to reach his / her full potential as a valued and respected member of their community. All members of the school community are encouraged to reflect upon our school mantra of "Imagine, Believe & Achieve".***

***Together the community will work to create an environment that increases the likelihood of students to learn and behave in a safe, stimulating and positive social culture.***

## **Evaluation**

The policy will be reviewed as part of the three year policy review cycle, in line with DET policy and directives.

This policy was last ratified by School Council		
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## **References**

Lewis, T. L. and Sugai, G. (1999).	Effective Behaviour Support: A systems Approach to Proactive School wide Management. <i>Focus on Exceptional Children</i> . Vol 31 No. 6.
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# Every Face has a Place

	Learning settings	Play areas, playgrounds & sandpits	Paths / gardens & Amphitheatre	Toilets	Canteen / Office
Respect	<ul style="list-style-type: none"> <li>Be helpful to everyone</li> <li>Speak in an inside voice</li> <li>Always be patient</li> <li>STAR listeners</li> <li>Speak kindly to each other</li> <li>Follow teacher's instructions</li> <li>Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Be nice to everyone</li> <li>Be fair &amp; share all spaces</li> <li>Allow others to play</li> <li>Take care of equipment</li> <li>Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay out of the gardens</li> <li>Put your rubbish away</li> <li>Walk slowly on paths &amp; around buildings : - slow zone</li> <li>Use water wisely</li> </ul>	<ul style="list-style-type: none"> <li>Keep toilets clean</li> <li>Use the toilets properly</li> <li>Respect others privacy</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Use manners : - say please &amp; thank you</li> <li>Be patient &amp; polite</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Take care of all belongings</li> <li>Use our things safely</li> <li>Move quietly &amp; carefully</li> <li>Be early to learn</li> <li>Exit with permission</li> <li>Use learning time properly</li> <li>Have fun as I learn</li> </ul>	<ul style="list-style-type: none"> <li>Play in the right places</li> <li>Look out for younger children</li> <li>Offer help if needed</li> <li>Care for all belongings</li> <li>Be responsible for our words &amp; actions</li> <li>Follow the rules</li> <li>Use all equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Walking slowly on paths and around buildings</li> <li>Be careful when it's wet</li> <li>Use bubble taps responsibly</li> <li>Your rubbish, your responsibility</li> <li>Eat while sitting in the amphitheatre</li> </ul>	<ul style="list-style-type: none"> <li>Ask a teacher</li> <li>Keep the area clean</li> <li>Flush the toilet after use</li> <li>Wash hands with soap or use the sanitiser in your classroom</li> <li>Leave toilet after use</li> </ul>	<ul style="list-style-type: none"> <li>Hand in lunch orders</li> <li>Look after money</li> <li>Sharing's not caring with food</li> <li>Make good quick choices</li> <li>Bring a sensible amount of money</li> </ul>
Team Work	<ul style="list-style-type: none"> <li>Help &amp; include others</li> <li>Work together</li> <li>Encourage each other</li> <li>Share ideas and equipment</li> <li>Be honest when I am wrong</li> <li>Follow the rules of the activity</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly with others</li> <li>Include not exclude</li> <li>If someone is alone invite them to play</li> <li>Be a good sport &amp; take turns</li> <li>Encourage others to do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>Remind others to walk</li> <li>Look out for other people</li> <li>Walk slowly and quietly</li> <li>Sharing's not caring with food</li> </ul>	<ul style="list-style-type: none"> <li>One at a time</li> <li>Report problems</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn in line</li> <li>Follow the instructions</li> <li>Help younger students</li> </ul>
Being your Best	<ul style="list-style-type: none"> <li>By trying your hardest</li> <li>No opting out</li> <li>Don't put yourself or others down</li> <li>By setting goals for our learning, we can achieve</li> <li>Being self-aware</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Show others respect</li> <li>Treat others how you want to be treated</li> <li>Follow the rules of the game</li> <li>Wear sun smart hats proudly &amp; properly</li> </ul>	<ul style="list-style-type: none"> <li>Walk carefully</li> <li>Staying on paths</li> </ul>	<ul style="list-style-type: none"> <li>Go during lunchtimes</li> <li>Encourage others to make good choices</li> </ul>	<ul style="list-style-type: none"> <li>Use manners and a quiet, kind tone</li> <li>Eat in the right place</li> <li>Following rules</li> </ul>



<p>relationship</p> <ol style="list-style-type: none"> <li>4. It is essential to stay in the learning zone</li> <li>5. We cannot change children and young people, only our reaction to them: but what we do may well create the possibility of them doing things differently</li> <li>6. Curiosity is core to working with challenging behaviour</li> <li>7. Non-judgemental descriptions can help us find effective solutions</li> <li>8. A trial and error approach is most productive</li> <li>9. Holding onto the ability to think, and not just react is crucial</li> <li>10. We need to notice what is working and do more of it.</li> </ol>	<p><b>Respect Responsibility Teamwork Being Your Best</b></p>	<p>Tell the child what you want. Describe the behaviour.</p>	<p>you are noticing them...you seem angry....I;m wondering how you are feeling?</p>	<p style="text-align: center;"><b>INQUIRE</b></p> <p><b>RESTORATIVE LANGUAGE: Increase Student Voice</b></p> <p>What happened?          What did you think when it happened?          What have you thought about since?          How has it affected you?          What has been the worst of it? What is needed to make things right?          What can I do to help you?</p>			
<p>Reference: Marie Delaney. CAMHS Promotion Officer J.S-M</p>	<p>Support Levels</p>	<p>Professional Learning Team</p>	<p>Professional Learning Team</p>	<p>Professional Learning Team Wellbeing Team</p>	<p>Professional Learning Team Wellbeing Team</p>	<p>Leadership Team SSSO Agency Referral Wellbeing Team</p>	<p>Principal Class</p>