



## How it Works: Successful Participation

Macquarie Primary School aims to provide an environment that supports learning and citizenship through the development of relationships and support of the whole child. Through their education at Macquarie, students are supported to take responsibility for their own behaviour and their engagement in learning.

Respect for the learning and social environment is central to establishing effective learning habits and strategies. To this end, the school works with parents, carers and support staff to establish an awareness of student needs and abilities. Similarly, parents and carers have an obligation to assist actively in processes that aim to determine the function of their child's behaviours and in developing and delivering appropriate strategies.

Macquarie's education team provides whatever it takes to ensure that students engage in quality academic and social learning. Our approach is differentiated, equitable and informed, focusing on

- curriculum
- relationships
- organisation of quality learning environments.

We recognise that things will go wrong for young people from time to time and that every problem presents a learning opportunity. Macquarie's differentiated practices are underpinned by the ACT Education Directorate's *Engaging Schools Framework* and the *Safe and Supportive School's Policy*.

Macquarie Primary School provides a range of learning opportunities aimed at modelling and informing students of the expectations of positive and respectful relationships and behaviours. Respect, kindness, honesty, responsibility, acceptance, and cooperation are expectations which are communicated at various levels within the school including

- Whole school: through assembly reminders and recognition
- Whole class: through group discussions and class meetings, modelling and recognition of appropriate behaviours, and explicit teaching through social and emotional skills programs
- One to one: Students with identified needs can be provided with individual plans to build and reinforce positive behaviours for learning
- Parent/student/ teacher meetings: to establish and maintain joint support for education and intervention strategies

### Promoting positive behaviour for learning

With the goal of ensuring that every experience promotes positive learning, the school aims to reduce repetition of negative situations by facilitating appropriate interventions. These are aimed at improving student participation, engagement and achievement, to position them for success. They are applied flexibly and mindfully to achieve effective social, emotional and behavioural learning for the student.

To avoid rehearsal of unproductive behaviours the following interventions may be applied:

- Application of the classroom protocols
- Use of time out to refocus
- Provision of alternative programs in order to build success
- Temporary exclusion from situations in which inappropriate behaviours have been demonstrated or appear likely
- Parent support including their time to assist student inclusion, management of behaviours and to engender positive learning
- Use of partial attendance programs to enable a student to experience and build on positive social and learning experiences
- Exclusion of individuals from activities or situations in which the risk of non compliance or dangerous behaviour is obvious
- Suspension from school to interrupt a cycle of behaviour or to reinforce the requirements of the school, to reinforce individual student plans, or to signal to the student the severity of their actions.

When considering the appropriateness of interventions aimed at engendering positive learning, the school considers the well being of all participants, including staff, students and members of the public. In cases when such wellbeing cannot be ensured, student/s may be excluded from an activity.

These interventions apply to all school activities including school visits, excursions, special events and discos.