Student Engagement Guidelines and Procedures

VALUE STATEMENT

The Endeavour College community caters for students, staff and families with diverse religious, social and cultural backgrounds. By choosing to join this community all people have accepted the College's philosophy and aims and committed themselves to working within the framework of College policies.

As a student moves from childhood through adolescence and into adulthood, it is expected that reliance on external controls and approval will give way to independence and personal responsibility. This growth process may well be characterised by exercising self-discipline, anticipating consequences of actions, accepting consequences by not blaming others, and learning from the experience of the inevitable mistakes. We want our young people to develop self-reliance based on the College's belief that each child is created in the image of a loving and serving God revealed to us in Jesus, and so move from self-centredness towards a greater sensitivity to the needs of others.

A high standard of personal conduct is expected and demanded from students at Endeavour College. This applies not only during school time and at College functions but also when students are representing the College and its community.

When it comes to student engagement, we believe that a Restorative Practices approach is an educative one. That is, a fundamental aim of the student engagement philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A restorative approach sees conflict or wrong-doings as an opportunity for students to learn about the consequences of their actions, to develop empathy for others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

Through an emphasis on student wellbeing and positive attitudes and behaviour in relationships, Endeavour College aims to promote the emotional, academic, moral, social and spiritual development of the student as an individual within the community.

Related policies and guidelines: Student Engagement, Bullying and Harassment Intervention and Prevention, Uniform, Mobile Devices, ICT.

The Student Engagement Policy is a whole school approach that:

- Develops positive and restorative school culture and promotes Endeavour Way values by setting high expectations and providing high levels of support.
- Assists students to develop their own inner, self-motivating framework to enable them to become lifelong learners with the skills to understand themselves and others and to change the way they live, behave & relate.
- Celebrates success in learning and improves student wellbeing.
- Serves the central purpose of the College - education - by providing an orderly environment where everyone can feel safe and effectively learn.

Aims:

- Students feel safe and cared for at school, and have a sense of belonging to the community.
- Staff respond consistently to student learning and behaviour.
- Parents/caregivers and the community are involved in students' school life.

The following expectations have been developed to ensure the Endeavour community is a place of positive relationships, behaviour and learning. At Endeavour College, we recognise the diverse nature of student needs and accept that our responses to student needs and behaviour may sometimes require differentiation by a Head of Village or a Head of School.

ROLES AND RESPONSIBILITIES

Students

- Follow school policies (Student Engagement, Uniform, Mobile Devices, ICT and Bullying and Harassment Intervention and Prevention), The Endeavour Way values and expectations.
- Be personally responsible for their learning and behaviour.
- Access Canvas, Outlook, and TASS Student Cafe
- Seek support from Teacher, Care Group Teacher, Head of Village, Head of Department, The Well, The Hub, and Heads of School to address and resolve issues and challenges.
- Act in a physically, culturally and psychologically safe manner.

Parents/caregivers

- Support school policies (Student Engagement, Uniform, Mobile Devices, ICT and Bullying and Harassment Intervention and Prevention), Endeavour Way values and expectations. Be responsive to school initiatives and strategies.
- Acknowledge and celebrate positive student behaviours.
- Communicate relevant attendance, engagement, learning, wellbeing, health and other important information with the school.
- Access Canvas and TASS Parent Lounge to remain informed.
- Seek support from Teacher, Care Group Teacher, Head of Village, Head of Department, The Well, The Hub, and Heads of School to address and resolve issues and challenges.
- Act in a way that upholds the Community Code of Conduct.

Staff

- Endorse school policies (Student Engagement, Uniform, Mobile Devices, ICT and Bullying and Harassment Intervention and Prevention), Endeavour Way values and expectations.
- Create engaging and rigorous learning opportunities.
- Develop and foster positive relationships with students and families.
- Model and teach the rules and behaviours that are expected in the classroom.
- Acknowledge and celebrate positive student behaviour.
- Access Canvas and TASS Staff Kiosk and Eduplanet21 to plan, remain informed, and communicate with students, parents and colleagues.
- Communicate and interact respectfully with students and families.
- Adhere to protective practices guidelines and model Restorative Practices.

Leaders

- Ensure consistent implementation of school policies (Student Engagement, Uniform, Mobile Devices, ICT and Bullying and Harassment Intervention and Prevention), Endeavour Way values and expectations.
- The Heads of the Department are responsible for supporting and guiding classroom teachers in establishing and maintaining a positive and productive classroom culture, providing resources, professional learning, and a framework for setting clear expectations across the department. The Heads of Village are responsible for supporting and guiding Care Group teachers in establishing a positive pastoral culture, providing resources, professional learning, and a framework for setting clear expectations that are in keeping with the Middle or Senior Pastoral Frameworks.
- Include staff, students and families in learning and behaviour decisions and follow-up.
- Provide professional development opportunities for staff in relation to classroom and behaviour management.
- Collaborate with Adaptive Education, Counselling and Ministry staff to provide relevant support for staff, students and families.

PROMOTING POSITIVE CLASSROOM ENVIRONMENTS

A successful classroom provides for high level expectations and accountability as well as high level support, encouragement and grace, from and for individuals and the whole school community. At Endeavour this equates to clear and consistent expectations as well as caring and fair treatment, for all involved, while nurturing positive and respectful relationships.

Heads of Department work with their faculty to ensure a positive and consistent environment and expectations that are designed to enhance student learning and outcomes (Level 1). Should subject teachers need assistance they should seek the support of the Head of Department in the first instance. **Heads of Village** work with students who are consistently struggling to work productively within the Level 1 expectations and exhibit more significant engagement issues (Levels 2-5). This may require intermediary discussions with a classroom teacher or referral to the Head of Department.

Level 1 (Positive Classroom Culture)

STRATEGIES FOR POSITIVE CLASSROOM CULTURE	FOLLOW-UP (may include)
RELATIONSHIPS AND RESPECTFUL BEHAVIOUR *A positive classroom climate requires attention to the interactions between staff and students including:* • proximity • active listening • positive body language and gesturing • pleasant tone of voice • use of student's name.	• Individual praise. • Endeavour Way in Action. • Communication with parent/caregiver (phone, e-mail, TASS).
CLASSROOM ENVIRONMENT *Organising the physical space will include attention to:* • layout of learning space to allow movement, access to resources and defined areas for working • cleanliness of desks and tidiness of classroom cupboards, pinboards and shelves • lighting and temperature control • seating arrangement and plans for all Middle Years classes (in line with subject requirements) and encouraged in Senior Years classes • class resources • displays of student work.	• Regular review and feedback. • Requests for resources. • Regular classroom audits. • Regular classroom tidying and desk cleaning.
ENCOURAGEMENT OF EXPECTED BEHAVIOURS *Establish positive and respectful boundaries/relationships:* • learn details about the student's life and learning needs • establish guidelines for sharing and discussion that makes students feel safe and heard (refer to circle time guidelines) • respond to student needs and circumstances with empathy • hold boundaries on respectful responses and language when students address staff and each other.	• Individual praise and recognition. • Endeavour Way in Action. • Communication with parent/caregiver (phone, e-mail, TASS).
CLASSROOM EXPECTATIONS *To be an effective classroom, behaviours and expectations need to be:* • linked to school-wide expectations • student negotiated • clearly posted on Canvas Home pages (and/or walls) • explicitly taught and reinforced.	• Individual praise. • Endeavour Way in Action. • Communication with parent/caregiver (phone, e-mail, TASS). •
CLASSROOM PROCEDURES AND ROUTINES Classroom routines must include: • students waiting outside the classroom until the teacher arrives • students arrive at all classes with the materials required for that lesson. For Care group this means materials for Lessons 1 and 2 • students and staff standing and greeting at the start of each lesson (except in CG) • students in the main should remain in classrooms. Should the need arise for students to sit in breakout areas, these need to be closely supervised • no unsupervised outside-of-classroom breaks • no eating in class • closely monitored bathroom breaks that occur on an individual basis.	• Individual praise. • Endeavour Way in Action. • Communication with parent/caregiver (phone, e-mail, TASS).
POSITIVE CONTRIBUTIONS TO THE COMMUNITY *Positive contributions may include:* • student leadership • peer mentoring and peer support • extra-curricular activity • lunchtime club • service.	• Individual praise. • Endeavour Way in Action. • Communication with parent/caregiver (phone, e-mail, TASS). • Awards.

Level 2 and 3 (Reactive Responses)

	CHALLENGING BEHAVIOURS	STRATEGIES (may include)	FOLLOW-UP (may include)
Level 2 Teacher Lead Classroom/Care Group Level	Not following classroom and school behaviour expectations: • **Uniform breach** • **Hair and grooming breach** • **Jewellery breach** • **Laptop not charged** • **Mobile phone use** • **Not prepared for lesson** • **Late to school or class** • **Chewing gum.**	• **Reminder** (register via TASS)	• Issuing teacher to inform student of Reminder and enter Reminder into TASS. • Care Group teacher to monitor and communicate relevant Reminders with students each morning. • Parents to receive a TASS notification.
	• **Not following school policies** (Student Engagement, ICT and Bullying and Harassment Intervention and Prevention) • **Distracting others from learning** (noises, causing trouble, off-task, uncooperative) • **Not following classroom and behaviour expectations** (non-compliance with reasonable instruction, defiant manner of questioning, misuse of property, offensive language).	• **De-escalate behaviour**. Use tactical ignoring, non-verbal messages and casual statements or questions. Change seating plans and manage group composition. • **Reinforce and remind** students by repeating instructions/directions, or by restating the rules and expectations. Ask questions that are designed to assess student understanding of the rules, expectations and/or instructions. Communicate with parents by email via TASS. Copy in the Head of Village.	• Respectful and solution-focused private conversation between teacher and student to form an agreement about expectations. • Classroom teacher to inform parents (copy in HoV)
	• **Disengagement from learning** (low focus and motivation, unproductive, homework not attempted, milestones/due dates not met).	• **ARK** for incomplete homework and assignment work (register students via TASS). • **Teacher supervised catch up/support sessions at lunchtime.** • **Review and/or referral.** Check for ILP and seek information about student wellbeing. Collaborate with Heads of Department Inclusive Education and/or The Well staff.	• Negotiation/implementation of modifications and differentiation. • Negotiation of extensions. • Classroom teacher to inform parents via email TASS (copy in HoV). • Classroom teacher to collaborate with other relevant staff.
Level 3 Teacher lead Classroom/Care Group	Persistently not following classroom and school behaviour expectations, repetition of Level 2 behaviours: • **Not following school policies, Endeavour Way values and expectations** • **Distracting others** • **Disengagement from learning** • **Not following classroom and behaviour expectations.**	• Move the student to another working space within the classroom. • Remove the student from the classroom (approx. 2- 5minutes), ensuring they remain within teacher's line of sight. Restorative conversation before re-entry. • Remove student to the Reflection Space (where they will complete a reflection sheet). Send email to frontdesk@endeavour.sa.edu.au. • If student is/goes missing from class, immediately email absences@endeavour.sa.edu.au	• Restorative and solution focused discussion to occur between teacher and student. • Teacher to complete the Reflection process with the support of the Head of Village/School. • Teacher to set, supervise and follow up if they require the student to miss lunchtime. • Communication (by phone) with parent/ caregiver (copy in HoV).

Level 4 and 5 (Reactive Responses)

	CHALLENGING BEHAVIOURS	STRATEGIES (may include)	FOLLOW-UP (may include)

Level 4
Teacher and leadership level
	Repetition of Level 3 behaviours:
	• **Not following school policies, Endeavour Way values and expectations**
	• **Distracting others**
	• **Disengagement from learning**
	• **Not following classroom and behaviour expectations.**
	
	Engaging in extreme behaviours and actions:
	• **Theft**
	• **Vaping/smoking**
	• **Bullying** (physical, verbal, written, online)
	• **Harassment** (sexuality, gender, race, religion, ability…)
	• **Unsafe behaviour** (physical, social, psychological) including in the yard (wrestling, rough tackling, etc.).
		Teacher and Head of Village collaborate to address persistent behaviours.
		• Responses may include:
		  • Student to work independently in a negotiated and prearranged learning space for an extended period
		  • Use of an Academic or Engagement Monitoring Card
		  • Internal suspension/suspension
		  • Request for counselling (internal or external) or other allied health services
		  • Request for external educational assessment.
			• Phone communication with parent/ caregiver (by teacher or HoV).
			• Head of Village communicates outcome with relevant staff.
			• For an internal or external suspension, Head of Village communicates with Head of School and arrange a re-entry interview. Head of School to write a Behaviour Commitment letter for use at the re-entry meeting.
			• Head of Village documents behaviour in TASS.
			• Head of Village to meet with student and create Monitoring Card.

Level 5
Leadership level
	Repetition of Level 4 behaviours, or:
	• **Threatened violence** (verbal/written threats or threatening gestures, possession of a weapon)
	• **Sexual behaviour**
	• **Physical assault major, physical contact** (staff, student, other)
	• **Actual violence using a weapon** (furniture, knife)
	• **Property destruction** (graffiti, property damage, vandalism, arson).
	• **Cybercrime** (posting images/ videos without consent, impersonation, intimidation, defamation)
	• **Illicit/illegal drugs** (possession, use, distribution)
	• **Unsanctioned drugs** (vape/tobacco/nicotine).
		Head of Village or Head of School engages directly with the student and family.
		• Responses may include:
		  • Immediate suspension
		  • Behaviour Support Plan
		  • Behaviour contract
		• Head of School and Deputy Principal to determine appropriate response based on all relevant factors.
			• Head of School and Head of Village to meet with student and parents/caregivers regarding the Behaviour Support Plan.
			• Phone communication with parent/ caregiver.
			• Head of School communicates outcome with relevant staff.
			• Head of School documents behaviour in TASS.
			• Head of School and Head of Village to action Behaviour Support Plan.

Awards

Awards celebrate the positive contribution students make to the whole school community. Awards will be managed by leaders in consultation with staff and distributed at sub-school and whole school assemblies.

Strategies

Student behaviours that most impact teaching and learning are low-level and can be categorised as disengaged or disruptive. There are many reasons why students may not yet possess the skills to meet school and classroom behaviour expectations, including that:

- the student has not yet developed the functional everyday skills required to be successful in the school environment, such as self-regulation and deployment of self-management or coping skills.
- the student is experiencing difficulties in other parts of their life which are affecting how they behave at school, potentially leading to cognitive overload.
- the student is experiencing language and/or information processing difficulties or is still developing executive functions which impact their learning.
- the school or classroom culture and expectations are new and unfamiliar, and they are only beginning to learn behaviour in this context.

For Teachers

Reminder	For: *incorrect uniform (including jewellery and grooming), chewing gum, late to school or class, not prepared for lesson.* • Verbally acknowledge the matter to be addressed with the student. Seek clarification from the student about what went wrong. • Inform the student that a Reminder will be issued. • Create a TASS entry.
Reflection Space	1. Have a calm conversation with the student to acknowledge that they are not ready for learning and explain that a circuit-breaker is needed to prevent further escalation. 2. Direct them to the Reflection Space and reinforce that this process creates space for them to regulate and reflect, and for you and the class to get back on track. Remind them that the goal is to resolve and restore as quickly as possible so that both student(s) and teacher can move forward. 3. The appropriate Head of Village or Head of School will be contacted to assist and will, if possible, move the situation forward and facilitate a resolution with the teacher during that lesson. 4. Head of Village and/or Head of School briefly speak with the student to assess their readiness for a restoration with the teacher, and will then supervise the relevant teacher's class to enable them to speak with the student and restore the situation a. If the Head of Village and/or Head of School is not available, another Head of Village may be contacted to step in 5. The Reflection Sheet requires the teacher's summary
ARK	1. Inform the student (in person) that they should attend the ARK. Be clear about the date they should attend and the work output that is expected. 2. Create a TASS entry to add them to the ARK register. 3. When the work has been completed/submitted, indicate this by amending the TASS entry so that the student is removed from the register.

For Leaders

Behaviour Management Plan	Intervention for persistent challenging behaviour or decisions that other interventions have not successfully resolved. Provides formalised structured approaches to manage and reduce disruptive or harmful behaviours, or persistent poor decision-making, supporting students to set goals and achieve them.
Internal Suspension	For 7 Reminders. For Level 4 and 5 behaviours. This decision is the responsibility of the Head of School (in consultation with the Deputy Principal).
External Suspension	For 8 Reminders. For Level 4 or 5 behaviours. This decision is the responsibility of the Head of School (in consultation with the Deputy Principal).
Expulsion and Exclusion	As a last resort when other steps have been pursued and when a student's behaviour is so impactful that other students' or teachers' rights and safety are being infringed. This decision is the responsibility of the Principal. This may need to happen for: • persistent aggressive behaviour • dangerous or unlawful behaviour • persistent behaviour that continues to impact others.