



STUDENT ENGAGEMENT and INCLUSION POLICY

Rationale

The purpose of this policy is explain Armstrong Creek School’s commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Armstrong Creek School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

Aims

A high quality engagement policy that reflects the school community’s aspirations and the unique local context of the school is critical to developing a positive school culture and supporting a school council’s strategic aims

Implementation

Table of Contents

- 1. School Profile**
- 2. School values, philosophy and vision**
- 3. Guiding principles**
- 4. Engagement Strategies**
- 5. Strategies to Promote Child Empowerment and Participation**
- 6. Identifying students in needs of extra support**
- 7. Behaviour expectations**
- 8. School Actions**
- 9. Engaging with families**
- 10. Evaluation**
- 11. Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student engagement strategies

Appendix 3: Shared behaviour expectations

Appendix 4: Process for responding to breaches of behaviour expectations

Appendix 5: Staged response for student behaviour issues

School profile:

Armstrong Creek School is a new PPP (Public/Private Partnerships) school that opened at the beginning of the 2018 school year. It is situated in the large urban growth area of Armstrong Creek, to the south-east of Geelong and approximately 12 km from the city centre. The school is anticipated to grow significantly within the next 2-3 years due to being the first school built in this growth corridor area. The school has been designed to create contemporary learning environments that facilitate learning and a learner centred approach. The school curriculum is based on the Victorian Curriculum.

Armstrong Creek School provides new facilities, combining both primary (P-6) and special (P-12) school elements under a one governance model.

Features of the school include:

- Learning communities that provide an environment that encourages students to engage with and take ownership of their learning including informal and quiet reflection, hands on learning, centralised presentation space, formal or direct instruction and outdoor learning spaces.
- An expanded two court stadium, built to netball Victoria competition standards.
- A large multi-purpose space for use by the school during the day and used by the YMCA after hours to deliver Out of School Hours Care and other community programs.
- Outdoor hard courts and sporting fields.
- Additional conference and meeting spaces for local community use.

Armstrong Creek School is an exciting social infrastructure hub for the growing community. The school presents an exciting opportunity for the School Leadership Team and teaching staff to exercise a significant influence on the creation of a contemporary school connected to the community and the future effectiveness of learning outcomes of the students.

The over-arching drivers in our curriculum are personalising learning and increasingly building each child's capacity to direct, influence and take responsibility for their own learning.

1. School values, Philosophy and Vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Armstrong Creek School acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our Philosophy:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our Vision:

All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our Values:

Armstrong Creek School's values are: Care, Collaboration and Commitment.

Care: *At ACS we show care for one another, our school and property through our words and behaviours.*

Collaboration: *At ACS we collaborate across all areas of the school, from the classroom setting to the PAC (Parents and Community Club).*

Commitment: *At ACS we aim to do our best to achieve individual excellence.*

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1.**

Our framework includes the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships whole school approaches to support and engage our students.

2. Guiding principles

- The school collaboratively develops and implements a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and builds a culture of learning, community and engagement.

- The school promotes active student participation and provides students with a sense of ownership of their environment.
- The school supports families to engage in their child's learning and builds their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school establishes social/emotional and educational support for vulnerable students and monitors and evaluates progress.
- The school has processes in place to identify and respond to individual students who require additional assistance and support.
- The school builds strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Armstrong Creek School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

4. Strategies to promote the participation & empowerment of children (Child Safe Standard 7)

Strategies to promote the participation and empowerment of children

Description:

Armstrong Creek School ensures children feel safe and comfortable in reporting concerns or allegations of abuse. We have implanted a simple and accessible processes that help children understand what to do if they want to report abuse, inappropriate behaviour or concerns for their safety. All staff at Armstrong Creek School will have an awareness of children's rights and adults' responsibilities regarding child abuse.

Rationale

Children often do not report abuse because they feel uncomfortable or they do not know how to raise their concerns or allegations of abuse. Some organisations do not have simple and accessible processes assisting children to understand their rights and how to report concerns regarding their safety.

Armstrong Creek School will implement this standard by:-

- Providing children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse. Information can be included in our welcome packs, information sessions and posters, as well as on the school website.
- Ensuring information and processes for reporting concerns are accessible to all children. Armstrong Creek School has policies and procedures that are able to be accessed and understood by children with a disability.
- Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review information and processes.
- Considering access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translating school information (including information about children's rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages if appropriate.

- Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible. For example, views could be gathered through suggestion boxes and feedback sessions.
- Ensuring services are accessible for people with a disability, for example provide appropriate communication aids such as hearing loops if required.
- Training relevant staff and volunteers on methods of empowering children and encouraging children's participation.
- Ensuring all new staff are assigned an 'induction buddy' to support the induction process.
- Ensuring all new students are assigned an 'induction buddy' to support the induction process. The role of the SRC will be to support new students.
- Ensuring Aboriginal children are accepted when identifying as Aboriginal, and that staff and volunteers understand appropriate responses to children identifying as Aboriginal.
- Ensuring that Out of Home Care students are actively supported and have a voice in their learning.
- Encourage participation and empowerment of children in other school activities, such as decision making.
 - o Raising awareness in the community about children's rights, for example through staff conversations with families and communications such as websites and newsletters.

We aim to successfully implement this standard so that Armstrong Creek School is a school in which:

- reporting procedures for when a child feels unsafe are accessible for all children
- children understand what child abuse is, and their rights (age appropriate)
- children understand how to report an allegation of abuse or concern for their safety to the organisation, a trusted adult and external bodies (for example, the police)
- children feel safe, empowered and taken seriously if they raise concerns
- children feel empowered to contribute to the school's understanding and treatment of child safety
- children's reports of concern are responded to appropriately

- Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy for more information.
- all staff understand how to empower children and encourage their participation.

6. Identifying students in need of extra support

Our school will utilise the following information, services and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Request information from previous school
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by home group staff
- Student Mapping Tool
- Engagement with student families (SSG meetings)
- Engage with Koorie Engagement Support Officers
- Engage with Department of Health and Human Services
- Engage with the NDIS therapists and disseminate their reports

7. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**. Also see the Code of Conduct Policy.

8. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance, in addition to the Armstrong Creek School Minor and Major Behaviour Flow Chart (see **Appendix 5**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

9. Engaging with families

The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups meetings
- involving parents with the development of Individual Learning Plans
- involve parents with the development of Transition Plans
- involve parents with the development of the Positive Behaviour Support matrix

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

10. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students

- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

11. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Process for responding to breaches of behaviour expectations

Appendix 5: Staged response to behaviour issues/Minor and Major Behaviour Flow Chart

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance available at:

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.as>

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement and Inclusion Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Student Engagement Strategies

Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program such as Respectful Relationships, • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. the Positive Climate for Learning Team ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies

**Shared Behaviour Expectations
Appendix 3**

	Students	Parents/Carers	Principal and Staff
Engagement (participation in the Learning Community and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each session • follow up on any unexplained absences promptly and consistently

		<ul style="list-style-type: none"> • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<ul style="list-style-type: none"> • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of Care, Collaboration and Commitment • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others. • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations. • Communicate with the school regarding their child's circumstances. • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. • Demonstrate tolerance, warmth, respect and understanding to all students, staff and community. 	<ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child. • The school will employ whole school and Learning Communities practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues. • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

			<ul style="list-style-type: none">• The school recognises that for some students' additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after suspension.
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Expected behaviour	Learning Community Teacher Responsibility	Assistant Principals
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes. • Students must work to the best of their ability. 	<p>Follow the following steps:</p> <p><u>1. Redirect:</u> Provide a verbal or visual reminder based on school values: Care, Collaboration, Commitment OR Restate and demonstrate the matrix behaviour and provide immediate feedback</p> <p><u>2. Choice:</u> The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) Give student a choice and get response - Apply logical consequence if preferred behaviour is not demonstrated</p> <p><u>3. Relocate and/or Reflect:</u> Relocate student within the LC and assign a Chill Out activity. Student remain in Chill Out space for 10 minutes. Re-enter to a designated space with pre-set activities until ready to return to learning. All missed learning need to be made up during lunch or recess.</p> <p><u>4. Loss of Privilege followed by the Teaching of the Expected Behaviour</u> Booster Training Activities in LC (provide students with opportunities to practice the expected behaviours) Describe the problem Describe the alternative behaviour and practice</p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning. • Student to ring and inform parent of misbehaviour in presence of AP. • Behaviour sheet. • Attendance sheet. • Restorative chat with affected parties. • Behaviour Plans. • Student Contract. • Parent contact. • Student support conference. • In house suspension. • Recommendation to externally suspend and referral to AP.

<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to must report to the general office to get a late pass. • Students who leave school early must be signed out by their parents at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<p>Students who are late:</p> <ul style="list-style-type: none"> • Provide teacher with a late pass • Teacher adjust entry on CASES21 to Late • Report to AP if ongoing <p>After three days' absence:</p> <ul style="list-style-type: none"> • Contact parents to establish reasons for absences. • Inform the Principal Class via COMPASS. 	<p>Ongoing lateness:</p> <ul style="list-style-type: none"> • Speak to student about lateness issues. • Organise for parent conference to resolve issue. • Follow through with student and / or parent/guardian/carer <p>Continuous absence:</p> <ul style="list-style-type: none"> • Contact parents. • Arrange meeting to support student to return to school if school refusal.
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. 	<ul style="list-style-type: none"> • Check uniform pass (note from parents) • If no pass, inform student their name will be given to the Principal Class. • Report extremes in appearance to Principal Class. 	<ul style="list-style-type: none"> • Check uniform pass (note from parents). • Contact parent if clothing is inappropriate.
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p>Report to Assistant Principal</p>	<ul style="list-style-type: none"> • Contact parents and involve Positive Climate for Learning Team. • Refer to schools Acceptable Use Agreement.

		<ul style="list-style-type: none"> • Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection. • Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling. • Some cases may warrant immediate suspension. This decision must be made by the Principal. • Student removed from Learning Community and parent contacted to collect students. • Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff room, offices or Learning Communities unsupervised. 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and impose consequence as determined by Learning Community staff and appropriate for age • For repeated offences, refer to AP. 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and impose consequence. • For repeat offenders, in-house detention.

<ul style="list-style-type: none"> • Students must bin all rubbish. • Students must not have the chewing gum at school. • Students must return borrowed school material on time. • Students must keep lockers neat and clutter free at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Learning Community spaces must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<ul style="list-style-type: none"> • Confiscate iPod or mobile phone and take to General office (no force to be used but provide student with reason and when s/he can collect the device again) • Retain any evidence of graffiti and report to Principal Class 	<ul style="list-style-type: none"> • Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.
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Staged response for student behaviour issues Appendix 5

Armstrong Creek School

School-Wide Positive Behaviours Systems (SWPBS)



Minor and Major Behaviours

Minor Behaviour Remind and reteach Flowchart	Major Behaviour Direct office referral (100)
Definition	
Infrequent behaviours that are against classroom expectations and matrix. They are containable behaviours and have low to medium impact on learning. Reflects simple forms of non-compliance. There may be multiple students involved or an individual students.	Behaviours that disrupt learning environment in a serious manner. It involves danger and risk and the student is out of instructional control. There may be multiple students involved or an individual students.
Teacher Responses	
MANAGED BY STAFF	MANAGED BY LEADERSHIP
Stand/sit nearby student (proximal control) Non-verbal cues, redirect, provide choice, Review the routine Change the activity/adjust the work Timely praise for correct behaviour Refer to Expectations Matrix correct and re-teach as many times needed, home contact by teacher, student conference, increase group/individual teaching, restrict privileges, make up missed work, Behaviour Plan/contract	Send two reliable students to nearest teacher or office with note Phone the office Call nearby teacher requesting support Loss of privilege In house suspension Booster training activities Revisit Expectations Matrix Revisit Safety Plan
Examples	
Leaving the Learning Community	Repeated behaviours from the Minor Behaviour List
Blaming others when confronted about their behaviour	Threats (use of aggressive language with intent)
Leaving the learning space without permission	Flowchart step after Office referral
Disrupting the learning of others	Deliberate damaging/ breaking/misusing equipment
Not being responsible for their property and equipment	Intentional disrupting the learning of others
Not telling the truth	Leaving the school grounds
Ignoring instructions	Racism
Touching others	Bullying
Argumentative tone	Harassment
Not sitting appropriately	Weapons
Off task e.g. not doing work	Stealing
Running in the learning space	Physical aggression
Using furniture and equipment inappropriately	Sexual behaviours
	Physical violence
	Swearing

Respond in a calm, consistent, brief, immediate and a respectful way

Individual circumstances need to be taken into consideration



Care
Collaboration
Commitment

Armstrong Creek Expectations Flowchart

