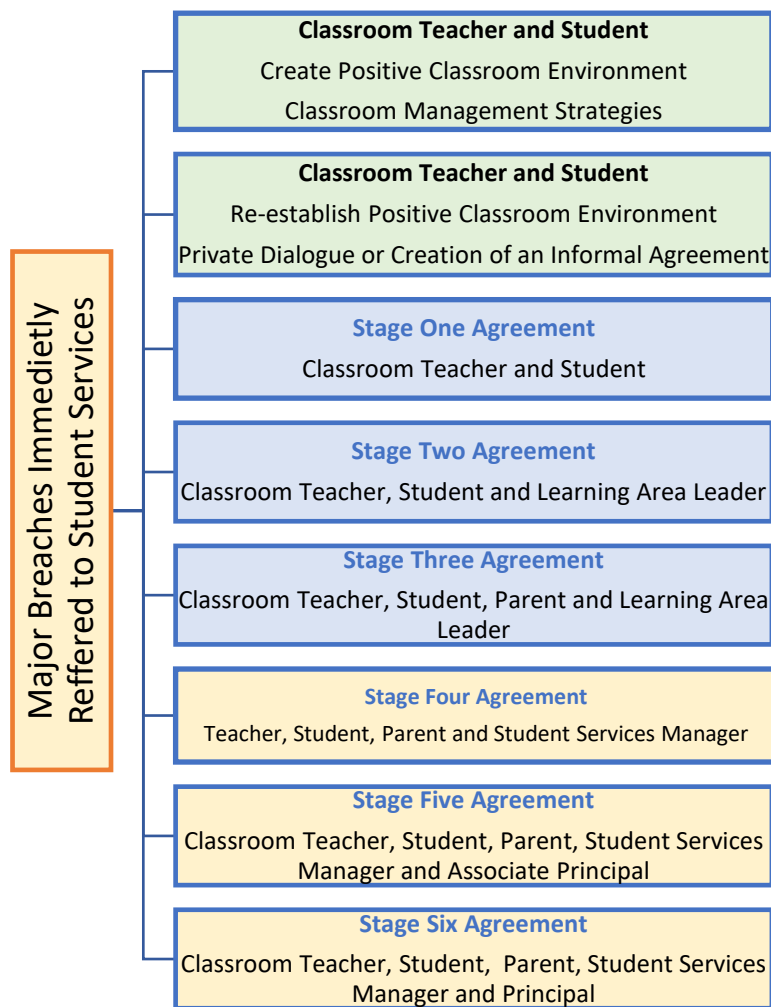


## Byford Secondary College's Engagement Improvement Procedure

Byford Secondary College adopts a multi-step engagement procedure to respond to consistent unproductive minor behaviours and promote engagement in our classrooms. This approach is both educative and restorative and founded on the belief that the most effective way to foster engagement in our students is to create a positive environment where students' strengths, abilities and diversity are nurtured. Students are encouraged by all staff to take individual responsibility and accountability for their learning and behaviour and accept the logical consequences for their choices.



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Educative



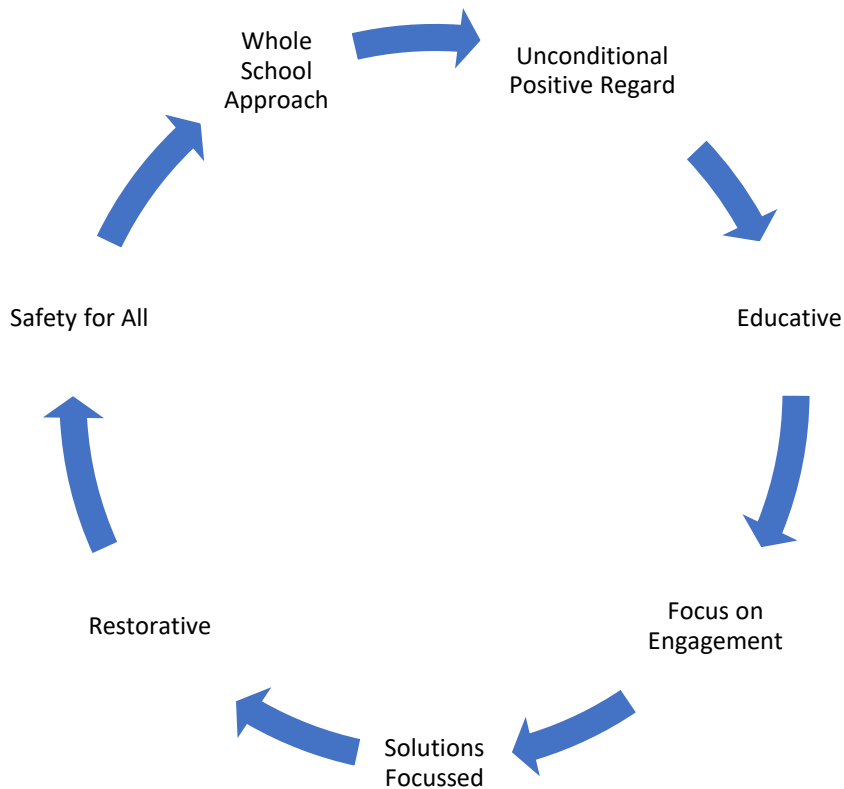
Unconditional  
Positive Regard



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**There are six pillars which underpin the Byford Secondary College Behaviour Support Procedure:**

1. Unconditional Positive Regard for all students regardless of their behaviour.
2. The embedding of agreed classroom expectations incorporating clearly articulated consequences for inappropriate student behaviour which are fairly and consistently applied.
3. The implementation of a range of effective classroom management, instructional strategies and pedagogical approaches in every lesson.
4. A restorative approach to all conflicts which is empathetic and puts relationships at the centre of all actions and decisions.
5. A whole school, consistent, collaborative and consultative approach to behaviour support.
6. The belief that all behaviour serves to fulfil a function and is an educative opportunity.



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**Classroom Teacher and Student  
Create a Positive Classroom Environment**

Teachers use CMS low-key skills to establish positive, cohesive, accountable classrooms where belonging and safety is paramount. The teacher intentionally builds a productive relationship with the student underpinned by unconditional positive regard. Whole class and student rewards are used to recognise and promote positive behaviours in a ratio of 5:1 including classroom rewards, letters of commendation, Associate Principal Commendations, positive parent communication, ROAR points and student acknowledgment awards. Class Profiling and seating plans are comprehensive and reviewed regularly to support lessons which incorporate the Byford Secondary College Instructional Framework. Student Reflection Sheets are regularly completed when unproductive behaviours occur, and records are kept on Compass of these reflection sheets. The BSC PBS Values and Expectations Matrix is displayed in every classroom and the language of PBS is evident when responding to unproductive behaviours and reinforcing positive behaviour choices. Refresher lessons and the PBS Fortnightly Focus are referred to regularly and unproductive behaviour is viewed as an educative opportunity, positive replacement behaviours are consistently taught and reinforced. Student's unique strengths and abilities are nurtured, and their individual needs are catered for in the classroom. When disruption to the learning environment occurs, our class withdrawal process is utilised within learning areas and recorded on compass. The BSC Mobile Phone, Truancy and Attendance Procedures are embedded within classroom practice.

**Classroom Teacher and Student: Walk and Talk or Informal Agreement  
Re-establish a Positive Classroom Environment**

The teacher continues to apply CMS low-key strategies and whole school rewards to create a positive environment. They may use the class withdrawal procedure to remove the student from their class for short periods where they are not supporting the rights of others to learn. Classroom agreed expectations should be re-enforced with the whole class and consequences put in place where students are not meeting these expectations. The teacher may seek instructional coaching at this phase. They should also engage in discussions with the student's other classroom teachers, their Learning Area Leader and may review a range of data (RTP, OLN, NAPLAN, Compass entries) to refine



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their class profiling documents and planning. Classroom Observations are recommended at this phase. Teachers are advised to seek input from their Student Services Manager, other teachers of the student and their Learning Area Leader to guide the relationship building process and responses to student behaviour. Parent communication is required at this stage and may include letters of concern and commendation, general communication and most importantly phone calls. Rewards should be free and frequent and may include canteen vouchers, ROAR points and other classroom negotiated rewards. All relevant interactions should be recorded on Compass. Student Reflection Sheets should be completed and recorded at this stage. Where the minor behaviour is continuing, classroom teachers should consider a form of Private Dialogue with the student. Teachers trained in CMS may opt to utilise an Informal Agreement between the teacher and student. Where an Informal Agreement is not suitable, at minimum behaviour expectations should be discussed one-to one. In a one-on-one meeting between teacher and student, goals should be set for the student and the student should be recognised and rewarded for progress towards achievement of these goals. The student should be made aware of the next phase of the agreement schedule if the private dialogue has not been successful.

**Stage One Engagement Improvement Agreement**  
**Classroom Teacher and Student**  
 Formal Response to Persistent Unproductive Minor Classroom Behaviours

Where behaviour concerns continue despite low key strategies and a private dialogue, a **Classroom Agreement Stage One** will be developed between teacher and student. This stage necessitates a more formal meeting involving the student and teacher; where the disruption to the classroom environment is persistent temporary withdrawal may be necessary to provide adequate time to facilitate the agreement. This is to be negotiated by the Learning Area Leader. More formal Parent-Teacher partnerships should also be established to promote student engagement and the embedding of strategies which encourage appropriate behaviour. All interactions and agreements should be recorded on Compass. There are fact sheets provided which further outline the important considerations for the Stage One Agreement, it is encouraged that prior to implementation a discussion is held with the Learning Area Leader.



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**Stage Two Engagement Improvement Agreement**  
**Classroom Teacher, Student and Learning Area Leader**  
Learning Area Leader Involvement in a formal response Persistent Unproductive Minor Classroom Behaviours

Where a situation is unable to be resolved or behaviour concerns remain persistent, a **Stage Two Engagement Improvement Agreement** will be implemented. This stage necessitates a case conference involving the student, teacher and Learning Area Leader. Assistance may be sought from the Student Services for advice or background information, and the Student Services Manager should be notified that this level of agreement has been reached. Temporary withdrawal from class may be necessary to provide adequate time to facilitate the agreement, this is to be arranged in consultation with the Learning Area Leader. The aim of the Stage Two Agreement is to achieve a resolution and return the student to class promptly with both teacher and student equipped to engage productively in the teaching and learning program.

**Stage Three Engagement Improvement Agreement**  
**Classroom Teacher, Student, Parent and Learning Area Leader**  
Parent involvement in a formal response to Persistent Unproductive Minor Classroom Behaviours

Where a situation is unable to be resolved or behaviour concerns are persistent, a **Stage Three Engagement Improvement Agreement** will be implemented. A case conference involving the teacher, parent, student and Learning Area Leader will be summonsed. The purpose of this case conference is to reflect on the effectiveness of the previous interventions involving the teacher and student and to establish a plan of action moving forward. Temporary withdrawal from class may be necessary to provide adequate time to facilitate the agreement, this is to be arranged in consultation with the Learning Area Leader. At this stage, the Learning Area Leader will lead the meeting. It is likely that an Individual Education Plan will be implemented as an outcome of the case conference so preparation for this document should begin. The formal contract created through the **Stage Three Agreement** will reflect the outcomes of the case conference. The Student Services Manager will be informed that the



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parties have reached the Stage Three Agreement and this will allow the Student Services Team to review the current intervention strategies in place for the student and a review of the student's engagement across the college will occur. Functional behaviour Analysis will also begin to explore the student's motivations and patterns of behaviour. All interactions and documentation should be recorded on Compass.

**Stage Four Engagement Improvement Agreement**  
**Classroom Teacher, Student, Parent and Student Services Manager**  
Student Services Manager Involvement in a formal response to Persistent Unproductive Minor Classroom Behaviours

Where a situation is unable to be resolved or behaviour concerns are persistent, a **Stage Four Engagement Improvement Agreement** will be implemented. A case conference involving the teacher, parent, student and Student Services Manager will be scheduled. The purpose of this case conference will be to reflect on the effectiveness of the previous interventions involving the teacher, student, and Learning Area Leader to establish a plan of action moving forward. At this stage, the Student Services Manager will lead the meeting and will bring a range of observations and data gained including Functional Behaviour Analysis. The student may be removed from their class temporality until the case conference can take place where rights of others to learn is being restricted. The aim of this case conference is to establish agreements that will prevent further disengagement, establish a positive and productive working relationship between student and teacher and result in increased educational outcomes for the student. All interactions should be recorded on Compass.

**Stage Five Engagement Improvement Agreement**  
**Classroom Teacher, Student, Parent, Student Services Manager and Associate Principal**  
Associate Principal Involvement in a formal response to Persistent Unproductive Minor Classroom Behaviours

Where a situation is unable to be resolved or behaviour concerns are persistent, a **Stage Five Engagement Improvement Agreement** will be implemented. A case conference involving the teacher, parent, student and Associate Principal of the relevant year level will be summonsed. The purpose of this case conference will be to reflect on the effectiveness of the previous interventions involving the teacher, student, Learning Area Leader, and Student Services and to establish a plan of action moving



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forward. At this stage, the Associate Principal will lead the meeting and will bring a range of observations and data gained including Functional Behaviour Analysis and consultation with Student Services and Learning Area Leaders. Support Staff and External Agencies may be present at this meeting. The student may be removed from their class temporality until the case conference can take place where rights of others to learn is being restricted. The aim of this case conference is to establish agreements that will prevent further disengagement, establish a positive and productive working relationship between student and teacher and result in increased educational outcomes for the student. All interactions should be recorded on Compass.

**Stage Six Engagement Improvement Agreement**  
**Classroom Teacher, Student, Parent, Student Services Manager and Principal**  
Principal Involvement in a formal response to Persistent Unproductive Minor Classroom Behaviours

Where ongoing disengagement is continuing and intervention strategies are not supporting the student to participate productively in learning, a case conference will be convened by the Student Services Manager and Principal. This Case Conference will include the parents, student, Student Services Support members and, where necessary, outside agencies. Before this meeting occurring, Individual Educational Plans will be submitted to the Student Services Manager with review annotations included. Compass should also reflect the ongoing communication between teacher and parent after each Phase of Student Agreement and evidence of Learning Area Leader interventions should be present.

**Where the Engagement Improvement Agreement Procedure is unsuccessful in improving the behaviour of a student**

If students have progressed through each of the six steps of the Engagement Improvement Procedure, and they continue to behave in a manner which is in violation of our college code of conduct, a referral will be completed to the Student Services Manager. A review meeting will take place including the teacher, Student Services Manager, Associate Principal and support staff without the student and parent present. A thorough review of the student's case management will occur and a plan of action will be implemented by Student Services.



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